Behaviour policy and statement of behaviour principles

St Monica's RC High School

Start Date:	September 2021
Review Date:	September 2022

R – Respect
R – Resilience
R – Responsibility

Contents

1. Aims

This policy aims to:
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

The underpinning principles of the policy are:

Respect, Resilience, Responsibility

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Underlying Principles

As a Roman Catholic School St. Monica's is conducted in accordance with the rites, practices and observances of the Roman Catholic faith.

The IEB's aims are that the school will work in close partnership with families and parishes in the religious formation of our children. It will offer a secondary education which is broad, balanced and relevant to pupils' abilities and aptitudes. It will aim at the highest standards of attainment and provide a disciplined, ordered and caring environment in which children can be happy and secure so that they can learn and develop. All pupils have value and will be valued equally.

Respect, Resilience, Responsibility

Rights and Responsibilities

- Everyone has the **right** to **learn**
- Everyone has the **right** to be **safe** and **secure**
- It is everyone's **responsibility** to make sure that **we enjoy our rights**
- Adults in the school have the **right** to issue appropriate sanctions as needed based on their professional judgment and this policy.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The IEB is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The IEB will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the IEB, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:
- Implementing the behaviour policy consistently using the language of choice
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on SIMS

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:
- Support their child in adhering to the pupil code of conduct
- Support the school when sanctions are issued
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:
- Be active and engaged learners and have the desire to be the best version of themselves
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Arrive for school and each lesson on time
- Be ready to learn (have the correct equipment, journals, pens, books, PE kits etc.)
- Show stewardship through looking after the school environment
- Take every opportunity to be involved in extracurricular opportunities

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and smoking paraphernalia (including e cigarettes)
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

7. Rewards and sanctions

7.1 List of rewards and sanctions
Positive behaviour will be rewarded with:
- Verbal praise
- Merit marks
- Letters, notes or phone calls home to parents
- Certificates and praise postcards
- Celebration assemblies every term
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a HOD/HOY/SLT
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use the Internal Isolation room in response to serious or persistent breaches of this policy. Pupils may be removed from the classroom during lessons if they are disruptive, and they will be expected to complete the same work as they would in class and will receive a 70 minute (stay until 4pm) same day detention in the isolation room.
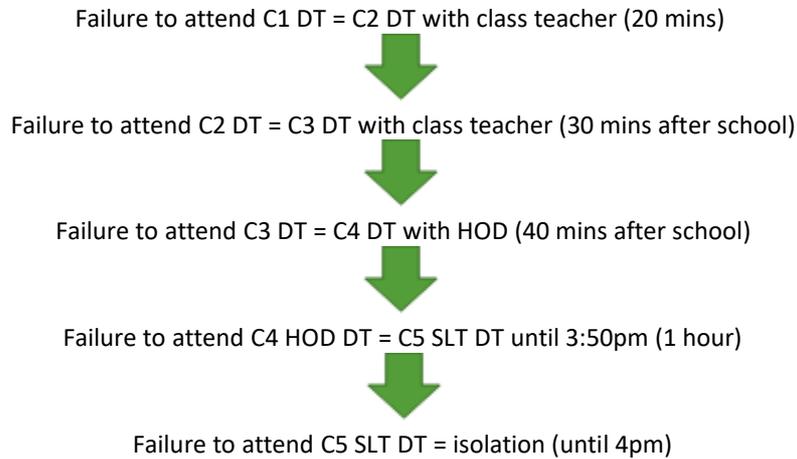
The consequence grid below is a best fit attempt to explain what action should be taken in each situation. As per the teacher standards, teachers should use their professional judgement and expertise as part of their day-to-day activities. It is expected that all staff will take account of and adapt to a pupil's individual needs (ie SEN, SEMH, Safeguarding concerns etc) before deciding on the best course of action.
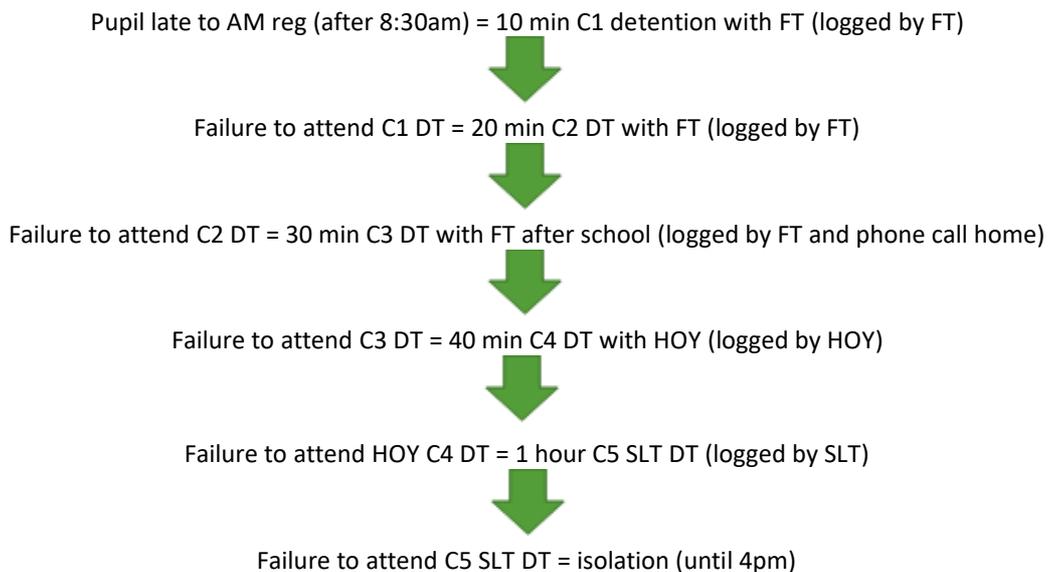
Behaviour Framework

