

## Behaviour Policy

October 2018

### Legal Framework:

**DfE guidance, 'Behaviour and Discipline in Schools (2016), has been taken into consideration when producing this policy. It outlines that:**

- 'Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.'

### Introduction

We aim to provide a safe, caring, well-ordered environment, which is vital to effective teaching and learning.

A successful behaviour policy requires the commitment and consistency of practice of **all** staff to ensure that learners know the standards expected of them. **All** members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Learners should be treated fairly and consistently and all should uphold the values of the Catholic Church.

### Aims

- Promote Gospel values and the teachings of the Catholic Church
- Support effective teaching and learning
- Foster mutual respect
- Prepare learners for the adult world
- Create consistency of expectations and consequences
- Challenge poor behaviour in an appropriate manner

## Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A broad and balanced curriculum helps develop and maintain this. Students learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate all students.

### Principles

- Staff use most appropriate method of teaching, which draws on students' experiences and values their contributions
- Students are received into a classroom where routines are established and high standards expected
- Explicit and regular praise should be used for all types of achievement

PSHCE and the Healthy School agenda will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All curriculum areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all students can learn and make progress. Heads of House will support this curriculum through standardised assembly themes to cover; Bullying, IAG, Drugs, Alcohol and Tobacco misuse, Finance, Emotional Health, Healthy Lifestyle and On-line safety.

A clear rewards and sanctions strategy is in place to ensure that our Behaviour Policy is consistently applied, this includes:

- Staff record negative incidents on PARS
- 1 Weekly postcard written/sent

*How do we get consistency of implementation?*

- BFL communicated frequently to students in registration, in assemblies and in lessons
- Staff support to deliver consistency around the school site

*How will we communicate the policy to everyone?*

- Staff training and behaviour is a standardised agenda item for meetings
- Weekly House assembly followed by Form Tutor activity
- Letters home
- Home-School Agreement to be signed by parent, student and HOH annually

*How do we know it is understood and accepted?*

- Data tracking by HOH to demonstrate improvement in behaviour
- Calm environment around building supported by duty team
- Behaviour a standing item at SLT, Curriculum and Pastoral area meetings
- Classroom teachers to maintain a consistent approach to classroom management

*How do we get consistency of implementation for dress?*

- Parents/carers and students clear on what is expected (open evenings/website/policies)
- Uniform check every lesson and in tutorial session and when students line up in Houses

### Punctuality Process

| How Identified   | Actions   |
|--|---|
| <ul style="list-style-type: none"><li>• Punctuality monitor at start of school day</li><li>• Form tutor register</li><li>• Class teacher register</li><li>• Punctuality report run each Friday morning</li></ul> | <ul style="list-style-type: none"><li>• Inform parents via text/e-mail/telephone call</li><li>• Make up time lost at lunchtime on day of lateness to school with HOH</li><li>• No progress then referral to Attendance Officer for home visit</li><li>• Attendance Officer monitoring</li><li>• Attend curriculum detention/call back if late to lessons with class teacher</li></ul> |

## **School Expectations of BFL**

### **Expectations of dress:**

A high standard of personal appearance is expected and anyone arriving at school in non-uniform clothing/footwear may expect to be removed from lessons.

**Hair** colour and style must be appropriate for school. Having a high standard of uniform requires sacrifice on a personal level: we cannot chase fashion. Students are asked to respect this, keeping their preference for a particular trend for evenings, weekends and holidays.

### **Clothing/Appearance**

- Long hair that reaches collar length to be tied up
- No lines/colour on hair
- All students should be clean shaven
- Outdoor **black** coat/St Cuthbert's Catholic High School logo jacket
- Plain grey V-neck jumper (not sweatshirt)
- Black polished leather school shoes
- School blazer with school badge and house colour
- White shirt tucked in
- Tie long enough to show 7 stripes
- School bag
- Black/dark grey school trousers
- No jewellery, piercings or tattoos.
- PE/DT kit (when applicable)

### **Equipment**

- Planner
- 2x pens
- Pencil
- Ruler
- Calculator

### **Expectations of conduct**

- Be prepared
- Follow instructions
- Look the part

### **Mobile phones and other technical equipment**

All technical equipment must be switched off and unseen whilst students are on school site. If such equipment is in view of members of staff it will be confiscated. Students to collect a letter from reception and give to parents/carers. The equipment will be placed in the school safe until a parent/carer comes in to school to collect it.

### **N.B. loss and damage**

The school will not accept legal responsibility for loss, theft, damage to property whilst on school premises. It is suggested that parents cover clothing and property on their household insurance.

**Good behaviour** will be celebrated and remarked upon via spoken word, postcards and planner comments.

**Unacceptable behaviour\*** will be met with an appropriate sanction (e.g. verbal reprimand, planner comment, detention).

This includes:

- Disregard of staff instruction
- Use of mobile phone
- Selling contraband goods
- Bullying behaviour (verbal/non-verbal)
- Violent behaviour or hurting others
- Ignoring school policy
- Vandalism
- Theft
- Continued disregard for school rules and procedure

\*It is not possible to foresee all possibilities and this list should not be deemed exhaustive.

### **Behaviour out of school**

St Cuthbert's Catholic High School is committed to ensuring our students are leaders in their community. In accordance with the Education and Inspections Act (2006) the same expectations of behaviour are expected of our students when they are recognisable as a member of our school both on and off the school site.

