

St. Joseph's Catholic School & Sixth Form Centre
Ysgol Gatholig San Joseff

Behaviour Policy
2015 - 2016



Behaviour Policy agreed by Governors:

Signed by Chair *Date.....*

Policy due for review: Summer 2016

1. Introduction and Principles

The school exists to serve the needs of its pupils, in helping them to become “fully human in Christ”. We wish to encourage all pupils to develop their potential to the full in a supportive atmosphere. The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring, learning environment in the school by:

- Promoting desired behaviour and discipline that reflect Jesus’ teaching to love God and neighbour
- Promoting self esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fairness
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment, free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation

In particular this policy should be read in conjunction with the Anti-Bullying Policy and the Child protection Policy.

2. Roles and Responsibilities

The Governing Body will establish this behaviour policy for the promotion of high standards of behaviour and keep it under review. It will ensure that the policy is communicated to students and parents, that it is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour.

The Headteacher, and those with delegated responsibility, will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher (and those with delegated responsibility) on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures.

They will also ensure that the concerns of staff and students are listened to, and appropriately addressed.

Parents and carers are expected, encouraged and supported to take responsibility for the behaviour of their children both inside and outside the school. The school will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of school policy, procedure and expectations.

Pastoral staff and the Senior Leadership Team will ensure that procedures are consistently and fairly applied and will promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

3. Main Elements

Integral to this behaviour policy is the establishment of effective discipline for learning. Discipline for learning at St Joseph's consists of three main elements:

- 1. Praise & reward**
- 2. Expectations & rules**
- 3. Consequences & sanctions**

Praise & reward

Pupils who work and behave well should be noticed and rewarded by their teachers. This can take place in many ways, e.g. positive comments by staff whenever appropriate, letters or telephone calls home to parents, referrals to senior staff for recognition and praise, rewards recorded in student planners, 1st in the queue cards. All teachers are expected to give out 5 reward tokens to pupils demonstrating the best effort and behaviour in each lesson and to record the recipients on SIMS.

Expectations & rules

Pupils should be aware of the expectations and rules that apply across the school and in each classroom. Although there will be some variations on rules depending on the nature of the learning environment (e.g. in a workshop or a laboratory) there must be certain constants that apply across the school. In terms of expectations, the following '3Rs' apply across the school.

'Ready, Respectful and Resilient'.

At St Joseph's all are expected to be:

- 1. Ready for learning**
- 2. Respectful towards themselves, others and the environment.**
- 3. Resilient – committed to just keep trying!**

Classroom rules can be built on the above expectations. The following are expressions of being Respectful.

- Please don't speak when the teacher is speaking.**
- Please don't speak when your classmates are speaking.**
- Please don't spoil the learning of others.**

Teachers will spend time at the beginning of each term to look at expectations and rules. This will help to maintain high quality behaviour and attitude in students. Teachers will also help to set the scene for effective discipline for learning by following '5Cs'. They will aim to be:

Calm, Clear, Consistent, Compassionate and in Charge

Calm – because that is when we think and judge best.

Clear – because we want the pupils to understand.

Consistent – so that pupils know what to expect.

Compassionate – because we are human beings and because we are commanded to love our neighbours as ourselves.

in **Charge** – because teachers are the professionals and the adults in school.

Consequences

Pupils who choose to behave contrary to what is expected of them will be dealt with. Levels of sanctions will operate depending on the seriousness of the incident. The consequences of not behaving will be progressive and could involve a formal exclusion from school at an appropriate stage. Prior to any sanction being issued, solution-focused strategies will have been attempted.

It is important to note that consequences are not purely punitive and that improvement and reconciliation remain fundamental aims of school sanctions. Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation. Accordingly, the school will have recourse to a permanent exclusion only in extreme circumstances, usually when the continued wellbeing of staff and pupils is at risk by a student's behaviour or when all reasonable means to deal with continued poor behaviour have been exhausted.

It is crucial to the success of our Discipline for Learning approach that ALL staff incorporate the above three elements into their daily work in school.

Training and briefings on aspects of behaviour management will be provided via Toolbox sessions and INSET days. New members of staff will be inducted by a member of the SLT and their department or subject leader.

The school works positively with external agencies to improve pupil behaviour. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. Students needing support from external agencies are identified through the SEN/ALN Coordinator.

4. Classroom Discipline

When considering classroom discipline it is worth staff remembering the following quote:

“Events in the classroom are influenced by a complex mixture of expectation, attitude, regulations, policies and laws which are shaped by forces at work in the

classroom, the school, the local community and society as a whole. The most central of all these influences is the relationship between teacher and pupils. When a teacher sees behaviour, judges it to be unacceptable and intervenes to stop it, it is the relationship between that teacher and the pupils or pupils involved which will determine the success of that intervention.'

(Discipline in Schools – Elton Enquiry)

Staff should draw up their own 'Discipline Plan' that reflects the nature of their area of study. This should be clear and concise and understood by **all** pupils. It should reflect a 'built in' mechanism informing pupils what will happen if they fail to behave as expected.

Staff should also draw up a seating plan (or workstation plan) for each of their classes. This should be displayed for the benefit of cover supervisors.

If all pupils are made aware of expectations in the classroom, then by not behaving appropriately they have made their choice to face the consequences. The discipline plan should be applied consistently and will then be seen as fair. The main elements for establishing effective discipline are:

- 1. Praise & reward**
- 2. Expectations & rules**
- 3. Consequences & sanctions**

It is essential that pupils realise they are answerable to the class teacher.

