

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

Behaviour Policy



Behaviour Policy agreed by Governors:

Signed by Chair *Date: 27 Nov 2018*

1. Introduction and Principles

The school exists to serve the needs of its pupils, to help them to become “fully human in Christ”.

I have come that they may have life, and have it to the full. (John 10:10)

We wish to encourage all pupils to develop their potential in a supportive atmosphere. The Governing Body believes that in order for teaching and learning to be most effective, high standards of behaviour are necessary - in all aspects of school life. St Joseph's seeks to create an inclusive and caring, learning environment in the school by taking reasonable steps to:

- promote high standards of behaviour and discipline that reflect Jesus' teaching to love God and neighbour;
- promote self esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect ;
- ensure equality and fairness;
- encourage consistency of response to both positive and negative behaviour,
- promote early intervention;
- provide a safe environment, free from disruption, violence, bullying and any form of harassment;
- encourage a positive relationship with parents and carers to develop a shared approach to encouraging good behaviour.

By means of these activities, our aim is to educate pupils to be ambitious and capable learners who are healthy, confident, creative and ready to take an active role in school and society as ethically informed citizens.

This policy should be read in conjunction with other policies listed at the end of this document.

2. Roles and Responsibilities

The Governing Body will establish this behaviour policy and keep it under review. It will ensure that the policy is communicated to pupils and parents, that it is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of 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 preferential application of the policy and procedures (although the policy can be applied more flexibly to accommodate pupils with certain disabilities).

They will also ensure that the concerns of staff and pupils 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.

Pupils are always expected to take responsibility for their own behaviour and will be made fully aware of school policy, procedure and expectations. Although reasonable adjustments will sometimes be made to assist pupils with additional learning needs or disabilities (e.g. to help them to understand the policy or to meet the expectations set out), this will not mean that pupils are not expected to take responsibility for their behaviour.

Pastoral staff and the Senior Leadership Team will ensure that procedures are consistently and fairly applied and will promote the idea of personal responsibility to all 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, awarding of achievement tokens and points in ClassCharts, letters or telephone calls home to parents, and referrals to senior staff for recognition and praise.

All teachers are expected to give out at least 5 reward tokens to pupils demonstrating the best effort and behaviour in each lesson and to record the recipients on ClassCharts. The ClassCharts software will email form-teachers and heads of year, and these staff are expected to monitor the number of achievement points awarded to the members of their form, and to give additional praise and encouragement as appropriate. If a pupil has 5 or more achievement points in a week (Monday to Friday), the form teacher should issue a 'good news card' to take home.

It is our intention that rewards and praise outweigh sanctions by a ratio of at least 3:1 across the school cohort.

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 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.

Teachers will spend time at the beginning of most lessons to remind pupils of the 3Rs and 5Cs. This will help to maintain high quality behaviour and attitude in pupils.

