



St Mark's West Essex Catholic School

Behaviour Policy

Date Reviewed:	November 2017
Next Review Date:	June 2019
Committee:	Curriculum, Pupils and Admissions

Behaviour Statement

We believe that our school is distinguished by the quality of education and care extended to all our members. To enable pupils to make the most of the opportunities available to them within our caring community we believe that it is essential to establish and maintain good order.

Our expectations explicitly include high standards of behaviour, courtesy, respect for persons and property and effective use of gifts, of time and talent.

The most effective way in which to encourage good standards of behaviour is through a clear code of conduct backed by a balanced combination of rewards and punishments within a positive atmosphere; the central purpose of our behaviour policy must be to encourage good behaviour rather than simply punish bad behaviour.

We believe that within the classroom the prime instrument of good order is the task, over which the teacher has control. So long as the class is engaged in work which is stimulating, appropriate, relevant, exacting; which is treated as important by the teacher in being carefully prepared and assessed; which gives all members of the class the chance to succeed in some ways; which allows for co-operation and competition, then problems of control should be kept to a minimum.

Encouragement of good behaviour

How do we ensure that the pupils behave in one way rather than another? It must be emphasised that the style of conduct we are aiming at can only be achieved by a concerted, energetic effort by all the staff.

The School Mission Statement states that "Each person is recognised as an individual, valued and enabled to fulfil his or her potential to the highest possible standards". As a school it is important that we encourage positive behaviour and show our young people that such is valued.

Positive behaviour should be noted and praised both in the case of groups and individuals.

Pupils who have behaved in a positive manner might be referred to their Head of Year, Head of Department or to the Headteacher. Assemblies and PSHCE should be made use of to communicate success to the rest of the school community; pupils can also be congratulated via the school Newsletter where appropriate. Displaying pupils' best work in classrooms and public areas of the school recognises their achievement.

Initiatives which facilitate the reward of positive behaviour include:

- a) **Inform parents** - where a child has achieved particular success or has represented the school in some way a letter may be sent to their parents.
- b) **The Achievement Board** - individuals or groups who have achieved success may be included in the Achievements Board.

- c) The annual **Celebration of Excellence** (Yrs 7-10) and the **Presentation of Certificates** (12-13) provide a forum for public acknowledgement of pupils' success and achievement.

Publicity

Make all pupils aware of the sort of conduct we expect from them and the reasons for favouring that style of conduct over others. This means being prepared to take opportunities not only during PSHCE periods but during all lessons and Tutor time, to discuss behaviour with groups of pupils. If there is a general fault with the pupil behaviour all the staff could concentrate on that particular fault for a time.

Pupil Code of Conduct

The Pupil Code of Conduct (found in the contact book) should be discussed with pupils during Tutor Time at the start of the academic year to refresh pupils' memories, and followed. Consistency of approach by staff is essential to ensure success in keeping the code and the avoidance of confusion for pupils.

Positive behaviour should be reinforced and pupils given the opportunity to bear responsibility. Evidence suggests that schools can enhance the behaviour of their pupils by giving them responsibilities and privileges matched to their age. Children learn more in school than they are taught; they learn from the example provided by older children and staff, the way in which the school is run, and the quality of relationships between its members.

Discouragement of poor behaviour

Even in the best-prepared lessons with pupils who are well aware of the standard of behaviour expected of them, however, difficulties can still occur. The individual teacher must deal with these difficulties in the first instance, except in cases where the misbehaviour is so serious that the safety or education of the rest of the class is at risk. When dealing with misbehaviour, a flexible, graduated response should be adopted (see below). If the steps taken by the subject teacher are proving futile then the problem should be shared, initially with a senior colleague, usually though not necessarily the Head of Department.

In a crisis where it is essential that a pupil or pupils be removed from the lesson the procedure outlined below must be followed. The procedure allows for the immediate resort to assistance from colleagues. In no circumstances should pupils be sent out of class without following the procedure.

Although Form Tutors and Heads of Year have no disciplinary function in departmental matters, it is important that they be kept informed of pupils in their forms/year who are proving difficult; this may result in pupils being placed on the appropriate stage of the reporting system. Form Tutors and Heads of Year are expected to support all colleagues in matters of discipline by seeking ways of changing the behaviour of pupils in their pastoral care without recourse to punishments on behalf of other colleagues.

This will, in most cases, take the form of direct guidance to the pupils and direct conversations with subject teachers where information and advice can be shared. It

may also include the invocation of external agencies where they are thought to be appropriate or necessary.

The Pastoral Referral Form (green slip)

Where there is an incident of bad behaviour or one of concern, either inside or outside of the classroom, a green referral slip should be completed and passed on to colleagues as indicated below:

- i Subject teacher > Head of Department > Form Tutor > Head of Year > SLT
- ii Form Tutor > Head of Year > SLT

The teacher dealing with the incident in the first instance, should detail what has happened and indicate the action taken in Part A. Part B should be completed by the member of staff who has had a need to deal with the incident at a further level.

For those pupils on the SEN Register it may be necessary to complete the ABC form on the reverse of the slip, depending on the incident/concern. These will be required for moderation procedures.

