



St Mary's R.C. High School

PER MARIAM

BEHAVIOUR POLICY including statement of behaviour principles

Document owner: Assistant Headteacher

Reviewed: June 2024

Governor committee approval: 15th July 2024

Review date: 1 year from date of policy approval



Contents

Introduction	3
1. Aims	3
2. Legislation and statutory requirements	4
3. Expectations	4
4. Bullying	5
5. Roles and responsibilities.....	6
6. Pupil code of conduct	7
9. Pupil support and intervention.....	13
10. Pupil transition process	14
11. Training	14
12. Monitoring arrangements.....	14
13. Links with other policies	14
Appendix 1: written statement of behaviour principles.....	15

This policy was approved by the Chair of Governors on 15 July 2024.

Approved by: Lyn Johnson (signed copy held in school).

Introduction

St Mary's is a Catholic high school and as such our behaviour policy is rooted in gospel values. Jesus commanded us to "love one another", Christian love is like that of a good parent, it values each individual and wants everyone to flourish and grow in the knowledge of God's love, so that we can take our place in building his kingdom here on earth. In order to do this, Christian love sets boundaries whilst challenging us to be the best version of ourselves. It will always support us when we fail and offer the chance for forgiveness and redemption.

To be true to these values and to enable our staff and pupils to grow and build a Christian community here at St Mary's, we have developed a behaviour policy which we believe gives everyone in school the opportunity to feel valued and grow without fear of failure. This foundation for our policy is important not only in developing our pupils but also in ensuring that our staff feel valued, can flourish and be supported in the often challenging world of today's educational environment.

For our pupils our starting point whatever their background or ability, is that they are made in the image of Christ and are known to God. We welcome them all and from our first encounter we have systems and processes in place to get to know them and their families. We teach our pupils routines and constantly reinforce expectations so that they understand what to expect in every classroom and therefore are not fearful of new environments. We reward and praise children to motivate them to excel and we teach them of God's love so that they feel valued.

Inevitably, for some children there will be difficulties and challenges during their time with us. When this happens, we will apply appropriate sanctions so that children understand their mistakes but we will also look for ways to support them to try to ensure that problems can be avoided in the future. Our policy provides an opportunity for sanctions to escalate and we see each layer of intervention as another opportunity to rectify behaviour. We believe in restorative justice and where appropriate, we will seek to resolve conflict between individuals by bringing them together in a controlled environment to explore solutions to problems. We will also look to create opportunities for pupils to repair damage for example in the case of vandalism. This is because we want them teach them to respect and value their learning environment.

We recognise that there will be a very small number of pupils who will struggle to thrive in our school or whose behaviour will become unacceptable. We believe in forgiveness and recognise the significant impact that permanent exclusion can have on a child's life, for this reason we will always see this as the last resort, other than in extreme situations.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils and reflects the school's Catholic values
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave during their time at St Mary's
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impact and consequences of exclusion

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Expectations

At St Mary's we expect our pupils to wear their uniform correctly and complete classwork and homework as directed by their teachers. Pupils are expected to have a positive attitude towards their learning environment at all times, this includes whilst in lessons and moving around the school site. Failure to do so will result in the appropriate sanction.

At St Mary's we would consider the following as a serious breach of our expectations:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Physical or verbal abuse of staff
- Possession of any prohibited items. These include but are not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- Vapes / e-cigarettes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

4. Bullying

Bullying is defined as the repetitive and sustained, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- Pupils, parents and staff can report incidents of suspected bullying directly to the appropriate Form Tutor, Head of Year or Assistant Head verbally or in writing by letter or email.
- The appropriate member of staff will talk to the pupil and take a written statement
- Staff may then speak to other pupils who may have been involved/witnessed the incident. Written statements may be taken from them where appropriate
- The incident will be logged on SIMS/myconcern or the pastoral log. Once investigations are complete, the appropriate log will be updated
- Following an investigation, if behaviour is identified as bullying, parents will be informed
- Incidents of bullying are monitored during pastoral meetings and when reporting to the standards committee of the governors.
- Sanctions may include:-
 - After school detention by a Head of Year
 - Referring the pupil to a senior member of staff
 - Letters or phone calls home to parents
 - After school detentions
 - Agreeing a behaviour contract
 - Putting a pupil 'on Internal or External report'
 - Internal exclusion – Behaviour recovery
 - Anti-bullying workshops
 - External exclusion - Suspension
- Pupils who have been bullied will be supported by their form tutor, Head of year and the pastoral support team including external agencies where appropriate
- Form time, Assemblies, 'learning for life sessions' and drop down days will be used to educate pupils on what bullying is, and how to stop it.
- Staff receive regular training on identifying and dealing with bullying.

