

ST CATHERINE'S CATHOLIC HIGH SCHOOL



BEHAVIOUR POLICY

Last Reviewed: January 2012

Review Date: July 2013

The Principles

The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:

- Promoting desired behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment, free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all students can achieve

The Behaviour for Learning policy at St Catherine's is a statement of good practice which allows all students to learn and all teachers to teach. It covers all aspects of the school that contribute to a positive learning environment and school ethos. All members of the school are expected to help maintain an environment conducive to learning of which the fundamental aspects are mutual respect, courtesy and tolerance.

Standards of behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Therefore the school has a central role in the student's social and moral development just as it does their academic development.

The students bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows then that acceptable standards are those which reflect these principles

To achieve good behaviour we will:

- recognise the need to identify and address behaviour issues in the classroom and around school throughout the day
- apply the Consequence System consistently and fairly
- record all incidents of unacceptable behaviour on SIMS

- ensure that our reward systems and praise for students are a central part of our day to day dealings with them

Rewards Policy

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour.

Communication with parents / carers is an integral part of the rewards system and participation of parents / carers in award ceremonies is also encouraged. The aim of this is to encourage parents / carers to give greater support to their children's education, to raise parental expectations, to develop increasingly positive relationships between school and home for the benefit of students; and to extend students sense of achievement beyond the school.

At the same time, the Reward system used in order to implement this policy is aimed at giving every student the opportunity to feel valued and to have a sense of achievement; thus raising self esteem and improving motivation.

It is also the policy of the school to use rewards in order to assist the school in meeting several objectives in the school improvement plan, especially: raising attainment of students, improving attendance and improving classroom behaviour.

In particular, this reward system will aim to reward students for:

- meeting and exceeding progression targets
- good behaviour
- good attendance
- hard work and effort
- valuable contribution to the wider school community

To ensure fairness in the rewards system, clear guidelines are given to prescribe exactly what students can be rewarded for.

Rewards System

All staff should make full use of the Rewards System. Students should be encouraged at all times and should endeavour to recognise all types of achievement.

All students will receive Behaviour and Achievement Points as appropriate using the SIMS Behaviour Management Tool. Auto-rewards should be given to all students at the start of each lesson. Additional achievement points can be allocated to students for meeting or exceeding school expectations in raising attainment, improving attendance and improving classroom behaviour.

Credits will count towards Achievement Points which can then be spent in the Rewards Week at the end of the school year.

DEALING WITH MISBEHAVIOUR

Our school Behaviour Management tool is the Consequence system. This is to be consistently applied for all instances of low level disruption.(Appendix 1)

All other instances of poor/inappropriate behaviour should be dealt with by the member of staff dealing with the situation. On the occasions where staff feel further intervention is required the incident should be reported to the appropriate Pastoral Team/Form-Tutor/ PaLM/HOD or SLT as seen fit. In all cases it is the duty of the member of staff dealing with the situation to make sure the incident is recorded on SIMS.

Throughout the day the Pastoral staff will monitor behaviour incidents on SIMS. They will inform parents on a daily basis if a student is seen to be involved in a number of C3's or C4's in any one day.

USE OF SANCTIONS OUTSIDE THE CONSEQUENCE SYSTEM

The Consequence System is designed to deal with low level disruption and is primarily used to support behaviour for learning and to help create an effective learning environment. On occasions student behaviour may fall outside the consequence system, such as higher level disruptive behaviour, abusive language, physical aggression towards students but also things like no homework, failing to attend a dept detention etc. It is important that departments continue to work under the guidance of the Head of Dept to manage behaviour within the department with a clear policy to deal with inappropriate incidents. More serious incidents must be reported and, through the HOD and PaLM with the support of the SLT link, decisions made as to what appropriate action to take.

The aims of the Dept sanctions structure are:

- to provide a framework so that inappropriate behaviour can be dealt with
- to build on good practice within the school
- to ensure that students know that they will not get away with misbehaviour
- to make students aware that they will be dealt with by the teacher present
- to reinforce to students that every member of staff has the authority to impose sanctions and that discipline is not the preserve only of PaLMs, HOD's or SLT
- to raise student standards and their expectations of what is and is not acceptable.

Use of detention

The school has the legal power to put students in detention. St Catherine's operates a detention system on each evening. We do not have to give 24 hours notice of detention during the school day, such as lunchtimes, however we will give 24 hours

notice of a detention outside normal school hours, such as after school. Parents/Carers will be informed verbally, by Text message or written confirmation.

