



# ST PHILIP HOWARD CATHOLIC SCHOOL

## Behaviour Policy

This Policy has been approved and adopted by the Local Governing Committee

<b>Approved:</b>	<b>For review:</b>
September 2023	September 2024

<u>Policy Statements</u>	<u>Success Criteria</u>	<u>Monitoring procedures</u>
<p>The Governors believe that in order to enable good quality teaching and learning to take place, high standards of behaviour in all aspects of school life are necessary.</p>	<p>All staff, students, parents/carers are aware of the high standards that are expected</p>	<p>Evidence that the staff, students and parents/carers are reminded annually of standards of behaviour expected both in school and beyond the gates.</p>
<p>The Governors seek to create an inclusive caring, learning environment in the school by:</p> <ul style="list-style-type: none"> <li>• An expectation that all staff, pupils, parents/carers would support the Catholic Ethos of the school through proper/desired behaviour.</li> <li>• Encouraging a positive relationship with parents and carers developed through a shared approach that involves them in the implementation of the school's policy and associated procedures.</li> <li>• Providing a safe environment; free from disruption, violence, bullying and any form of harassment with equality and fairness of treatment for all.</li> <li>• Raising self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.</li> <li>• Supporting the staff in rewarding effort, good behaviour and positive contributions to the school and wider community.</li> <li>• Encouraging consistency of response to both positive and negative behaviour.</li> <li>• Having clear rewards, sanctions and procedures to support the work of the school in setting high standards of pupil behaviour and which reflect the Catholic values of the school</li> <li>• Expecting that the proper/desired behaviour should extend beyond the school gates particularly during the journey to and from school and during school visits and off-site activities</li> </ul>	<p>Clear induction procedures for all staff to make them fully aware of the expectations of the school. Information is in staff handbook and at the start of academic year there is a reminder at start of first Inset day, and each line manager will ensure all staff receives a reminder. At start of Spring and Summer term there is a reminder through morning briefing and a memo to all staff. New staff induction program focusing on standards and behaviour for learning – all new staff are automatically enrolled on this course.</p> <p>There are induction procedures to make parents and pupils fully aware of the expectations of the school. Information could be transmitted through the Home-School Agreement, the pupil induction booklet, the student planner and other appropriate communication with parents and pupils.</p> <p>Recognition through praise and encouragement</p> <p>A range of rewards which give credit for high performance, good effort, improvement, and contribution to the community. A list of sanctions and advice for staff on their deployment.</p> <p>See Rewards chart which highlights the points structure available at SPH.</p> <p>See Flow Chart being used by Teaching Staff for the purposes of dealing with unacceptable behaviour</p>	<p>Evidence that this has taken place – obtained from school council through the Standards committee and random selection of staff/pupils/parents</p> <p>The Headteacher has an open-door policy which is advertised to parents. This is an opportunity for parents to see him/her, without an appointment, to talk about any issue they may have.</p> <p>Reports of bullying, racial incidents and exclusions are reviewed, and any trends identified by the Local Governing Committee.</p> <p>Evidence in newsletters/local press</p> <p>Report to Local Governing Committee each term on the number of after school detentions linked to negative behaviour and the success of the reward system included in the annual SEF report</p> <p>Review external stake-holder's opinions of pupil behaviour</p> <p>All formal praise for good work and behaviour will be recorded on Edulink.</p> <p>Parents will be informed in a timely manner of any detentions as a result of unacceptable behaviour</p>

<p>The Governors will seek to ensure that vulnerable pupils such as those with SEN, physical or mental health needs, immigrant or refugee pupils and looked after children, receive behaviour support according to their needs.</p>	<p>Pastoral Support Programmes are in place</p> <p>All Governors and staff attend child protection training</p> <p>A 'safe haven' is provided within school</p> <p>First day phone calls to ascertain reason for absence from school</p> <p>Registers provide staff with information on vulnerable students</p> <p>Use of outside agencies provide students with support</p> <p>Positive feedback from parents/carers, staff and pupils</p> <p>Well being team and trained on site counsellors where needed</p> <p>BOSCO MAT employs the services of Educational Psychologist to assist individuals and provides CPD to staff.</p>	<p>Pastoral support in place will be evident in event of exclusion</p> <p>Report to the Standards committee that X number of students have been referred to the alternative provision meeting</p> <p>Report on outside agencies involved in school:</p> <ul style="list-style-type: none"> <li>• Drugs education for staff, parents and students</li> <li>• Police liaison officer been into school</li> </ul>
<p>Governors will support the schools in maintaining high standards of desired behaviour of students and staff by</p> <ul style="list-style-type: none"> <li>• Expecting adults in school to respect each other and to respect the parents and pupils</li> <li>• Adults in school to act as role models for students</li> <li>• expecting pupils to respect the rights of other pupils and adults in the school.</li> <li>• Not tolerating violence, threatening behaviour or abuse by pupils or parents.</li> <li>• taking firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate.</li> <li>• encouraging the use of sanctions in cases of serious or persistent violations of the school's rules</li> </ul>	<p>Examples of actions likely to result in a 'fixed term' exclusion: violent behaviour, clear incidents of bullying, foul language directed at staff, racist comments or behaviour, drinking alcohol or taking illegal substances, possession of illegal substances or dangerous weapons, refusal to obey a senior member of staff, threatening behaviour towards a member of staff.</p> <p>Persistent bad behaviour, which ignores previous sanctions (including 'fixed term' exclusions) and pupil support may result in a permanent exclusion.</p> <p>Other examples of actions likely to result in a permanent exclusion: buying and/or selling or supplying of illegal substances and violence towards a member of staff.</p>	<p>That the law regarding the issuing of detentions, fixed term and permanent exclusions is obeyed</p> <p>Lesson observations</p> <p>Monitoring by the Local Governing Committee</p> <p>The chair of the LGC has regular meetings with the Head and is briefed on all disciplinary matters in school.</p>

