

St Patrick's RC High School

A National Teaching School



Behaviour For Learning Policy

Date Adopted by Full Governing Board: 11/05/2017

Date of Review: 12th June 2018

Prepared By: Mr A Campbell

Delegated Committee: Pupil Welfare

Reviewed on: 01.05.2019

Reviewed by: Mr A Campbell

Next review: Summer 2020 - 2021

Signed: (Chair)

BEHAVIOUR FOR LEARNING

School Mission Statement

Our outstanding school community is guided by the gospel values of; love, forgiveness, reconciliation, justice, integrity, humility and truth. Faith and worship are lived, taught and celebrated. We recognise the importance of service to others and the opportunity to be witnesses to Christ in our community.

All are unique and strive for personal growth. We celebrate the pursuit of academic excellence, applaud ambition and value the achievements of all. Our pupils are expected to achieve their best and use their learning to make a difference in the world they live in.

School British Values Statement

St Patrick's teachers uphold public trust in the profession and maintain high standards of ethics and behaviour. Teachers do this by not undermining fundamental British values and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

This policy is in line with the Mission and values of St Patrick's R.C. High School. A successful behaviour policy requires the commitment and **consistency of practice of all staff** to ensure that learners know the standards expected of them. **All members of the school** are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Raising awareness and Consultation

The following policy was written with support of the whole school community. Consultation was widespread and detailed and notice taken of all concerns raised by pupils, staff and parents/carers.

Aims

- Support effective teaching and learning
- Create consistency of expectations and consequences (these to be communicated clearly)
- Challenge poor behaviour in an appropriate manner
- Promote Gospel Values

We want to:

- Encourage, praise and reward
- Create a safe learning environment
- Give clarity of expectations to staff and pupils
- Give a clear understanding of staff roles

How do we get consistency of implementation?

- Heads of House and SLT set out expectation in September and this is followed up regularly in assemblies and by Form Tutors and Class teachers.
- The Head teacher's termly letter to parents/carers outlines these expectations.
- Home/School Agreement

- The school website details what is expected
- Staff consistently support the policy in lessons and in corridors.

How do we know it is understood and accepted?

- Home/School agreement in planners
- Data tracking by Heads of House to demonstrate improvements in behaviour
- Calm environment around the school
- Outstanding teaching and learning
- 'Behaviour' a standing item at Curriculum as well as Pastoral meetings.

Behaviour Management – Encouraging 'Impeccable Conduct'

Our success is not tested by the absence of problems but by the way we deal with them.

Consistency in dealing with behaviour is essential in order to best support our pupils and staff. Poor behaviour must be challenged; to ignore it is to condone it.

Rewards

St Patrick's uses rewards such as praise, encouragement, incentives and rewards to motivate and encourage positive behaviour. A growth mind set is encouraged and we focus on rewarding the efforts of our pupils as well as their outcomes.

All achievements are recorded electronically to facilitate recognition and celebration of pupil success and to inform pupil eligibility to attend reward trips or participate in reward activities.

Rewards used in school

- Praise
- Postcards
- Achievement Points; communicated to Form Tutors, Heads of House and to parents/carers via MyEd
- Telephone calls/Text messages
- House assemblies
- Pupils of the week
- Half Term Stars
- Departmental awards
- Attendance certificates /awards
- Reward trips
- Free Prom
- 100% Attendance Reward - Activity sessions
- Termly House Attendance Prize
- Termly House Achievement Prize

Achievement Points

The aim of Achievement Points is to create a fair and consistent whole school reward system.

The Achievement drop down on SIMs has a list of descriptors we use to give points to pupils. Form Tutors award up to 3 points each Monday for a week of correct uniform, correct equipment and having their homework diary up to date and signed by parents/carers. Pupils are rewarded at the end of each term by Heads of House for their running Reward Point totals and receive Trafford Centre vouchers or tickets at the end of the year for their yearly achievements. In addition to MyED, a report is sent home each term to inform parents/carers of their son/daughter's achievements.