Effective use of the Discipline for Learning system is the surest way of the teacher establishing his/her authority in the classroom.

REMEMBER!

Your personal approach in the classroom sets the climate, we are all different. We have expectations of our pupils but they also have expectations of us.

Staff should expect pupils to follow the '3Rs' - to be *Ready, Respectful and Resilient*.

This means that pupils should aim:

1. To be courteous and well mannered.
2. To listen to what they are being told.
3. To work hard and to keep trying, even when it is hard.
4. To let others work and feel comfortable.
5. To show respect to everyone including themselves.

Pupils can expect staff also to follow the '3Rs' - to be *Ready, Respectful and Resilient*.

This means that staff should aim:

1. To be courteous, consistent, and fair.
2. To prepare and mark work, including homework.
3. To be on time for lessons.
4. To listen, at appropriate times, to pupils' explanations for behaviour.
5. To recognise effort and behaviour.
6. To deal with bad behaviour.

5. Promoting and Responding to Good Behaviour

The following are ideas that could be employed when promoting good student behaviour in the classroom:

- - Staff will praise students when they see good behaviour and effort.
 - Staff will tell students clearly what is expected of them.
 - Students will remember what is asked of them.
 - Rules are consistent, fair, and will be kept.
 - Rules will be regularly reviewed with staff and students.
 - Responsibilities and expectations will be matched to individuals and their development.
 - Staff will regularly inform a student's parents of exemplary behaviour as well as achievement at parents evening or via the student planner.
 - When students have worked hard to support others, in or out of school, they will be commended – exemplary acts will be commended in year group assemblies.
 - Staff should praise a student/class upon good behaviour and reinforce why they are pleased.

In every lesson teachers are expected to give out 5 reward tokens to students who best demonstrate effort and behaviour and to record the recipients on SIMS.

It is expected for every student that twice as many positive points than negative points are recorded on SIMS.

6. Responding to Poor Behaviour

It is impossible to list all likely events and to stipulate the precise way of dealing with them. It is important to apply sanctions in as consistent a way as possible. The discipline for learning approach is based on a staged system. The sanctions become more serious as the pupil moves through the stages. It is crucial therefore that all

staff attempt to deal with all minor problems themselves otherwise pupils reach the higher levels of sanction too early. Classroom teachers are expected to deal with the issues they are able to deal with. In addition, classroom teachers can expect help to deal with issues that push beyond their authority. The same principle applies at every level – Head of Department, Learning Leader, SLT.

In response to most misdemeanours a corrective dialogue with a pupil at the end of a lesson or at another appropriate time will help to improve matters and to avoid recurrence. Sometimes, a sanction such as lines, or a detention might be issued. A teacher may, of course, telephone home to speak with parents/carers, to alert them to concerns about behaviour. Other sanctions are also available

Departmental Detention

Heads of Department/Teachers in Charge of subjects are responsible for organising a breaktime or lunchtime during the week for detention within their subject. A note should always be placed in the student's planner regarding detention and the Learning Leader and Form Tutor should be informed.

Learning Leaders' Detention

This takes place every breaktime in the Lecture Theatre. It is supervised by Learning Leaders on a rota basis. Only a Learning Leader or members of the SLT can place a student in learning leader detention.

Whole School Detention

This takes place at lunchtime each Friday between 1.25pm and 1.50pm in the Lecture Theatre. It is supervised by the SLT on a rota basis. Only Learning Leader or members of the SLT can place a student in whole school detention. By holding this detention on a Friday it is intended that the week's issues are 'mopped up' so that students can begin the following week with a fresh start.

Pupils in detention can have opportunity to reflect upon the school rules or complete work provided by the teacher responsible for entering them into the detention.

Isolation and Exclusion

In a minority of cases, student behaviour may result in a fixed-term or permanent exclusion. Such a response is for particularly serious incidents or for persistent and on-going defiance of school expectations and authority. Alternatively, it may be deemed necessary to educate students in isolation from their peers for a short time. This approach will usually be used as a way of avoiding a formal exclusion and to keep the student responsible engaged in learning.

Referral and assistance

Some students will be recognised as needing specialist help to manage their behaviour and to engage meaningfully with their education. Such students may or may not have additional learning needs. All students requiring specialised assistance will have a PSP (Pastoral Support Plan) drawn up under the supervision of the respective learning leader and the school SENCO, and in consultation with the student and his/her parents. Students will be assisted by means of the school's Inclusion Provision (Resilience) and/or by input from local authority agencies. In some cases it will be necessary to adjust a student's curriculum so that it is more appropriate to the student's particular needs.

7. Communication

Clear and timely communication is vital for the effective management of behaviour in school. All staff are expected to keep other relevant staff informed about good and poor behaviour. Staff are also expected to make regular and frequent use of the behaviour recording facilities on SIMS. Training and assistance will be provided for any staff who need assistance in this areas.

Similarly, pastoral leaders and the SLT will ensure that important information that may have a bearing on a student's attitude and behaviour is passed on to relevant teaching staff.

Parents are expected to inform the school of any concerns that they have about pupil behaviour, whether the behaviour of their own child or that of another, and the school will ensure that its concerns are shared with parents.

8. Related Policies

Anti-Bullying
Mobile Phone
Safe internet Use
Uniform