Level	Behaviour examples (not exhaustive)	Consequence
C1	Low Level Disruption • Shouting out/talking at inappropriate time • Failing to follow instructions • Missing equipment • Late (reg/lesson) • Poor behaviour towards a pupil • Homework failure • Poor attitude to staff • Incorrect uniform – out of circulation	10 min DT with class teacher + restorative conversation between teacher and pupil. Logged on sims by class teacher. Uniform - If uniform cannot be corrected (e.g. trainers, eyelashes, hair, nails, PE kit) pupil to be referred to out of circulation room
C2	Continued disruption • Continued C1 behaviours • Failure to attend C1 detention • Swearing	20 min DT with class teacher + restorative conversation between teacher and pupil. Logged on sims by class teacher.
C3	Non-Compliance • Continued C1/C2 behaviour • Failure to attend C2 detention • Removal from lesson stage 1 (after C1 and C2 given in one lesson) • Truancy (first occasion)	30 after school DT with class teacher + restorative conversation between teacher and pupil. Logged on sims by class teacher Phone call home made by class teacher
C4	Referral to HOD/HOY • Continued C3 behaviour • Failure to attend C3 detention • Refusal to hand over phone/earphones • Removal from lesson stage 2 (to be used by HOD only) • Repeated truancy • Discriminative language/behaviour - Racist/sexist/homophobic/anti-Semitic • Fighting/physical assault • Smoking/vaping • Verbal abuse to a member of staff • Bullying	Subject specific issue – HOD referral Multiple subject issue – HOY referral HOD/HOY intervention required including 40 min HOD/HOY detention. Restorative conversation between class teacher and pupil completed with support of HOD/HOY. Logged on sims by HOD/HOY. Isolation may be used in this instance.

C5	Referral to SLT by HOY/HOD • Continued C4 behaviour • Failure to attend C4 detention • Persistent disruptive behaviour • Physical assault towards an adult • Drugs	SLT intervention required including SLT DT/Isolation/FTE/PEX. Logged on sims by SLT.

