



St Mark's West Essex Catholic School

Behaviour Policy

Date Reviewed: June 2019

Next Review Date: June 2021

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.

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

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 pupils 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 pupils, 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 pupils.'

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. Pupils learn more effectively when the curriculum is differentiated, and teaching styles and approaches accommodate all pupils.

Principles

- Staff use most appropriate method of teaching, which draws on pupils' experiences and values their contributions
- Pupils 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 pupils can learn and make progress. Heads of Year and senior staff 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.

School Expectations

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. Pupils are asked to respect this, keeping their preference for a trend for evenings, weekends and holidays.

Equipment

- Uniform card/ merit card
- Blacks pens for writing
- Pencil / Colour pencils /sharpener
- Ruler / Maths equipment
- Calculator

Expectations of conduct

- Be prepared for learning
- Follow instructions
- Look and act respectfully

Mobile phones and other technical equipment

All mobile phones must be handed into the reception area before the start of the school day. They must be switched off and not used on the school site before or after school. All other technical equipment is not allowed on the school site.

If mobiles or technical equipment is in view of members of staff it will be confiscated. Confiscated equipment, including mobiles, will only be given back to parents/carers. Mobiles will be kept for **at least** 24 hours and only returned by a Senior Member of Staff, on the next possible occasion. The equipment will be placed in the school safe until a parent/carer comes into 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.

Behaviour out of school

St Mark's is committed to ensuring our pupils are leaders in their community. In accordance with the Education and Inspections Act (2006) the same expectations of behaviour are expected of our pupils 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, welfare or reputation of our pupils, staff, school or members of the public

School Sanctions, Rewards 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 -15 minutes at the end of the school day/start of lunch)
- SLT detention – 120 minutes Friday; 180 minutes Saturday
- Curriculum area detention/curriculum report/removal to another class
- Head of Year detention/ report/ removal from lessons (for a set time period)
- Referral to Isolation / Zone (3 days)

- Exclusion for 1- 15 days
- Governors' Discipline Panel / Meeting
- Mediation

Rewards include:

- Post card home
- Merits
- Celebration of Excellence
- Certificates
- Sports Colours
- Catholic Citizenship award
- Jack Petchey Awards
- Verbal praise
- Positive phone calls home
- Contact Book comment
- Trips and visits

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 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 unacceptable behaviour

Even in the best-prepared lessons with pupils who are 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 the Head of Department.

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 sanctions 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 a referral to external agencies where they are thought to be appropriate or necessary.

The Pastoral Referral Form (green slip)

Where there is an incident of unacceptable 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 > Senior Assistant Headteacher (Pastoral)
- ii Form Tutor > Head of Year > Senior Assistant Headteacher (Pastoral)

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. This would be on the initiative of the Senior Assistant Headteacher (Pastoral) liaising with the Head of Year, or in some cases the SENCO. If it is decided to use outside agencies the parents must be informed of the reason for the proposal of this decision in advance and a written record kept.

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) **ISSUING A 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.

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 Ares (HOLA) may choose to inform parents. A standard letter is available in the Staffroom.

- c) **DETENTION** – may take place at any time including at lunchtime, 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 Head of Department /Tutor/Head of Year first, is appropriate when a pupil has had a pattern of misbehaviour in a number of lessons/ subjects; has failed on a number of occasions to complete to homework to a satisfactory level; 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/Head of Year, 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 Head of Department, Head of Year and member of the Senior Leadership Team. The pupil will be provided with their work to complete and given a chance to reflect on their behaviour. 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 will be isolated so that the teaching and learning for the majority of pupils can continue uninterrupted.
- f) **SENDING PUPILS OUT OF CLASS** - 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 for colleagues. **In no circumstances should pupils be sent out of class without following the procedure.** The following procedure 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. The teacher supervising the Zone will keep a log of pupils present and their behaviour whilst there.
 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.

Where pupils are placed in the Zone for more than a day, attention will be given to the activities they undertake. The activities will include:

- Completing tasks set by class teachers
- Discussing the incident with the Senior Assistant Headteacher (Pastoral)/ SLT/ Head of Year
- Completing a self-review with a practical outcome (ie a written apology where appropriate)
- Analysis of the pupil's behaviour with pastoral staff with suggestions as to how the same situation can be avoided in the future.

All referrals will be monitored by the Senior Assistant Headteacher on a regular basis in order to analyse and identify any trends that may occur.

4. If a pupil fails to co-operate whilst in the Zone, they will be required to repeat the day, or in the most serious case, will be excluded for a fixed term on the authority of the Headteacher

Exclusion Policy

Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil 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 pupil is isolated for a period of time. Parents/carers receive a letter/ phone call from the Head of Year outlining the reasons for the internal exclusion.

2 Formal Internal Exclusion – the pupil is isolated in the Zone / Pastoral Centre for a fixed period of days. A re-integration meeting /agreement is made and signed by the pupil and representative of the school.

3 Formal External Exclusion – in this instance work is set for the pupil and parents/carers are given the responsibility to supervise the pupil to work at home for the first 5 days of the exclusion (for exclusions longer than 5 days the pupil will be told to attend for alternative hours and supervised in the Pastoral Centre). At the end of the period of exclusion parents meet with the Headteacher for a re-integration meeting. On return to school the pupil's reintegration will be monitored by the Senior Assistant Headteacher / Head of Year.

4 Permanent Exclusion – the decision to permanently exclude a pupil will be taken in response to:

- A serious breach or persistent breaches of the school's behaviour policy;
- Where a pupil's behaviour means allowing the pupil to remain in school would seriously harm the education or welfare of the pupil 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 pupil or a member of staff
- Sexual abuse or inappropriate sexualised behaviour
- Malicious accusations against staff or other pupils
- 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

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.

In conclusion we seek to ensure that our pupils fulfil their potential to the highest possible standard. We believe that a consistent approach by everyone 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.

BEHAVIOUR FOR LEARNING FLOW CHART