All relevant staff should sign the form, once seen, and pass it on as required. Ultimately, the form will be placed in the pupil's personal file as a record of the incident. It is vital that staff follow these procedures so that all necessary staff are informed of any incidents/concerns and that a record of such is kept in the pupil file.

A flexible, **graduated response** should be followed by all staff.

All elements of the graduated response may lead to parental involvement and most require it. That involvement may be part of the response where direct parental understanding and support are invoked through a letter and/or interview.

There are various outside agencies - EWOs, Educational Psychologists, Social Workers, and Police etc. who could be brought in during the later stages of the graduated response. That would be on the initiative of the Form Tutor or Head of Year, or in some cases the SENCO. If it is decided to use outside agencies the Deputy Head (Pastoral)/Assistant Head (Pastoral) must be informed of the reason for the proposal of this decision in advance with a written record.

The speed at which colleagues progress through this graduated response will depend of course on the pupil and the circumstances but it is expected that colleagues will follow the suggested order of sanctions, i.e. from **a** to **g**.

The procedure will be: -

- a) **PERSONAL REPRIMAND** - the best approach to minor offences.
- b) **i) TASK** - which may be work related to the subject areas being studied, and in the case of anti-social behaviour, the punishment should be related to the offence itself, e.g. clearing litter, cleaning defaced desks, etc. The task must not be of such a nature as to generate negative feelings towards any part of the curriculum.

- b ii) DEPARTMENTAL TRANSFER** - a pupil is moved to another colleague's class for a part or whole of a lesson. The Head of Department or appropriate senior departmental colleague must be consulted/informed. Where a pupil has been referred to the Head of Department on more than one occasion the Head of Department or Head of Learning Area (HOLA) may choose to inform parents. A standard letter is available in the Staffroom.
- c) DETENTION** - at lunch-time, after school or on a Saturday. Detention is part of the repertoire of responses but if given after school, for more than 15 minutes, it should involve full and fair warning being given to both the pupil and parents, the so-called '24-hour rule'. Furthermore, for detention to be effective the teacher concerned should be present and the opportunity taken to deal personally with the pupil. Whole class detentions are inappropriate and where matters are deemed sufficient to warrant such action immediate discussion must take place with the Form Tutor and Head of Year, as well as, Head of Department. Lunch-time detentions must take into account the need of the pupil to have a satisfactory meal and should be no longer than thirty minutes. Senior Leadership school detentions can be issued for incidents both in and outside of the classroom. These detentions may take place on Friday after school for 2 hours or for a more serious incident on a Saturday 9am -12pm.
- d) REPORT** - this, initiated by the Tutor/HOY first, is appropriate when a pupil has had a pattern of misbehaviour in a number of lessons or has been persistently late for class.

Parents are informed. It can also be used after a parental interview to monitor a pupil's progress. The pupil must hand the report to the subject teacher at the beginning of each lesson and show it to the Tutor/HOY who then signs the completed report. The parent signs it each evening.

- e) ISOLATION** - this sanction is used on rare occasions and only after consultation between the Tutor and Head of Year. If after a history of disruptive behaviour, the pupil still misbehaves, or for a one off serious issue, as decided by a member of SLT, a pupil is isolated from her/his normal class until such a time as a guarantee is given by the pupil, that they will behave in class. Parents are informed of this sanction.
- f) SENDING PUPILS OUT OF CLASS** - If a problem arises in a class which necessitates a pupil being sent out of class by a teacher they must be sent to the Exclusion Area, (Zone) where a colleague will deal with the problem by: supervising the isolation.

The following procedures must take place:

- 1.** The pupil should be accompanied wherever possible, and report with work set to the Zone. The member of staff should seek the support of other colleagues in bringing the pupil to the office. The Zone supervisor must be provided with a note or green referral form explaining the reason for the exclusion; if this is not provided the child will be sent back to get one. If a note is provided the green form should be completed as soon as possible after the incident and referred as appropriate.

2. His/her name and details will be recorded by the Zone supervisor and parents informed. A copy of the letter will be placed in the pupil's file.
 3. The pupil will work the remainder of the subject period in the Zone and return to normal timetable after the lesson has finished, at the discretion of the SLT.
- g) EXCLUSION FROM SCHOOL** - is the most serious sanction and is the sole responsibility of the Headteacher, or delegated to a Deputy Head in the Headteacher's absence. It is the responsibility of the Deputy Head (Pastoral)/Assistant Head (Pastoral), following discussions with Heads of Year, to recommend exclusion and to provide the appropriate documentary evidence which will enable the headteacher to support the recommendation. The Governing Body, who are advised by guide-lines laid down by the Diocese and Department of Education, has the right to direct the headteacher to reinstate a pupil who has been excluded permanently.

All permanent exclusions are viewed by the Governing Body as essentially inimical to the values implicit and explicit in our being a Christian, Catholic school. This does not preclude such exclusions but it does explain the Governors' reluctance to exclude whilst other less extreme responses might be made.

It is stressed that pupils are to be supervised at all times within the procedures outlined above. Placing a pupil unsupervised outside a classroom is not an acceptable fulfilment of professional responsibility.

In conclusion we seek to ensure that our pupils fulfil their potential to the highest possible standard. We believe that a consistent approach by every one in our community which aims to maintain good order and recognise positive behaviour will motivate all members to attain high standards and to respect one another.