5. Roles and responsibilities

5.1 The governing body

The Governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness via a termly behaviour report, holding the headteacher to account for its implementation and ensuring that it is consistent with the school's Catholic mission and values.

5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that data from the behaviour log is reviewed on a regular basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct at St Mary's
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class/form teacher promptly
- Sign external reports on a daily basis
- Attend meetings when required to discuss pupils behaviour

5.5 Pupils

- Comply with the pupil code of conduct

6. Pupil code of conduct

The code of conduct is taught to all children and sets out our expectations for how we show respect for one another, school property and ourselves:

- Wear the correct uniform
- Bring all the equipment you need
- Arrive on time
- Only go to your locker before school. At break, lunch and after school
- Not use your mobile phone in school
- Sit where the teacher tells you to
- Be silent when the register is taken
- Be polite and respectful to everyone in the room
- Always give your best effort
- Ask for help
- Leave the lesson quietly when dismissed

Whilst high standards are expected of every pupil, we recognise that pupils with SEND may need a greater degree of adaptation, and support to understand and comply with our behaviour expectations at St Mary's. Our SEN team work closely with pupils to support their understanding and if a pupil is unable to comply with the rules because of their additional needs, we will assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

7. Behaviour Management

Behaviour is managed in school using an escalation process which forms part of the staff handbook. The process sets out the responsibilities of form tutors, class teachers, Heads of Department, Heads of Year and SLT. By following the process, staff ensure that pupils are dealt with consistently and fairly. The process is designed to ensure that pupils experiencing difficulties with their behaviour, can be given multiple and escalating layers of support to maximise the opportunity that both they and the school, can identify and address the problems being experienced. In particular sanctions such as detentions escalate in nature by being supervised by more senior staff and for longer periods of time.

7.1 Restorative Justice

Having the opportunity to repair damage resulting from poor behaviour is central to our Catholic values. We believe in giving pupils the opportunity to ask for forgiveness through positive restorative action. In circumstances where it is felt that this may be an appropriate way forward a member of staff will investigate the circumstances and if all parties are agreed a process of restorative justice may be used. This could include:

- Bringing parties in conflict together to explore reasons for the conflict and the impact, them working together to agree a resolution
- Being given the opportunity to repair physical damage

7.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Welcome pupils to their classroom and tell them where to sit
- Treat pupils with respect and kindness
- Take a register and record if pupils are late
- Check that pupils have all the books and equipment they need to learn
- Reward pupils when they do well with a mixture of verbal praise, merits and contact home
- Encourage pupils to do their best and be confident enough to make mistakes
- Help and support pupils
- Tell pupils if their work or behaviour needs to improve

7.3 Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Changing the seating position of the pupil for a short period to reset.
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- After school detention within a department
- Head of Department detention – lunch or after school on a Monday until 4.30pm
- Head of year after school detention – Wednesdays until 4.30pm
- Senior leadership after school detention – Fridays until 5pm
- Departmental report
- Restorative justice e.g. repairing vandalised items
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Pupil report'- reports are monitored daily by Form tutors, Heads of Department, Heads of Year or the senior leadership team, they are also signed off at home on a daily basis
- Internal exclusion – Behaviour recovery
- External exclusion – suspension

All detentions outside school hours will be notified in writing to parents / carers with at least 24 hour's notice.

7.4 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive and to allow a 'cooling off' period.
- Give pupils an opportunity to regulate their behaviour and anxiety levels
- Allow the disruptive pupil to continue their learning in a managed environment
- Ensure that the safety and learning of other pupils is not affected or disrupted

We will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Behaviour recovery
- Behaviour workshops
- Departmental report
- External report
- Behaviour support plans
- Behaviour contract
- Meetings with appropriate staff

- Meetings with parents / carers
- Use of teaching assistants
- Behaviour intervention team
- Managed move to another school for a period of time

7.5 Behaviour recovery

We may use the Behaviour recovery room in response to serious or persistent breaches of this policy. Pupils may be sent to behaviour recovery during lessons, in consultation with SLT, if they are disruptive, and they will be expected to complete the same work as they would in class for an agreed period.

The behaviour recovery manager manages the Behaviour recovery room. In addition to providing a quiet space in which to complete class work, the behaviour recovery manager will work with each pupil to help them reflect upon why their behaviour was unacceptable. The manager will also provide targeted workshops and interventions for pupils in order to prevent a recurrence of the behaviour, these may be in an individual or small group sessions. Follow up check in's are also arranged, on occasion to monitor pupil progress.