It is rare for a whole class to be equally involved in poor behaviour. *Teachers should never punish a whole class group but must focus on the individuals involved.*

The essential point is that we respond to misbehaviour and apply a sanction which we can enforce and which is matched to the particular situation. Certainty that a sanction is applied is far more effective than the severity of the sanction being applied.

Student Support Structures

E- reports – electronic reports which will be completed by subject teachers when the student completes the lesson. These will be generated by the PaLM and monitored by the PaLM /Pastoral Assistant/Form Tutor over a 2 week period. Students will be placed on E-reports when they have been identified as falling below expectations over a period of time.

PaLM report – Failing an E-report will result in the student being placed on a paper report and report to the PaLM on a daily basis to check progress over the course of the day.

SLT report - Should a student fail the PaLM report they will be placed on a Senior Leaders Report. Parents will be informed and may have to attend a meeting to discuss their child's inappropriate behaviour.

Personal Intervention Plan (PIP) (Appendix3)

The Personal Intervention Plan (PIP) is a generic plan which is used to support the student and parent/carer in order to improve specific areas of concern in school.

The plan is used to identify which areas of support the student's needs. This is generally broken down into 3 areas:

- Individual Education Plan (IEP) – This is to support student learning and will be used when a student is found to require help to improve improving attainment.
- Individual Behaviour Plan (IBP) – This is to support an improvement in targeted behaviour
- Pastoral Support Plan (PSP) – This is used to support a student who has clear pastoral needs and often involves outside agencies together with the Pastoral Team.

Acceptable Behaviour Contract (Appendix 2)

The Acceptable Behaviour Contract is to be used by PaLMs when a student has demonstrated persistent poor behaviour. It is discussed at a parents meeting and signed by both student and parent.

LDU KS3/ LDU KS4 – alternative provision can be made through the LDU/Inclusion room. Personalised timetables are put in place depending on need and availability.

TAC – Team Around the Child meeting. This is a meeting where all agencies currently involved with a student are invited into school to look at what support might be available in the first instance and to draw to everyone’s attention the concerns school has regarding the student.

CAF – Common Assessment Framework – should a student become a serious cause for concern a CAF can be called for. The agency that has the concern should take the lead in managing the CAF. Again the panel is made up of agencies involved with the student.

SLT Disciplinary Panel – to be used when a student has persistently failed support measures and broken their Acceptable Behaviour Contract. Parent to attend.

Governors Disciplinary Panel – to be used when a student is at risk of permanent exclusion. Student behaviour is reviewed and strategies discussed. This is often their final warning. Parents to attend.

Managed Move – students will be offered a managed move to another school within the Authority. This is for a period of 6 weeks, if successful a place maybe offered. Parental permission is required.

Exclusion Procedure

As a school community we must together maintain discipline and good conduct so that teaching and learning can take place in an orderly learning environment. We will achieve this by using the range of strategies outlined in our “Behaviour and Discipline Policy and Practice Guidelines”. One of those strategies is exclusion and DFE guidance is very clear on the matter.

Exclusion is considered a serious step to be used only in response to serious breaches of the school’s disciplinary policy, and after a range of alternative strategies to resolve the student’s disciplinary problems have been tried and proven to have failed.

It must even then only be used where allowing the student to remain in school would be seriously detrimental to the education or welfare of other students and staff or of the students themselves.

Only the Headteacher (or Acting Head) can exclude a student.

In the last resort, the Headteacher reserves the right to permanently exclude a student in line with appropriate DFE Guidelines on Exclusions.

Return after exclusion following a single serious incident or accumulated incidents

- exclusion agreed with Headteacher
- parents informed by phone that day by the PaLM/Pastoral Assistant and by letter the following day by the Headteacher
- PaLM will draw up a Personal Intervention Plan (IBP) for the student's return
- parents will be invited to school to discuss the plan and the consequences that might follow if there is no improvement
- any return plan could include part time attendance or a period of reduced timetable and supervised withdrawal
- student to return on e-report and meet daily with the PaLM/Pastoral Assistant
- modification of the behaviour plan to be considered on a regular basis eg weekly by PaLM and Form Tutor using information provided on the report and directly from subject teachers
- parents to be kept informed via the PaLM

Dealing with incidents of bullying (also refer to Anti-bullying policy)

- All incidents of bullying will be thoroughly investigated and recorded.
- Both the "bully" and "victim" will be supported in terms of how the incident will be resolved.
- Students who are referred to the PaLM/Pastoral Team/Form Tutor/Subject Teacher or indeed ,any member of school staff, for bullying will be placed on the Bullying Tracker.
- Punishment and interventions will take place on an individual basis according to the nature of the incident.

