

ST MARY'S RC HIGH SCHOOL

STUDENT BEHAVIOUR POLICY

1. INTRODUCTION

1. St Mary's RC High School (the school) is committed to promoting a distinctive Christian ethos by upholding the teachings of the Roman Catholic Church. We are committed to developing the potential of every individual, regardless of culture, race, religion, disability or special need, by creating a safe and ordered environment where all members of the school community work diligently in a spirit of cooperation and treat each other with courtesy and respect at all times.

2. Our primary role is to educate children, and we uphold the principle outlined in the Bishop's Conference of England and Wales 2000 which stated that:

'Education is holy,... the process of teaching and learning is a holy act.'

3. As with all policies in place at the school, due consideration has been given to the Every Child Matters agenda, and we actively promote the 5 key outcomes:

- a. Be Healthy;
- b. Stay Safe;
- c. Enjoy and Achieve;
- d. Make a Positive Contribution; and
- e. Achieve Economic Well-being.

4. Promoting positive behaviour and excellent attendance is the responsibility of the whole school community. Through this approach, and basing behaviour on Gospel values, the school's mission statement will be achieved.

5. We aim to encourage positive behaviour in our pupils by recognising and reinforcing it through the curriculum and learning materials. We acknowledge the importance of a common ethos, sense of community, experience of inclusion, and a feeling of security, as well as aspiration, and a sense of achievement in reaching our goals. We discourage negative behaviour by the timely and consistent application of appropriate strategies and sanctions.

6. This policy should be read in conjunction with other school policies, particularly:

- a. Special Educational Needs;
- b. Drugs education;
- c. Educational Visits;

- d. Child Protection (Safeguarding);
- e. Anti-Bullying;
- f. Detention; and
- g. Physical Restraint.

2. CODE OF CONDUCT

7. The school is a Christian community and individuals within the community are expected to uphold the Christian values of the school; to take responsibility for their actions; to cultivate an atmosphere conducive to learning; to celebrate achievement; to develop positive relationships; and to ensure the safety and well-being of all. The code of conduct below reflects these expectations and its purpose is to guide all members of our community to think about the wisdom of what they do, and the effect they are having on others.

- a. Do your best to develop your own faith and respect this faith in others;
- b. Strive to become involved in every aspect of the school life;
- c. Treat one another with politeness, courtesy and respect;
- d. Show this courtesy by opening doors and speaking politely;
- e. Stand when teachers, other members of staff, or visitors enter the classroom;
- f. Be tolerant of the point of view of others;
- g. School is the place you come to work;
- h. Make sure you always do your best;
- i. Remember to bring all necessary equipment to lessons;
- j. Be punctual;
- k. Complete all work, homework and coursework on time;
- l. Help to keep our beautiful environment clean and tidy so that it is a welcoming place of peace and beauty;
- m. Keep to the left in corridors and on stairways, and always walk sensibly;
- n. Wear the school uniform with pride;
- o. Know, understand and keep the school rules – they are a necessary form of protection and guidance;

- p. Show as much concern for the rights of others as you give to your own.

3. **TRAVELLING TO AND FROM SCHOOL**

8. In order to maintain the school's good reputation in the local community, I must:
- a. Be polite and show good behaviour when travelling to and from school;
 - b. Be respectful, responsible and cooperative when using school or public transport;
 - c. Wear full school uniform when travelling to and from school;

4. **RULES**

9. The school has very few rules to follow, but the following rules are important and must be adhered to:

- a. Have good attendance and punctuality;
- b. Follow instructions given by adults;
- c. Be polite and show consideration, care and respect for others;
- d. Respect the right of everyone to engage with teaching and learning;
- e. Respect the environment, school property and the property of others;
- f. Abide by the school dress code and come to school with the correct equipment
- g. Do not bring valuable items into school.

5. **REWARDS**

10. The school rewards students in many ways and actively celebrates the achievement and effort of students.

11. Behaviour that is particularly recognised and rewarded includes, but is not limited to, the following:

- a. Regular attendance/punctuality;
- b. Consistent improvement in levels of academic achievement;
- c. Contribution to form or year group;
- d. Consistent effort with homework;
- e. Meeting targets agreed between student and teacher;

- f. Good organisation and presentation;
- g. Participation in extra-curricular activities;
- h. Sporting and art achievement;
- i. Support for other students.