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## **PHYSICAL RESTRAINT/POSITIVE HANDLING**

Staff are permitted to use reasonable force when restraining a pupil. Physical restraint training is provided to some staff and they will be called upon when necessary.

## **DETENTIONS**

Pupils may be detained after school, with or without the permission of parents, on condition that

- the detention is dispensed by the Headteacher or someone to whom the head has delegated this authority and parents / carers are given 24 hours notice via phone call or email if less than 24 hours (KS3 students) with parental knowledge. KS4 and KS5 students do not require 24 hours notice.
- the detention is commensurate with the offence
- the teacher has taken into account any special needs the child concerned might have or any specific pastoral or mitigating circumstances.

## **STANDARDS AND EXPECTATIONS**

Pupils are always given an opportunity to amend their school uniform or presentation. However, if the student receives a second request within the same day for either the same or a different reason, they will be issued with a sanction within 24-48 hours maximum (subject to extenuating circumstances)

## **INTERNAL ISOLATION**

- Provision of an alternative timetable for a set period of time

## **FIXED TERM SUSPENSIONS**

All suspensions will be conferred by the Headteacher (or the deputy in his or her absence)

An appeal panel of the Local Governing Committee will meet to review the suspension in the following cases:

- A suspension of fewer than five school days, when the parent wishes to make representations (a reinstatement cannot be directed)
- A suspension of more than five school days or fewer than sixteen in one term, when the parent wishes to make representations
- A suspension of more than fifteen school days in one term
- A suspension which could result in the loss of an opportunity to take a public examination

## **PERMANENT EXCLUSIONS**

All exclusions will be conferred by the Headteacher (or the deputy in his absence)

An appeal panel of Local Governing Committee members will meet to review the exclusion.

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# SPH Rewards



## Rewards:

- Praise and encouragement
- Belief points recorded by staff
- Excellent work displayed on the boards either in class or corridors.
- Positive phone calls home at the end of the week.
- Stickers, postcards and certificates are sent home for achieving a number of belief points. These are either from Tutor, Head of Year, School Leadership Team or Headteacher.
- Awards Assemblies are held at the end of term in assemblies and end of year to celebrate the achievements of students.
- Students showing a high level of effort in exam weeks will be commended.

All formal praise for good work and behaviour is recorded on Edulink. The students will be informed of their cumulative totals during form time at both the midpoint and end of term.

Overall Points	KS3	KS4	Staff
30	Sticker in Planner (KS3 Only)	N/A	Tutor
50	Postcard	Tutor nomination	Tutor
100	Postcard	Postcard	HOY*
150	Certificate	Certificate	AHT*
200	Certificate	Certificate	DHT*
300	Certificate	Certificate	HT*
400	Uniform Adornment (Badges)	Uniform Adornment (Badges)	

\*HOY = Head of Year

\*AHT = Assistant Headteacher

\*DHT = Deputy Headteacher

\*HT = Head teacher

The vast majority of students rarely need to be sanctioned and when they do it is for relatively minor reasons. However, where necessary we aim to be as consistent as possible in our application of sanctions.

The following flow chart gives an indication of the consequences of unacceptable behaviour. Our focus is always on restorative justice, and we aim in all circumstances to deal with any issues swiftly and fairly. This is to ensure that all parties can move forward with the best possible learning attitude.

If a student is asked to leave a classroom for the remainder of the lesson (not a short time out), this will always be followed by a 1.5 hour detention the following day. During this detention, it is imperative that the teacher, and HoD/HoY where required, complete a face-to-face RJ conversation. For some they will prefer to take students away for the remainder of the detention (department detention), others this could be a short conversation before returning the student to the detention room.

Any missed ILT's will result in a following day 30-minute detention where the ILT must be completed.

All detentions are 'pre-set' on EduLink One and sat in Wellbeing Hub. It is the requirement of the member of staff to add students to the detention register by 4pm the same day, allowing parents sufficient time to make arrangements.