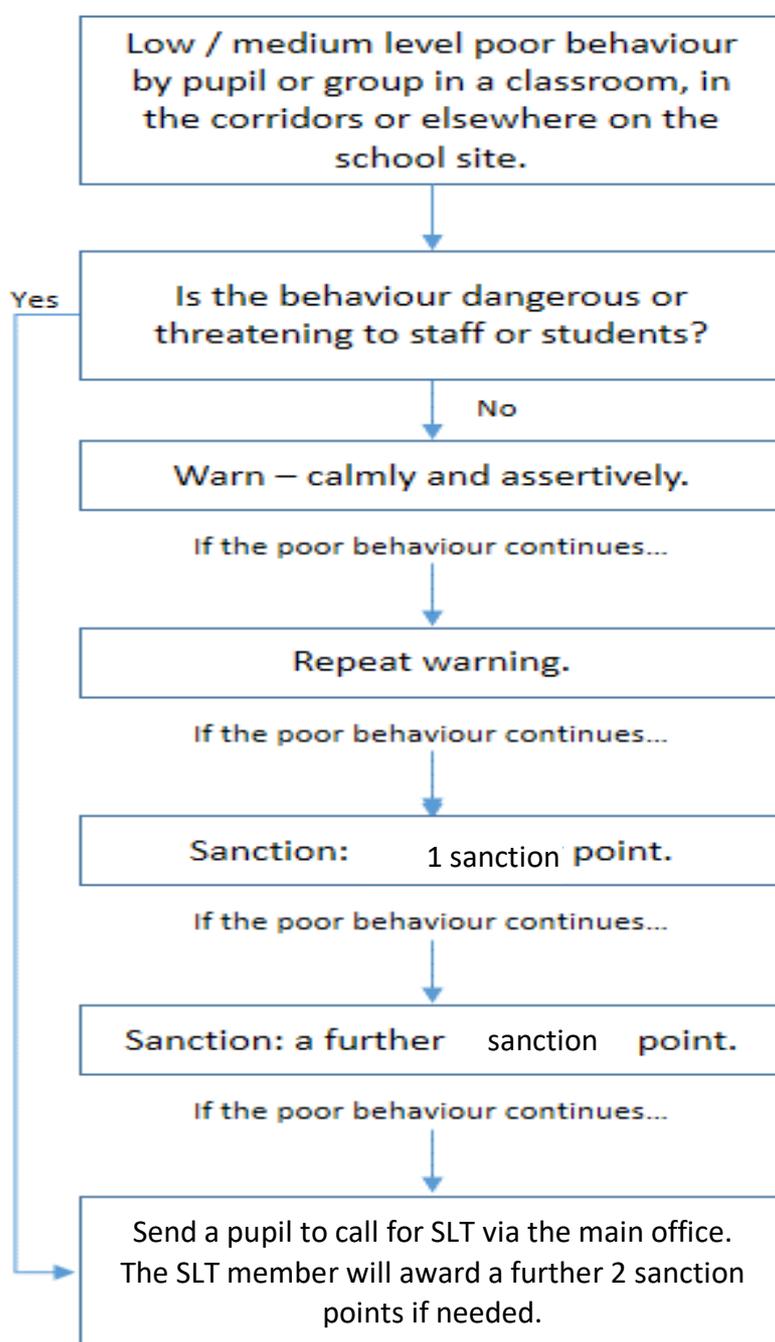
Consequences

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. In most cases, solution-focused strategies will have been attempted prior to any sanction being issued,.

It is important to note that consequences are not purely punitive and that improvement and reconciliation remain fundamental aims of school sanctions.

Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to: make apologies to other pupils 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 pupil's behaviour or when a wide range of reasonable means to deal with continued poor behaviour have been exhausted. Appendix A outlines this process in more detail.

The following flow-chart demonstrates the actions a teacher is ordinarily expected to take when dealing with unacceptable behaviour. At every stage, the aim is to stop the poor behaviour and prevent the situation from escalating. In order to do this, Pupils and staff need to understand the poor behaviour will lead to clear, consistent and understood sanctions.



Whole School Detention

If a pupil is given 4 or more sanction points in one week (Monday to Friday), they will be put into a whole school detention. This takes place after school and runs every school day. The whole school detention sessions are run, where possible, by a senior member of staff or a Head of Year. Pupils are asked to sit in silence and to reflect on their attitude and behaviour. Towards the end of the session, pupils are asked to complete a reflection form to allow them to think about the causes of their poor behaviour, and ways in which they can prevent it happening in future.

Any pupil who is repeatedly in detention for poor behaviour will obviously be a cause for serious concern. In such a case, parents or carers will be invited to school to meet with senior staff and agree a way forward (see below *Referral and assistance*).

Isolation and Exclusion

If a pupil is given 8 or more sanction points in one week, this will lead to further sanctions. The following can also be triggered by a single incident sufficiently serious in nature.

In a minority of cases, pupil behaviour may result in a fixed-term or permanent exclusion. Such a response is for particularly serious incidents or for persistent and ongoing defiance of school expectations and authority. Alternatively, it may be deemed necessary to educate pupils in isolation from their peers for a short time. Usually, pupils will study in the Time Out room or another suitably quiet area of the school. This approach will usually be used as a way of avoiding a formal exclusion and to keep the pupil responsible engaged in learning.

Referral and assistance

Some pupils will be recognised as needing specialist help to manage their behaviour and to engage meaningfully with their education. Such pupils may or may not have additional learning needs or a disability. Pupils requiring specialised assistance may have a PSP (Pastoral Support Plan) drawn up under the supervision of the respective Head of Year and the school ALNCO or SENCO, and in consultation with the pupil and his/her parents. Pupils may be assisted by means of the school's Health & Wellbeing Base (HWB) and/or by input from local authority agencies. In some cases it will be necessary to adjust a pupil's curriculum so that it is more appropriate to the pupil's particular needs.

It is important to note that ALL pupils are expected to take responsibility for their behaviour. Although reasonable adjustments may be made to help pupils with additional learning needs or disabilities to understand and manage their behaviour in relation to this policy, this does not mean that the policy is not applied at all. Poor behaviour cannot go unchallenged and the school has a statutory duty to consider the health, safety and wellbeing of all pupils and staff as well as the good running of the school.

The school works positively with external agencies to improve pupil behaviour. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Pupils needing support from external agencies are identified through the ALNCO or SENCO.

4. Classroom Discipline

It is crucial to the success of our Discipline for Learning approach that all staff incorporate the systems details in Section 3 into their daily routines.

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.

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 recorded in Classcharts and displayed for the benefit of pupils and cover teachers or supervisors.

5. Communication

Clear and timely communication is vital for the effective management of behaviour in school. Pupils and parents are encouraged to use the ClassCharts apps or website to monitor the child's rewards and sanction points.

All staff are expected to keep other relevant staff informed about good and poor behaviour. The ClassCharts software will automate this process as much as possible, and so staff are expected to make regular and frequent use of the behaviour recording facilities on the ClassCharts software. 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 pupil'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.