The Behaviour recovery manager meets with the pastoral, behavioural and SEND team on a weekly basis to identify pupils whose behaviour may have underlying causes that need further support e.g. literacy intervention.

7.6 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing St Mary's. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.7 Social media

We accept that social media plays an increasingly prominent role in the lives of our pupils and as a school we take responsibility together with parents and carers for educating children on the appropriate use of social media. Pupils are not allowed to use mobile phones whilst on school premises. Sanctions will be applied to pupils who:

- Bully staff or pupils on social media
- Post inappropriate pictures or messages which make other pupils feel uncomfortable about attending school
- Post pictures taken on school premises

- Post online content that is offensive and could have a negative impact on a member of the St Mary's community or a detrimental effect on the reputation of the school

7.8 Bus travel

A significant percentage of pupils will travel to and from St Mary's on public, local authority or school buses. All pupils have the right to travel on these buses without fear of intimidation or physical threats. Poor behaviour on the buses will result in sanctions which could escalate to a temporary or permanent bus ban. Should a pupil be refused bus transport for any length of time, it remains the responsibility of the parent / carer to arrange alternative transport to school. A refund of bus travel cost will not be available and should a pupil not attend school, absence will be dealt with in accordance with the attendance policy.

Unacceptable conduct on a bus will include:

- Physical or verbal intimidation of any other person travelling on the bus, this includes inappropriate use of social media
- Physical or verbal intimidation of pupils whilst waiting for the bus or travelling to and from the bus stop
- Behaviour which threatens the safety of other persons travelling on the bus
- Physical or verbal threats to the bus drivers
- Vandalism of the bus
- Smoking / Vaping

7.9 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, we will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, we will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, we (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

We will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7.10 Physical restraint

In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

7.11 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on [searching, screening and confiscation](#).

7.12 Zero-tolerance approach to sexual harassment and sexual violence

We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- External exclusion (suspension) from school
- Behaviour recovery
- 1:1 sessions on harassment within school
- Workshops on sexual harassment with outside agencies

We have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Recording the incident appropriately
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

8. Rewards

- At St Mary's we teach our pupils to recognise the positive role they can play in society if they live their lives in accordance with gospel values. We want children to behave well because they recognise that that is the right thing to do however, we understand the value of extrinsic rewards and offer a range of these.

Positive behaviour is rewarded and celebrated by:

- Praise in class
- Positive entry on SIMS
- Termly reward assemblies
- Conduct points awards
- Attendance awards
- Letters and/or phone calls home to parents
- Special responsibilities/privileges
- Departmental postcards home

9. Pupil support and intervention

Behaviour needs to be taught in order to ensure that pupils understand the school's expectations. Pupils will feel safer if they understand what is expected of them and staff are consistent in applying the behaviour policy. Pupils are taught about behaviour expectations in half termly assemblies, form time and in induction sessions at the start of year 7.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

When new pupils with identified SEND needs join St Mary's the SENCO will ensure that the transition to our school is supported by understanding how the pupils needs may be different and ensuring appropriate provision is in place. This may include:

- Meeting the pupil and or parents / carers before the pupil joins
- Liaising with the previous educational provider
- Informing teaching and support staff of the additional needs
- Allocating support staff where appropriate

If a pupil consistently displays inappropriate behaviour in school their needs will be considered in the weekly behaviour review meeting. The behaviour review team which includes the Assistant Head (behaviour), SENCO and pastoral team will review the pattern of behaviour and reflect upon any underlying causes. The team will then put in place an appropriate level of support together with appropriate rewards and sanctions to give the pupil the opportunity to improve their behaviour. Pupils with diagnosed SEND will be reviewed regularly to ensure that their needs are being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

10. Pupil transition process

This is an opportunity to outline our behavioural expectations prior to joining St Mary's. To ensure a smooth transition to the next year staff hold transition meetings with the various primary settings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year by the HOY. Upon arrival at St Mary's our induction programme includes assemblies and tutor sessions explaining and reinforcing behaviour expectations.

As part of our transition process we routinely meet with the parents and carers of vulnerable children and offer opportunities for these children to attend St Mary's in small groups prior to their start date.

11. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

Ongoing and up-to-date behaviour management training is available to all staff through our subscription to The National College.

Monitoring of the adherence to the behaviour policy and the level of consistency applied across the school will be monitored by the senior leadership team.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Mental Health policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.