



BEHAVIOUR POLICY
PROCEDURE AND GUIDANCE

Ratified by Full Governing Body: 18 July 2018
Due for review: July 2021

1 Introduction

1.1 Purpose:

To encourage each student to achieve his/her individual potential within a Christian Community.

Whilst we have collective aims, everyone is treated as an individual. As an individual, everyone is part of a larger group: a tutor group in a year, the year itself, a class, a team and the School community. All students should think of others at least as much as they do of themselves, giving as well as receiving, including trusting others, being tolerant of those who have different views and habits, respecting all around as individuals and caring about them, and always being prepared to help when needed.

All students are expected to be well mannered and courteous in their dealings with other members of the school, members of staff and of the public both on and off the school site. It is also expected that their bearing and appearance shall at all times reflect creditably on the school.

Failure to measure up to these obligations has a detrimental effect upon others as well as upon the offender, which highlights the anti-social nature of ill-discipline. Furthermore, cumulative erosion of the disciplinary framework by disregard or disobedience is undesirable. Punishments therefore reinforce adherence to the code.

1.1 Aim(s):

- To recognise and celebrate Students' achievements
- To enable all Students to value themselves and their achievements
- To ensure all Students learn to show a sense of worth for all members of the School Community
- To maintain an ordered and calm atmosphere in which all members of the School Community can feel comfortable and secure
- To identify and follow a specific policy on anti-bullying.

1.2 Objectives:

Ensure Positive Behaviour for Learning

1.3 Consultation:

- Devised collaboratively with all stakeholders
- Informed by wider research
- Documented on Teaching and Learning site
- Linked to rewarding system
- Emphasis on effort over ability

2. Roles and responsibilities

2.1 Governors:

To oversee any serious breaches of the school's behaviour policy via the Discipline committee in line with current regulations laid down by the DfE.

2.2 Headteacher:

To ensure that the Behaviour policy is adhered to by all staff in recognising achievements and also implementing sanctions where necessary.

2.3 Subject and Pastoral Leaders:

To work with the Senior Leadership Team in guiding staff to best implement the school's Behaviour Policy so students are rewarded when things go well and also that any behaviour which falls short of that expected is followed up and documented.

2.4 Teachers:

To implement the Positive Behaviour for Learning (PBfL) strategy both as a classroom teacher and tutor. Teacher embed PBfL into their teaching and recognise student achievement and behaviour events as part of this.

2.5 **Students:**

Students are all briefed on the school code of conduct at the start of each academic year. In addition, all teaching staff begin the year with clear expectations of student behaviour. Students are able to recognise when they have achieved something and feel valued for it. Also, to be aware, that if at times, their behaviour falls short of that expected at school, they will be sanctioned. Students are also made aware of the Anti-Bullying and Drugs policies through tutor time and special assemblies.

2.6 **Parents:**

To keep abreast of their son/daughter's achievements and behavioural points via the SIMs learning gateway and to support the school if their son/daughter breaches the school's behavioural policy.

3. **Sanctions:**

The sanction imposed reflects many factors and, other than issues such as a breach of the school's drug policy and of maliciously activation of the fire alarm (see below), there is not one fixed sanction to match a breach in the behaviour policy. Many things will be taken into consideration when applying the policy and a member of staff may need to consult with others before applying a sanction. The sanction applied will be fair and appropriate for the breach in behaviour.

Sanctions include subject detentions at break or lunch time, weekly after school detentions for one hour, one and a half hour head teacher's detentions, internal exclusion, fixed term external exclusions and for the most serious of offences, permanent exclusion. Current DfE guidance allows schools to detain students after school without notice however given our complex travel arrangements the school will attempt to contact parents via email, telephone or a letter given to students the day before the detention. Parents are notified when students are externally excluded. After an external exclusion is served a meeting is held with staff from the school, the parent and the student. A contract is signed and a Behaviour Support Plan drawn up and agreed.

4. **Recording and Monitoring of Achievement and Behaviour:**

As part of the school's Positive Behaviour for Learning (PBfL) strategy all members of staff are expected to issue points for student achievement and behaviour using SIMS. Weekly reviews of achievement and behaviour are carried out. Half termly and termly awards are given for the students who are top of the achievement points list.

Year Leaders investigate the data and use report cards for students whose are accruing lots of behaviour points in a week.

Internal and External statistics are kept centrally, and patterns are investigated.

5. **Malicious Accusations:**

Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school will exclude the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

6. **Malicious Activation of the Fire Alarm:**

Where students are found to have maliciously activated the fire alarm, the student **will** be permanently excluded.