N.B. While this policy focuses predominantly on the classroom setting, the same high standards apply to pupil behaviour between and outside of lessons. This includes break and lunch times, moving between lessons, school sporting fixtures and school trips. In essence, all aspects of school life. It should also be noted that this behaviour policy (as well as our anti-bullying policy) applies to pupils on their journeys to and from school. A parental guide to the Wales travel behaviour code can be found in Appendix B.

6. Related Policies

Anti-Bullying, Safeguarding, Mobile Phone, Safe internet Use, Uniform.

Appendix A

Procedure for dealing with fixed term exclusions.

A fixed term exclusion is likely to result if there is serious ill-discipline. However, it is important to realise that the school will not tolerate continued serious ill-discipline and that repeated fixed term exclusions would usually result in a permanent exclusion. The following procedure shows how we will operate. *

1. Serious ill-discipline may lead to a **first fixed term exclusion**. This will usually be for **½ to 2 days**. On return to school, the student must be accompanied by a parent or carer and a 'return from exclusion' meeting will be held by the respective **Head of Year** who may be supported by a member of SLT. A behaviour contract will be drawn up and the student will be monitored by means of pink (SLT), yellow (Head of Year) and green (Form Tutor) reports over a three-week period.
2. Further serious ill-discipline may lead to a **second fixed-term exclusion**. This will usually be for **2 to 4 days**. On return to school, the student must be accompanied by a parent or carer and a 'return from exclusion' meeting will be held by the **Assistant Headteacher** responsible for Wellbeing (or another member of the SLT). A new behaviour contract will be drawn up and the student will be monitored by means of pink (SLT), yellow (Head of Year) and green (Form Tutor) reports over a three-week period.
3. Further serious ill-discipline may lead to a **third fixed-term exclusion**. This will usually be for **4 to 5 days**. On return to school, the student must be accompanied by a parent or carer and a 'return from exclusion' meeting will be held by the **Headteacher** or Deputy Headteacher accompanied by the **Assistant Headteacher** responsible for Wellbeing (or another member of the SLT). A new behaviour contract will be drawn up and the student will be monitored by means of pink (SLT), yellow (Head of Year) and green (Form Tutor) reports over a three-week period.
4. Further serious ill-discipline may lead to a **fourth fixed-term exclusion**. This will usually be for **more than 5 days**. On return to school, the student must be accompanied by a parent or carer and a 'return from exclusion' meeting will be held by a panel of school **governors**, drawn from the Pupil Discipline Committee. The panel will be advised by the **Headteacher** (or Deputy Headteacher) and the **Assistant Headteacher** responsible for Wellbeing. A new behaviour contract will be drawn up and the student will be monitored by means of pink (SLT), yellow (Learning Leader) and green (Form Tutor) reports over a three-week period.
5. Further serious ill-discipline will usually lead to a **permanent exclusion**.

*Notes:

- In each instance of exclusion, the individual act of serious ill-discipline will be deserving of an exclusion. Thus, a student would not be escalated along this procedure for additional misdemeanours.
- In exceptional circumstances, the ill-discipline may be so severe that the student responsible is permanently excluded irrespective of any previous offences or exclusions.
- Where the student being excluded has additional learning needs (ALN) or a disability, consideration will be given to a) whether the exclusion is appropriate in view of the student's learning needs/disability and the need for the school to achieve its legitimate aims; b) whether

additional support is needed on return from exclusion; c) the ongoing advice and guidance of the school's ALNCo. The ALNCo may also take an active part in 'return from exclusion' meetings.

- If a student is excluded for more than 5 days in any one term, the Governing Body should convene a Pupil Disciplinary Committee (PDC), if the parent wishes. If a student is excluded for more than 15 days in one term, the Governing Body must be convened a PDC and invite the student and parent to attend. If they do not attend, the PDC will still go ahead. The Governing Body must also convene a PDC in the case of a permanent exclusion.
- The days allocated to each of the fixed-term exclusions are an indication of what can ordinarily be expected. In some cases, and where there is good reason, the Headteacher may decide to increase or decrease the number of days depending on the severity of the ill-discipline.



PARENT GUIDE

For most learners their journeys between home and school pass without incident or concern. Unfortunately some journeys are marred by poor, disruptive and unacceptable behaviours that can impact on learners and the wider public. This can be a real threat to safety and can have tragic consequences.

The Travel Behaviour Code ('the Code') is a statutory code that sets out the standards of behaviour required of learners and consequently promotes the safeguarding of learners.

The Code applies to all learners up to the age of 19 years and applies to all types of travel to and from school or college, whether or not travel arrangements are made by a local authority. This includes contract buses, public buses, public trains, walking, taxis, scooters and motorbikes, cycling and journeys in cars. It also includes journeys between schools during the day, not just at the beginning and end of the day.