USE OF REASONABLE FORCE

School staff have a legal power to use force and lawful use of power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior leaders should support their staff when they use this power.

WHAT IS REASONABLE FORCE?

- The term reasonable force covers the broad range of actions that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil by the arm to safety or more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- "reasonable in the circumstances" means using no more force than necessary
- Control – means either *passive physical contact*, such as standing between pupils or blocking their path or *active physical contact* such as leading a pupil away by the arm out of a classroom.

- Restraint – means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances such as if students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases this may not always be possible.
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff working in the school. It also applies to people who the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on organised school visits.

Examples of when reasonable force can be used (not an exhaustive list)

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or school trip or visit;
- To prevent a pupil leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking another pupil or member of staff or to stop a fight in the playground; and
- To restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as punishment.

SCREENING, SEARCHING AND CONFISCATION

- School staff can search students for any item banned under the school rules, if the pupil agrees
- Headteachers and the staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the student has certain **prohibited items**. The items that can be searched for under this power are **knives or weapons, alcohol, illegal drugs and stolen items**.
- School staff can seize any banned or prohibited item found.

SCREENING

- If so wished the school has the power to screen all pupils by a walk through or hand held metal detector – failure for a student to comply will result in that students not being allowed to enter the premises.

Students with SEN

The school acknowledges that it has a legal duty under the Equality Act 2010 that appropriate adjustment should be taken into account when dealing with students with SEN.

Pupils' conduct outside the school gates.

The school has the statutory power to discipline any student who misbehaves outside the school premises. Non-criminal behaviour and bullying that takes place outside the school gates, that is reported by a student, parent or member of public, will be dealt with as would any incident in school, if it is considered to bring the good name of the school into question. Any incident of criminal behaviour will be reported to the Police with which we will work closely to deal with the offending person.

Signed: Mrs P Sheard (Head) Signed: Mr T Miskell (Chair of Governors)

Date ratified by Governing Body:

Date to be reviewed:

APPENDICES

Appendix 1

MANAGING STUDENT BEHAVIOUR

THE CONSEQUENCES SEQUENCE

- C1** **First misbehaviour – verbal warning.
Name goes on the Consequences board.**
- C2** **Second misbehaviour – verbal warning.
Name goes on the Consequences board.**
- C3** **Third misbehaviour – final warning.
Name goes on the Consequences board.**
- C4** **Fourth misbehaviour – issue completed C4/C5 Form
(Yellow Sheet) and send to Matrix Room. Keep tear-off
Part B and record 30 min department detention on
both Part A and Part B. MAKE SURE YOU RECORD
TIME LEFT LESSON ON PART A**
- C5** **Fifth misbehaviour - send to Consequences Room for
the rest of the period. Gatekeeper to arrange full day
Isolation in Consequences with 1 hour detention after
school**
- C6** **Seventh misbehaviour – Headteacher involvement
Exclusion for fixed period**

When do I call for further assistance?

If there is a serious incident, eg a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through the Pastoral Office.

Appendix 2

Acceptable Behaviour Contract



THIS CONTRACT is made on [date] BETWEEN [name and address of lead agency/agencies] AND [name of individual].
[name of individual] AGREES the following in respect of future conduct –

- 1
- 2.
- 3.
- 4.
- 5.

Action on breaking the agreement

If [name of individual] does anything which he/she has agreed not to do under this contract, and which the school considers amounts to unacceptable behaviour

WITNESSED

Palm/SLT to sign

Signed: Name: Date:

Parent/Carer to sign

Signed: Name: Date:

I confirm that I understand the meaning of this contract and that the consequences of breaking the contract have been explained to me.

Signed: Name: Date:

Appendix 3

Personal Intervention Plan

School	Progress and Learning Manager	Date PIP compiled	Review date agreed
St. Catherine's Catholic High School			

Pupil:	D. o. B.	Form:
TYPE OF PLAN: Individual Education Plan Individual Behaviour Plan Pastoral Support Plan (please indicate)		

Concern	Reason for concern

TARGETS: What is to be done	ACTION: How it is going to be done