7. **Breach of the Drugs Policy**

The bringing in of **illegal** substances and/or legal highs to School or beyond (on the journey to and from school) school premises (such as Cannabis) either for personal use or to share with others (or supply) and/or the possession of drugs paraphernalia, such as grinders and bongs, **will** result in permanent exclusion.

8. **Oversight of Behaviour Policy**

A member of the School Senior Leadership Team (SLT) has responsibility for the oversight of School Behaviour.

9. **Monitoring and review:**

Monitoring and review via termly reports from the SLT link to the Student Welfare and Catholicity Committee.



BEHAVIOUR POLICY ADDENDUM - CORONAVIRUS

Ratified by Full Governing Body: 1 June 2020
Due for review: June 2021

1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal Behaviour Policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and students.

2. Expectations for students in school

2.1 New Rules

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the assistant Headteacher for Inclusion, Mr Evans, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Area to be considered	School expectation
Altered routines for arrival or departure.	Parents and carers must ensure they drop off and pick up their children according to the new routines. In accordance with DfE guidelines, parents and carers should not enter the classroom unless they have an appointment. Students making their own way to school must not gather at the gates before or after school.
School instructions on hygiene, such as handwashing and sanitising.	Students will wash their hands every time they arrive at or leave a class with hand sanitiser. Parents and carers are encouraged to wash all their children's clothes following a day in the school setting.
Instructions on who pupils can socialise with at school.	Each student in Year 10 and priority group children have been placed in a group. Children are only permitted to socialise with people in this group. This includes breaks and lunchtimes and any other time when children are outside of the classroom. <i>When in on an options day, their teaching groups will be different, but they must still go their allocated social space at breaks.</i>
Moving around the school as per specific instructions.	Students are to enter and exit their classrooms only when they have permission from the teacher. One-way systems must be followed and the only other internal spaces they may use are the toilets and first aid if required. Students must always follow social distancing guidelines.
Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.	Students should use a tissue when they sneeze or cough. Tissues should be disposed of into a lidded bin straight away. If the child does not have a tissue to hand, they should cough or sneeze into the crook of their arm. Hands should be washed following a cough or sneeze.
Reporting if you are experiencing symptoms of coronavirus to an adult.	If your child experiences any symptoms of COVID-19, i.e. high fever, new and continuous cough or loss/change of sense of smell, your child should not be sent to school. If they develop symptoms in school, they must report this to an adult.
Sharing any equipment or other items including drinking bottles.	Students should bring in a clear pencil cases with containing their equipment. If students do not have these, they will be provided with a bag containing all of the equipment they require for learning. Water bottles must not be shared. Any other classroom equipment will be cleaned.
Expectations about breaks or play times, including where children may or may not play.	Children have identified areas where they are permitted to go at break. These are on the field. Children must stay in their area.
Use of toilets.	Children must ask permission to use the toilet and then use the one designated for their colour group and wash their hands before returning to the classroom.
Coughing or spitting at or towards any other person.	Children must not deliberately cough or spit at or towards another person.
Rules for students at home about conduct in relation to remote education.	Any issues identified with the conduct of children during remote learning will be dealt with appropriately. We expect the same high standards from children as when they are at school.
Reasonable adjustments that need to be made for students who can display more challenging behaviour.	Risk assessments will be carried out on children who can display more challenging behaviour for their safety and the safety of others.

2.2 Rewards and sanctions for following Rules

Our usual practices of rewarding good behaviour will still be followed.

Any child deliberately disregarding these school expectations identified above in section may be isolated from their peers. This will result in parents/carers needing to collect their child.

2.3 Changed Rules

As long as this addendum applies, we will alter the following school rules.

- Uniform: Students are not permitted to wear a blazer and tie to school. Trainers may also be worn during the school day at this time.
- Food may be eaten when students are on their designated area on the field.
- Mobile phones may be brought to school, but they must not be used or visible during the school day.

3. Expectations for pupils at home

3.1 Remote learning Rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the assistant Headteacher for Inclusion, Mr Evans if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will get in touch with parents and see if there's any issues you can help them address.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum 1 July by the Assistant Headteacher for Inclusion, Mr Evans. At every review, it will be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Health and safety policy

Other documents and appendices:

Code of Conduct

Positive Behaviour for Learning Documentation available on T & L Website

Staff Handbook

DfE Guidance on Exclusion from Schools 2012

Anti-bullying Policy including Cyberbullying

Drugs Policy

Rewards and Sanctions

ICT Acceptable use policy