Therefore we expect the following:

- Good order on all transport (including public transport) to and from school and during educational visits
- Positive behaviour which does not threaten the health, safety or welfare of our students, staff or members of the public

### **School Sanctions and interventions**

Sanctions and interventions are more likely to promote positive behaviour if they are used in a consistent and fair manner. The school will consider each case on an individual basis and will always act lawfully, reasonably and proportionally. We will draw from a range of strategies including:

- Confiscation of property
- Duration of detention is 30 to 60 minutes
- Call back (5 minutes at the end of the school day/start of lunch)
- SLT detention
- Curriculum area detention/curriculum report/removal to another class
- Head of House detention/ BFL report/ removal from lessons (for a set time period)
- Referral to Seclusion Unit (3 days)
- Exclusion for 5 days, 10 days, 15 days
- Restorative justice
- Mediation
- Communication with parents/carers

### **Rewards**

- Post card home
- Verbal praise
- Planner comment

*Updated October 2018*

## **Exclusion Policy**

Only the Headteacher of a school can exclude a student and this must be on disciplinary grounds. A student may be excluded for one or more fixed term period (up to a maximum of 45 school days in a single academic year), or permanently in exceptional cases (where further evidence is required) a fixed period exclusion may be extended or converted to a permanent exclusion.

There are four levels of exclusion:

- 1 **Internal Exclusion** – in this instance the student is with the Head of House for a period of time. Parents/carers receive a letter from the Deputy Headteacher outlining the reasons for the internal exclusion. At the end of the period of exclusion parents **must** meet with the Head of House. A re-integration agreement is made and signed by the student, parent and Head of House
- 2 **Formal Internal Exclusion** – the student is isolated in the Seclusion Unit for a fixed period of 3 days. In addition formal notice is given to the Newcastle Fair Access Panel. At the end of the period of exclusion parents/carers **must** meet with the Head of House and the Deputy Headteacher. A re-integration agreement is made and signed by the student, parent and representative of the school
- 3 **Formal External Exclusion** – in this instance work is set for the student and parents/carers are given the responsibility to supervise the student to work at home for the first 5 days of the exclusion (for exclusions longer than 5 days an alternative centre will be sought for the student to attend or they must continue their Formal External Exclusion in the school's Seclusion Unit). At the end of the period of exclusion parents meet with the Deputy Headteacher and Head of House. A re-integration agreement is made and signed by the student, parent and Deputy Headteacher. On return to school the student's reintegration will be monitored by the Assistant Head of House
- 4 **Permanent Exclusion** – the decision to permanently exclude a student will be taken in response to:
  - A serious breach or persistent breaches of the school's behaviour policy;
  - Where a student's behaviour means allowing the student to remain in school would seriously harm the education or welfare of the student or others in school

The Headteacher may consider a serious breach of the behaviour policy to be any of the following, however it is not possible to foresee all possibilities and this list should not be deemed exhaustive:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or inappropriate sexualised behaviour
- Malicious accusations against staff or other students
- Assault
- Being in possession of, under the influence of, or supplying an illegal drug
- Carrying an offensive weapon
- Absolute refusal to conform to reasonable requests by staff

N.B. Parents /Carers will be billed for damage

## **Roles and Responsibilities**

### **Role of the class teacher: Learning and Teaching**

A well-designed lesson develops and maintains positive behaviour

- Staff should use the most appropriate method of teaching, which draws on students' experiences and values their contributions
- Students should be received into and exited from classrooms where routines are established and high standards

*Updated October 2018*

expected

### **Role of the Form Tutor**

It is in Form Tutor Time that an effective Form Tutor sets the tone of the day.

They should:

- Establish the high standard of conduct and behaviour expected of students which we expect will continue throughout the day
- Carry out administrative duties such as reviewing BFL standards of form class (patterns of attendance, punctuality and academic progress)
- Form Tutors have a responsibility to develop the group's identity and cohesion through enrichment opportunities
- Form Tutors are required to organise and encourage learners to lead collective worship supported by RE department

### **Role of all teaching Staff**

***Every classroom teacher is to award one postcard each week.***

Criteria must be made clear to students.

For example:

- Positive contribution to the lesson
- Good piece of class/exam work
- Helpful, supportive behaviour to other students/teacher
- Good verbal contribution to lesson

### **Corridor and Site Behaviour**

- All staff to meet/greet and exit students from classroom at start and end of each lesson
- All staff have a responsibility to monitor behaviour in the corridor in which they teach

### **Toilet**

Going during lessons is not allowed except for medical reasons. Keep a note of those who ask and refer to Curriculum Lead.

### **Role of Curriculum Lead**

- First port of call for behaviour issues related to subject
- Behaviour is a set agenda item at curriculum meetings (training on positive approaches to managing behaviour, both inside and outside of the classroom to be reviewed at each meeting)
- Ensure consistency of approach throughout curriculum area in providing proactive support mechanisms for all students regarding standards of BFL
- Must give support to staff having difficulty with individual classes to complement the Induction Programme
- Use subject report in liaison with Pastoral Leader (recorded on PARS)
- Design withdrawal timetable within department (recorded on PARS)
- Maintain Monitoring and Evaluation file

### **Role of Pastoral Lead**

- Identify proactive support mechanisms for all students regarding standards of BFL
- Ensure consistent delivery of collective worship throughout their House
- Ensure Form Tutor responsibilities are carried out consistently throughout House
- Ensure that challenging students are identified and supportive mechanisms are put in place
- Monitor and evaluate progress via tracking data and meetings
- Maintain Monitoring and Evaluation file

### **Role of Seclusion Unit**

- Support students who cannot, for whatever reason, remain in mainstream, or would be facing exclusion
- A sanction to raise awareness of expectations of behaviour, work on basic skills and exam related provision
- 10:00am to 4:00pm provision

*Updated October 2018*

- Seclusion Unit referrals to be made by HOH via Deputy Headteacher

### **Policy and Review**

This policy has been developed in line with advice from the Local Authority and Secondary School Strategy guidance on Behaviour and Attendance policies.