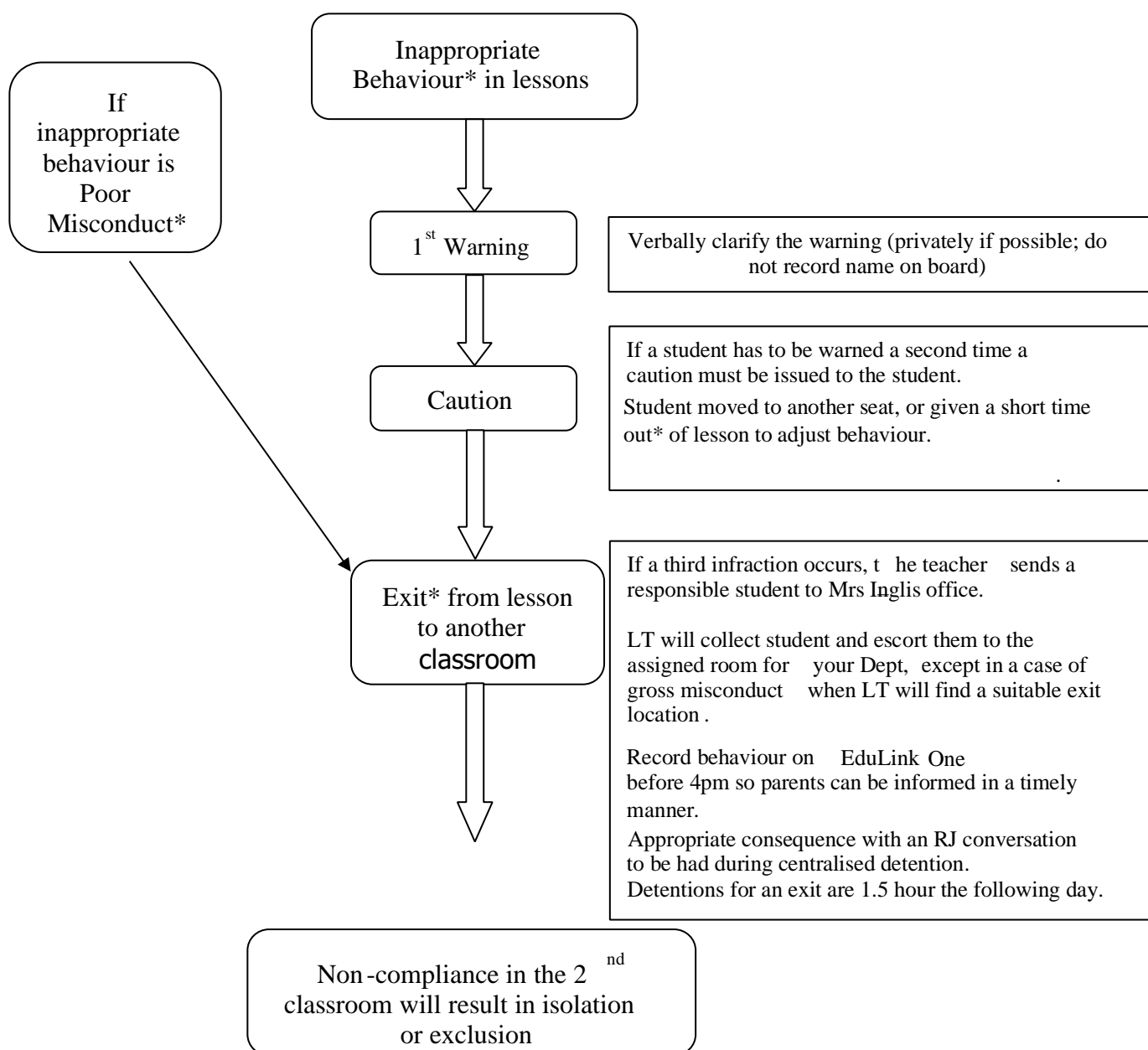


## Behaviour for Learning

Creating great, positive relationships and delivering high quality lessons will avoid having to use anything but basic techniques. However, having a consistent set of guidelines for dealing with more challenging behaviour provides us with a structure that is simple to implement.

We have a simple system when basic expectations are not met to ensure disruption to learning is minimised, students are clear about their responsibilities to engage and to empower staff to deal with trickier situations effectively.

All teaching staff at SPH are to follow these simple steps consistently to effectively manage the learning environment:



## Appendix

### Key Terms

\***Time out** – Where a student is removed for a very short period to readjust their decision making.

\***Exit from Lesson** – Where a student is removed with the intention that they do not return for the remainder of that lesson. A responsible student is to be sent to JA office, where a member of LT will support.

\***Inappropriate Behaviour** - This type of behaviour can be classed as anything that impact the learning of others in a negative way, such as lack of equipment, minor disruptive behaviour, chewing gum, showing unkind behaviour towards others, shouting out etc.

\***Poor Misconduct** - Rudeness to staff, not following staff instructions, anti-social behaviour, singling out any member of the class, Indirect discriminatory or prejudicial language, graffiti, or vandalism.

The above is not exhaustive. We reserve the right to impose reasonable sanctions where a student's behaviour falls below required standards, which may result in escalated sanctions.

Where students' behaviour exceeds what is within this document, further sanctions will be set in line with the SPH behaviour policy.