7.2 Detention flow chart

Failure to attend C1 DT = C2 DT with class teacher (20 mins)

Failure to attend C2 DT = C3 DT with class teacher (30 mins after school)

Failure to attend C3 DT = C4 DT with HOD (40 mins after school)

Failure to attend C4 HOD DT = C5 SLT DT until 3:50pm (1 hour)

Failure to attend C5 SLT DT = isolation (until 4pm)

7.3 Lates detention flow chart

Pupil late to AM reg (after 8:30am) = 10 min C1 detention with FT (logged by FT)

Failure to attend C1 DT = 20 min C2 DT with FT (logged by FT)

Failure to attend C2 DT = 30 min C3 DT with FT after school (logged by FT and phone call home)

Failure to attend C3 DT = 40 min C4 DT with HOY (logged by HOY)

Failure to attend HOY C4 DT = 1 hour C5 SLT DT (logged by SLT)

Failure to attend C5 SLT DT = isolation (until 4pm)

If a pupil receives 5 lates in one half term, a meeting should be arranged between FT and parent/carer to unpick issues and offer support where necessary.
If a pupil receives 10 lates in one half term, at this point a further meeting should be arranged between HOY and parent/carer to follow up on previous meeting with FT.
Any pupil who arrives to school after form (after 8:45am) is placed straight into HOY C4 detention.

7.4 Removal from lesson (C3/C4)
Stage 1
If pupil is continuing to disrupt the learning of others after a C2 has been issued – the pupil is sent to the HOD for the remainder of the lesson. The HOD should take the pupil back to the class teacher at the end of the lesson who will issue the 30 min C3 DT to be served with themselves (with HOD restorative support if necessary).
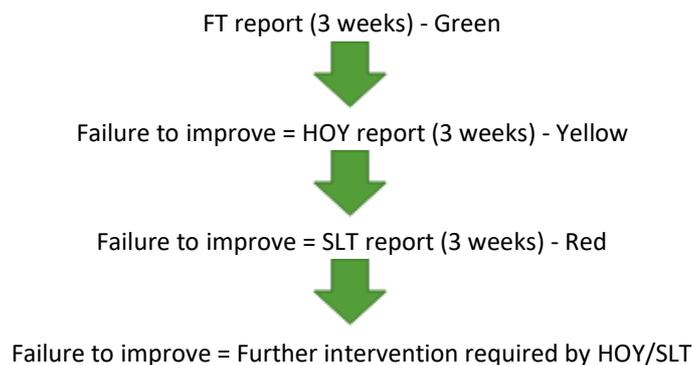If this occurs in a HOD lesson, the pupil should be sent to the second in department or their 'agreed buddy'.

Stage 2

If the pupil continues to be non-compliant with HOD – 'On Call' is to be used. HOD should email the front office who will locate the 'On Call' member of staff. The pupil is then collected by the 'On Call' member of staff who will discuss the issue with the pupil – If the issue cannot be resolved by the 'On Call' member of staff, the pupil will be taken to isolation for the rest of the day (until 4pm). HOD + original class teacher to meet with pupil and Isolation manager at end of day to repair and restore.

7.5 Report flow chart

If a pupil has a number of behaviour incidents in a week, a report card should be used to monitor the pupil more closely. A meeting/phone call should be arranged to agree consequences and rewards for positive and negative outcomes. At the end of each week, the member of staff whom the pupil is on report to should contact home to update the parents on their progress and decide next steps.

FT report (3 weeks) - Green

⬇

Failure to improve = HOY report (3 weeks) - Yellow

⬇

Failure to improve = SLT report (3 weeks) - Red

⬇

Failure to improve = Further intervention required by HOY/SLT

If behaviour incidents are occurring in just one subject/lesson, a subject specific report may be used.

7.6 Uniform

If a pupil is wearing a hoody/jumper/jacket (not coat) or jewellery during the school day, these will be confiscated and taken to the school office. On the first occasion, the pupil will be able to collect the item at 3pm from the school office. On any occasion after this, a parent will be asked to collect the confiscated item from school. A text will be sent home by the office staff to notify parents. A clean slate will be given each term.

If a pupil attends school in uniform that cannot be corrected on the day (e.g. trainers, false nails, false eyelashes, extreme hair styles, jewellery that is not removed, incorrect PE kit), they will be placed in break and lunchtime isolation.