Good practice in the classroom

- Be prepared for lessons; meet, greet and begin on time.
- Use the most appropriate method of teaching, which draws on pupils' experiences and values their contributions
- Explicitly and regularly praise all types of achievement.
- Plan lessons that will motivate and engage all pupils to minimise opportunities for lack of engagement.
- Reinforce expectations regularly.
- Role model the behaviours that you expect from pupils.
- Always talk about the behaviours you want to see.
- Mark books regularly using the marking policy and provide appropriate feedback.
- PIP and RIP - Praise in pupil and reprimand in private.

Classroom Routines

Entry Procedures

- Pupils are greeted in a positive manner
- Where possible, settle the class outside the room
- Pupils enter the classroom and take out their planner and equipment
- A formal start to the lesson-lesson objectives to be shared with the class

Establish attention by:

- Non-verbal cues/silent signals
- Scanning the group
- Establish a calm atmosphere by avoiding raising your voice
- Starter activity to engage pupils and gain their attention

Routines in your classroom

- Focus on the positive - 'Catch them being good'
- Convey behaviour expectations
- Think about tone of voice and body language – expectant, positive and calm
- Tactical pausing –scanning-eye contact
- Use POSITIVE CORRECTIVE LANGUAGE to deal with behaviours. Use 'Do' rather than 'Don't' in your interactions with pupils. Telling pupils what you want them to do will always be more effective than telling them what you want them to stop doing because the human brain

finds it easier to process positives rather than negatives

- Persistent disruption to be followed up away from the audience of peers
- Always keep in mind the RESPECT agenda

Exit Procedure

- Check classroom and uniform
- Class in silence for orderly dismissal
- Give positive feedback to the group
- End the lesson on time so that pupils are not late and cause problems for their next teacher

Parent/Carers and Pupils

Parents/carers are asked to familiarise themselves with the Behaviour for Learning Policy and support the school's expectations. Parents/carers and pupils will sign a Home/School Agreement at the start of the academic year.

Expectation of Conduct

Pupils must:

- Be respectful in word and action to all members of the school community which includes all school staff, visitors to the school and pupils alike.
- Arrive punctually for lessons ready to learn.
- Complete homework as stipulated by the class teacher.
- Be prepared for every lesson with correct equipment.
- Wear the school uniform correctly at all times.
- Move between lessons in a calm and orderly manner.
- Respect the school environment.
- Not bring dangerous items into school.
- Behave respectfully in lessons, moving between lessons and in unstructured times.
- Eat only in designated areas
- Support the schools Anti-bullying Policy

Mobile phones, MP3 Players and other technology

All technology must be switched off in all lessons and must not be visible. If technology is seen by a member of staff the pupil will be sanctioned appropriately.

N.B. Loss and damage

The school will not accept legal responsibility for loss, theft, damage to personal property whilst on the school premises. Items are brought into school at the pupil's own risk.

Expectation of Dress

A high standard of personal appearance is expected and anyone arriving at school in non-uniform clothing/footwear may expect to be in a Pastoral Detention at break and lunch.

This high standard must be maintained whilst travelling to and from school and whilst taking part in school activities.

Expectations for Attendance

St Patrick's is committed to a positive policy of encouraging pupils to attend school regularly. The school will work in partnership with parents/carers, the Local Authority Education Welfare Officer and other relevant services to secure this aim.

Every child has a right to access the education to which he/she is entitled. Parents/carers and school staff share the responsibility for ensuring that educational opportunities are maximised by encouraging good attendance and punctuality to enable pupils to reach their full potential.

The Attendance and Punctuality Policy details how St Patrick's monitors Attendance and Punctuality and works to Safeguard pupils by ensuring they are in school and their absences accounted for and evidenced when not.

Late for Registration

Form Tutors must monitor attendance/punctuality and inform Head of House of any concerns.

- Form Tutors are advised whether a pupil has arrived to school on time but subsequently late to Form. A lunchtime detention will be given.

SIMs Data/Record Keeping

All conduct, both behaviour and rewards, is recorded electronically in the school's SIMs (School Information Management) system. It is the responsibility of any member of staff who witnesses/deals with an incident to record this accurately on SIMS. Weekly reports are produced and disseminated to inform staff of pupils' improvements or to highlight a need for additional local agency intervention or alternative strategies or in-school support.