12. We want to establish a culture of praise for effort in our school and we will seek to reward this alongside improvement and achievement. It is important that staff and other adults with responsibility for students remember to reinforce good behaviour by acknowledging it, praising it and rewarding it.

13. Rewards offered include:

- a. Verbal praise;
- b. House points;
- c. Subject certificates;
- d. Public recognition of achievements;
- e. Praise postcards to parents;
- f. Positive feedback on written work;
- g. Reward trips for year groups;
- h. Sporting colours/ties;

6. SANCTIONS

13. The Education and Inspections Act 2006 gives all teachers and other staff in charge of students a power to discipline them for breaches of school rules, failure to follow instructions, or other unacceptable behaviour, provided that the sanctions are reasonable and proportionate to the circumstances.

14. While the majority of students do behave well, those students who break our school rules will be subject to consequences. This is because poor behaviour blights the learning and life chances of everyone else.

15. Examples of unacceptable behaviour include:

- a. Lateness or poor attendance;
- b. Uniform default/make-up;

- c. Chewing gum;
- d. Persistent disruptive behaviour;
- e. Aggressive behaviour/intimidation;
- f. Verbal abuse/use of foul language;
- g. Refusal to follow instructions/non-compliance;
- h. Bullying, including racism or sexism;
- i. Damage to property/vandalism;
- j. Bringing dangerous or inappropriate items into school;
- k. Theft/extortion;
- l. Sexual misconduct;
- m. Possession of illegal substances;
- n. Physical assault;
- o. Behaviour outside school which is damaging to its reputation in the wider community.

16. Sanctions are used to impress upon the student that what they have done is unacceptable; to deter the pupil from repeating the behaviour; and to signal to other students that the behaviour is unacceptable and to deter them from doing it.

17. Sanctions will not be used where a low-level intervention, such as giving a non-verbal signal, or reminding a student of a particular rule, is all that is needed. Staff will also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or another type of SEN.

18. Sanctions imposed at the school include:

- a. A quiet word;
- b. A warning and reminder of the rules;
- c. Home/school contact;
- d. Break/lunchtime detention;
- e. After school detention;
- f. Referral to Head of Department;

- g. Referral to Head of Year;
 - h. Report system;
 - i. Referral to learning Support (SENCO);
 - j. Individual behaviour plan;
 - k. Pastoral support plan;
 - l. Referral to Senior Management Team;
 - m. Internal exclusion;
 - n. Reduced timetable;
 - o. Fixed term exclusion;
 - p. Managed move to another school;
 - q. Permanent exclusion.
19. When applying sanctions, staff will:
- a. Make it clear that they are condemning the behaviour and not the student;
 - b. Avoid early escalation to more severe sanctions, reserving them for the most serious or persistent misbehaviour;
 - c. Avoid whole group sanctions that punish the innocent as well as the guilty;
 - d. Take account of individual circumstances;
 - e. Encourage students to reflect on the effects of misbehaviour or absence on others in the school community, as a detention exercise and as part of everyday teaching.

7. GOVERNOR RESPONSIBILITY FOR PROMOTING POSITIVE BEHAVIOUR

20. The Governing Body is responsible for defining the principles underpinning the school's behaviour and attendance policy and ensuring that all aspects of the policy and its application promote equality for all students.

8. HEADTEACHER RESPONSIBILITY FOR PROMOTING POSITIVE BEHAVIOUR

21. The headteacher is responsible for formulating a policy that establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality. The headteacher is also responsible for determining the more detailed measures, ie rules, rewards, sanctions and behaviour management strategies that make up the school behaviour policy.

9. STAFF RESPONSIBILITY FOR PROMOTING POSITIVE BEHAVIOUR

22. All members of the school staff have an important role to play in helping students to achieve the aims of this policy and in ensuring that teaching and learning contribute to the spiritual and moral development of students. The promotion of positive behaviour and achievement by appropriate application of rewards and sanctions is a core responsibility of all staff. Staff will ensure that classrooms are effective learning environments; seek to establish positive relationships with their students and follow correct procedures at all times. Staff who hold specific responsibility for managing student behaviour will support all staff to these ends.