7.7 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.8 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

7.9 Smoking (incl e-cigarettes)
In the first instance, students found smoking will be in isolation until 4pm
A second offence will result in a Fixed Term Exclusion.
Referral to Bury Drug education team will also occur.

7.10 Fixed Term Exclusions/Permanent exclusion
Behaviours that may result in a fixed term exclusion:
- Second smoking offence (incl e-cigarettes)
- Persistent bullying
- Drugs – possession and consumption

- Repeated breaches of the school rules
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting/Physical assault
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items listed in section 6.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which includes:
    o Greeting pupils in the morning/at the start of lessons
    o Establishing clear routines
    o Communicating expectations of behaviour in ways other than verbally
    o Using the language of choice when discussing pupil behaviour
    o Highlighting and promoting good behaviour
    o Concluding the day positively and starting the next day afresh
    o Having a plan for dealing with low-level disruption
    o Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 6) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Mobile Phones
They are not to be used on school premises – if they are seen or heard they are to be confiscated and handed to the front office.
1st offence – staff member places phone in office. Student can collect at the end of the day at 3pm.
After 1st offence – staff member places phone in office. Student cannot collect at the end of the day, parent must collect. Front office to send standard text to parent informing them that the phone is in the school safe for them to collect.

Repeat offenders = meeting with parent, pupil and HOY to reinforce rules and home school partnership.
A clean slate is given each term.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Pupil Wellbeing – Student Services

The school provides a calm space for pupil's wellbeing to be addressed when necessary. When pupils are in emotional distress caused by intrinsic and extrinsic factors pastoral staff will support the pupil using bespoke, supportive intervention.

9. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the IEB annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the IEB every year.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Safeguarding policy

- Anti-bullying strategy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The IEB also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the IEB annually

Appendix 2: Form tutor responsibilities, routines and expectations

All Form Tutors should configure their SIMS homepage in order to more easily track behaviour in their forms and ensure minor behaviour issues are dealt with as soon as possible.

Responsibility/Routine	Frequency	Impact
Establish and maintain positive relationships with pupils	Daily	Pupils feel welcome – makes it easier to tackle issues as they occur
Have Prayer ready for form time. Say prayers with the form	Daily	Ready to start the day with prayer.
Greet pupils at the door	Daily	Pupils feel welcome. Builds good relationships
Ensure pupils enter form quietly and sit according to seating plan	Daily	Pupils are ready to worship and to learn
Take the register accurately by calling pupils' names out whilst pupils are in silence	Daily	Safeguarding and statutory obligations fulfilled – accurate record of who is in school.
Check pupils' uniforms. Address any issues according to policy	Daily	Pupils are smart and ready to learn. A consistently high standard of dress is maintained throughout the school.
Check pupils have basic equipment: pen/pencil/ruler/calculator	Daily	Pupils are ready to learn.
Complete allocated form time activities according to the timetable for your year group.	Daily	Pupils are engaged and making the most of every learning opportunity.
Praise pupils	Daily	Maintains positive relationships and motivation
Be at assembly on time and ensure pupils are sat quietly and in alphabetical order	Weekly	Pupils are ready to worship and to learn.
Monitor the progress of pupils in the form with regard to attendance/punctuality/behaviour (FT to configure SIMS homepage to their form to support this)	Weekly	Any pupil falling below expectations is identified and supported to make the best progress they can (see support document)

Appendix 3: Head of Year responsibilities, routines and expectations

All Heads of year should configure their SIMS homepage in order to more easily track behaviour in their year group and ensure issues are dealt with as soon as possible.