Behaviour

Unacceptable behaviour

- Disrespect
- Disregard for staff instructions
- Bullying behaviour
- Violent behaviour or hurting others
- Vandalism
- Theft
- Continued disregard for school rules and procedures

Unacceptable behaviour will incur an appropriate sanction. These include:

- Verbal reprimands
- Detentions – Pastoral or Curricular
- Behaviour report – Form/Teacher/Head of House/Assistant Headteacher /Deputy Headteacher
- Withdrawal from school trips
- Internal Exclusions
- Fixed Term Exclusions from School
- Respite provision in an alternative school or Pupil Referral Unit (where pupils are at risk of permanent exclusions)
- Permanent Exclusion

Detentions

Break and lunch detention - Staff log detentions on SIMs. The office staff run a report each day and send a text to parents/carers advising them of the detentions that day.

After school detentions are communicated via a telephone call and/or a detention letter sent home ensuring parents/carers are given advance notice of the detention.

Departmental Responsibility for Behaviour Management

- Should a pupil not co-operate in a lesson, the teacher will follow 3 stepped approach of:

REPRIMAND - 'I have noticed that you are/ are not....'

WARNING - 'I have already asked you to/not to if youyou will.....'

SANCTION - 'I have warned you to/not.... You will now have to

- Persistent misbehaviour should be referred to Head of Department
- Staff should send pupils to Heads of Department for escalating behaviour during lessons and to Head of House or Duty Team Leader for incidents outside lessons
- Pupils should not be placed unsupervised outside classrooms for long periods of time. Supervised time-out is acceptable

Emergency Protocol

Any pupil being abusive, directly confrontational or presenting a danger to themselves and/or others must be dealt with by a senior member of staff. The pupil must be removed to a staff 'Buddy'. A message must be sent to the office who will contact a senior member of staff. The senior member of staff will collect the pupil from the 'Buddy's' classroom. Discussion regarding the incident and the action to be taken will take place after the lesson in private. Parents/carers must be contacted and informed.

Procedure for dealing with incidents:

Class Teacher

- Advise the pupil that their behaviour is not acceptable.

- Issue a warning about the consequence of repeating the unacceptable behaviour.
- Issue an appropriate sanction making sure parents/carers are advised.
- Record the incident and the sanction on the SIMs behaviour log.
- Ensure the pupil does the sanction, understands why their behaviour was not acceptable. and restore the teacher/pupil relationship for a positive start to the next lesson.

Head of Department

If pupils persistently present with unacceptable behaviour in a lesson, the Head of Department will support the class teacher.

- Head of Department will remove the pupil from the lesson to support the class teacher and work with the pupil and the class teacher to re-establish a positive relationship.
- If the pupil does not co-operate, the Head of Department issues a sanction e.g. Departmental Detention
- The behaviour and the sanction are recorded on SIMS.
- Parents/carers are informed.
- If a pupil still does not co-operate, the Head of Department will liaise with the Head of House to see if the behaviour is specific to that subject area or whether they are presenting in this way across a number of subjects

Head of House/Form Tutor

If it is established that a pupil is not co-operating across a number of subject areas, the pupil will be monitored initially via a Form Report.

- The Form Tutor informs parents/carers that there are concerns.
- The pupil has set targets to achieve.
- Pupils are mentored and supported to achieve their targets.
- If behaviour does not improve, the pupil will escalate to Head of House Report.
- Head of House will meet with parents/carers to discuss targets.
- An Individual Behaviour Plan will be put in place if appropriate.
- The time frame can be extended to allow intervention work to become embedded.

The Head of House may refer the pupil to the Special Needs and Disabilities Co-ordinator (SENDCo) at any time if they have concerns about a pupil. The SENDCo may put the pupil on the Special Educational Needs Register for Emotional, Social and Behavioural difficulties. Parents/carers will be informed and extra support can be put in place to ascertain and address the reasons for the inappropriate behaviour. The Educational Psychologist and other external agencies.

The Senior Leadership Team

A pupil will escalate to a Senior Leader Report if targets are not being met at Head of House Report level.

- Pupils will have an Individual Behaviour Plan.
- A member of the Senior Leadership team will be assigned to the pupil.
- The Senior Team Leader will meet with parents/carers to discuss the Report targets.