23. Form Tutors. Form tutors are the first point of contact for students and they have an important pastoral role. Form tutors are responsible for promoting high standards of behaviour/uniform/equipment and for monitoring attendance and punctuality with support from the Head of Year and the Educational Welfare Officer.

24. Classroom Teachers. Classroom teachers are responsible for the management of classroom behaviour, using agreed classroom management and behaviour strategies. Classroom teachers will familiarise themselves with information provided about specific students with additional needs. All classroom teachers should ensure that students are aware of the rules, consequences and rewards that operate in the classroom.

25. In the case of a student disrupting the learning of others and themselves, the procedure outlined in the staff planner will be followed.

26. Classroom teachers are responsible for the completion of E Portal entries and the supervision of detentions where appropriate.

27. If a student presents a serious Health and Safety risk to himself or to others, a responsible student should be sent directly to the school office for senior management assistance.

28. Additional advice and support on the management of pupil behaviour is available from Mr Kennedy who may implement support strategies such as School Action or School Action Plus.

29. Heads of Department. Heads of Department will support their classroom teachers in the management of classroom behaviour and ensure that departmental rewards and sanctions are applied as appropriate.

30. Serious concerns and challenging behaviour will be referred to the appropriate Head of Year in the first instance.

31. Heads of Year. Heads of Year have a key pastoral role and are responsible for ensuring the highest standards of behaviour and achievement within their year group in cooperation with parents/carers, Learning Support and support from the senior management team.

32. Individual Support. Individual Support provides additional support for individual students by identifying those cases where behaviour may be a symptom of significant underlying problems, including learning and/or social and emotional difficulties.

33. Strategies for early intervention in such cases include:

- a. Regular pastoral reviews to identify students most at risk;
- b. Contact with parents in the early stages of a problem;
- c. Referrals for specialist advice from agencies linked to the school;
- d. Referrals to Learning Support for a short period of additional support outside the usual classroom environment;
- e. Parent/carer consultations;
- f. Development of Individual Behaviour Plans (IBPs) and/or Pastoral Support Plans.

34. The Senior Management Team. The Senior Management Team will be a regular presence around the school, particularly at critical times of the school day, (ie, the start of the day, break, lunchtime, change of lessons and the end of the school day) to support staff, maintain a sense of calm and order, and to ensure that the school's behaviour policy is being applied consistently.

35. The Senior Management Team will ensure that staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy.

10. PARENT/CARER RESPONSIBILITY FOR PROMOTING POSITIVE BEHAVIOUR

36. The school actively promotes and values the cooperation and involvement of parents/carers in all aspects of students' education. Parents/carers are encouraged to help their children achieve the aims of this policy by supporting the school in its Mission Statement and upholding the teachings of the church. Parents and pupils are asked to sign a Home/School Partnership agreement as an indication of their support for the school ethos and its code of conduct.

37. Specifically, parents should:

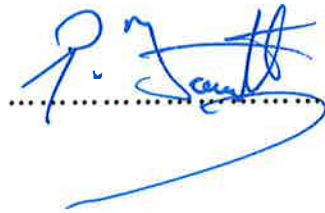
- a. Respect the school's behaviour policy and disciplinary authority of school staff;
- b. Help to ensure that their child follows reasonable instructions from school staff and adheres to school rules;
- c. Send their child to school punctually every day, suitably clothed, fed and rested;
- d. Ensure that school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm;

- e. Be prepared to work with the school to support their child's positive behaviour;
- f. Attend meetings with the headteacher or other school staff if requested, to discuss their child's behaviour;
- g. Ensure that, if their child is excluded from school, the child is not found unsupervised in a public place during school hours in the first 5 days of exclusion;
- h. Attend, if invited, a reintegration interview with the school at the end of a fixed term exclusion.

38. The school will always strive to resolve disputes and differences of opinion in a timely and amicable manner. However, when this is not possible, parents/carers will be directed to the school's Complaints Policy.

This policy was approved by the Safeguarding Committee of the governing body at their meeting on:.....

It is subject to annual review.



Mr Pete Fawcett Chair of Safeguarding CommitteeJanuary 2017