Responsibility/Routine	Frequency	impact
Establish and maintain positive relationships with pupils	Daily	Pupils feel welcome – makes it easier to tackle issues as they occur
Praise pupils	Daily	Maintains positive relationships and motivation
Lead on the pastoral care, school social life. Discipline and attendance of their year group	Daily	Ensure consistency across the school
Devise intervention strategies	Daily	Ensure barriers to learning are addressed
Set, communicate and monitor Form time routines – QA through 'drop in' to each form once a week and pupil voice activities	Daily	Ensuring consistency - All pupils have a clear and orderly start to the day.
Ensure Form Teachers are held to account for their form and the rigour and routine in their form This includes a form tutor checking uniform and making the contact home about the issue not passing this on.	Daily	Ensuring consistency and high standards for all pupils.
Ensure pupils on HOY report are ready for the day and record intervention on SIMS	Daily	Timely intervention to support pupils to improve their behaviour.
Deal with Behaviour issues arising in the day, investigating and taking appropriate action. Speak with parents when appropriate	Daily	Incidents are dealt with quickly and parents are kept informed. Clear expectations are upheld.
Set and monitor the daily activity for form time, including Prayer, uniform check, recognition Boards, Merits given, Form Tutor Report from SIMS used to engage pupils	Weekly	Pupils have a clear routine and a calm start to the day. Learning and progress takes place right from the start of the school day.
Lead the team around the year and keep records of action points in plan, do, review cycle of intervention	Fortnightly	Ensures a multi-disciplinary approach to monitoring and prescribing intervention for behaviour, progress and attendance issues
Monitor pupil progress and create an intervention form for HOY mentoring for a period of 2 weeks following each data collection point	Key data points	Ensure pupils are making maximum progress and intervention is timely and bespoke

Appendix 4: Class teachers/HOD responsibilities and routines

Class teachers are responsible for promoting and maintaining positive behaviour for learning in their classroom. As pupils respond well to clear and consistent routines, class teachers are required to implement the Teaching and Learning Policy and pay close attention to the learning routines they employ within the classroom. **At the core of the policy is an acceptance of the need to ensure that pupils are involved in learning activities appropriate to their abilities and need.** This will often require adaptation of materials or tasks **i.e. differentiation** in order to cater for individuals. In addition, staff must use a range of strategies to redirect pupils back on task and anticipate problems.

Teacher
- Will plan for learning of all pupils in their class and be fully prepared for the lesson
- Will know and understand the needs of all pupils in their class
- Will establish and maintain positive relationships with all pupils
- Will take their register within the first 10 minutes of each lesson
- Will follow and implement the St Monica's behaviour framework consistently
- Will recognise achievements and reward appropriately

Responsibility/routine	Frequency	Impact
Know the profile and needs of your pupils. Access information on H drive for SEN/Vulnerable pupils. Use information to plan and adapt lessons according to need.	Daily	High engagement in lessons and all pupils make progress.
Establish and maintain positive relationships with pupils	Daily	Pupils feel welcome – makes it easier to tackle issues as they occur
Praise pupils	Daily	Maintains positive relationships and motivation
Know the names of your pupils	Daily	Builds good relationships and helps reinforce effective classroom management.
Be on the corridor at lesson change to dismiss and greet pupils	Daily	Pupils feel welcome. Builds good relationships. Helps to maintain good order on the corridor for everyone.
Check pupils' uniforms. Address any issues according to policy	Daily	Pupils are smart and ready to learn. A consistently high standard of dress is maintained throughout the school.
Ensure pupils enter class quietly and sit according to seating plan	Daily	All pupils are ready to learn.
Have a task set out ready for pupils to start straight away. Ensure books and resources are already on the table.	Daily	Orderly start to the lesson. Learning begins straight away. All pupils are engaged and active.
Take the register accurately by calling pupils' names out whilst pupils are in silence	Daily	Safeguarding and statutory obligations fulfilled – accurate record of who is in school.
Share objectives with pupils	Daily	Pupils understand focus of the lesson and are engaged in their learning.
Follow the Behaviour policy of the school	Daily	There is a consistent approach which helps to reinforce high standards for everyone.
Mark books and provide feedback according to departmental and school policy	As per policy	Pupils receive regular feedback on their learning in order to make the best progress.
HOD to support behaviour management within their department as per the framework	Daily	Ensure consistency
HOD to liaise with HOY when issues is persistent	When identified	Ensure consistency and timely intervention