Should behaviour not improve at this level within the time frame set, the following possible actions could be taken:

- A Senior Panel Meeting with Deputy Head and Senior Pastoral Staff.
- A Governor's Disciplinary Meeting with Head teacher.
- Further liaison with external agencies.
- Temporary Alternative Provision.
- Internal Exclusion.
- Fixed Term Exclusion.
- Permanent Exclusion.

Responsibility Outside the Classroom

- All staff are responsible for the implementation of the Behaviour for Learning Policy around the school.
- During break and lunch, staff on duty must deal with any incidents. If they are unable to deal with the incident for whatever reason, it must be reported to the Duty Team Leader.
- Duty Team Leaders report incidents to Heads of House who will sanction, log and inform parents/carers if necessary.

Report Cards

St Patrick's report card system works to liaise with parents/carers to best support pupils whether it be behaviourally or academically. There is a clear escalation through the reporting system with additional support being put in place as a pupil escalates through the system or additional needs are identified. Pupil will be placed on Head of House report and in some cases Senior Leader Report following fixed-term exclusions.

Reasons for exclusions

- Regular or sustained challenge to the authority of a member of staff.
- Bullying, harassment or abuse (including on the grounds of gender, race, ethnicity, religion or sexual orientation).
- Persistent defiance of a school rule
- Acts of vandalism.
- Physical violence.
- Smoking on the school site.
- Behaviour which disrupts the learning of others.
- Conduct likely to bring the school into disrepute.
- Theft.

This list is not exhaustive and the length of the exclusion will be proportionate to the gravity of the offence.

The Headteacher or Acting Headteacher may issue a fixed-term or permanent exclusion for behaviour which contravenes school policies whilst a student is:

- Taking part in any school organised or school related activity.
- Travelling to and from school in or out of school uniform.

- In some other way identifiable as a St Patrick's student
- On a managed move probationary period at another school or attending alternative provision

OR for behaviour which at any time:

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

Cases Where Exclusion Would Not Be Used

- Homework issues
- Poor academic performance
- Lateness or truancy
- Incorrect uniform/dress code – except for persistent open defiance

Long Fixed-Term Exclusions

Long fixed-term exclusions over (15 days) will generally be used to enable support to be obtained in assessing, moving, or reintegrating a pupil with severe problems where the alternative would be permanent exclusion.

Permanent Exclusion

Permanent Exclusion will be reserved for offences that will have a seriously damaging effect on the life of the school, the well-being of other pupils or of staff or seriously and persistently interfere with teaching and learning in the school. This can include but is not limited by:

- Intimidation or violence which creates fear and anxiety amongst staff or pupils
- Possession of an offensive weapon on the school site
- Being in possession of an illegal substance and/or supplying an illegal substance whilst:
 - Taking part in any organised school related activity.
 - Travelling to and from school.
 - Wearing our school uniform.
 - In some other way identifiable as a St Patrick's student.
 - On a managed move probationary period at another school or attending alternative provision.
- Persistent defiance of school authority or disruption of teaching and learning.
- Persistent bullying, harassment or abuse.

Points to note:

Screening and Searching Pupils

The Headteacher or Acting Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for

suspecting that the pupil may have a prohibited item such as tobacco, fireworks, illegal substances , e-cigarettes or consumables intended for resale.

Use of Reasonable Force

Staff may use reasonable force in situations where pupils' actions may be a danger to themselves or others in order to avoid injury and damage to property or assault to staff or pupils.

Disciplining Pupils Beyond the School Gate

The Headteacher or Acting Headteacher has the authority to discipline pupils for misbehaviour beyond the school gate which brings the school into disrepute. This may include:

- Taking part in any organised school related activity
- Travelling to and from school either in or out of school uniform .
- In some other way identifiable as a St Patrick's student.
- On a managed move probationary period at another school or attending alternative provision.

Anti-Bullying

Definition of Bullying

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (DfE - 'Preventing and Tackling Bullying' (October 2014).

Bullying is when one person or a group of people repeatedly and deliberately hurt another person, either physically or emotionally. This can include by name calling or excluding a pupil from activities, making fun of someone or teasing them, physically assaulting someone or online harassment.

Procedures Following a Reported Incident

All reported incidents must be taken seriously and staff must consult with the Head of House, Pupil Support Services, Pastoral Directors or Assistant Headteachers, who will investigate the incident and decide an appropriate action.