

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

**Behaviour Policy**  
**2020-2021**



Behaviour Policy agreed by Governors:

Signed by Chair ..... Date: 8<sup>th</sup> September 2020

## **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 consistently and fairly applying the policy and procedures. 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 the 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.

The school expects pupils always to take responsibility for their own behaviour and will ensure that pupils are 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. The 'Ready for Learning Rewards Ladder' (Appendix A) sets out the explicit rewards a pupil can expect as a consequence of displaying good behaviour and working for the good of our school community.

All pupils will receive an achievement point for arriving at a lesson 'ready for learning'. They should be on time, be dressed in the appropriate uniform, have the appropriate equipment for the lesson and follow the teacher's instructions. In addition to this, teachers are expected to give out at least 5 achievement points per lesson to pupils demonstrating the best effort and behaviour 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.

In addition, further achievement points, or special awards from middle and senior leaders, can be awarded to pupils who contribute positively to our school community in and out of lessons.

Achievement points can be spent in the ClassCharts store, giving real-world value to the points. This can be accessed via the app, the website, or in person before school and at break and lunch times.

It is our intention that rewards and praise outweigh sanctions by a ratio of at least 10:1 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.

It is crucial to the success of our Discipline for Learning approach that all staff incorporate the behaviour systems into their daily routines. Staff are expected to demonstrate the highest expectations of and for all pupils.

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.

Lessons should begin with a formal start, encouraging the pupils to remember the three Rs, and demonstrating that the teacher is calm, clear, consistent, compassionate and in charge.

Staff should also draw up a seating plan (or workstation plan) for each of their classes in order to maximise learning. This should be recorded in Classcharts and displayed for the benefit of pupils, cover teachers and supervisors.

### **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 as outlined in the 'Ready for Learning Consequences Ladder' (Appendix B). 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 C outlines this process in more detail.

### **Detention**

If a pupil reaches Stage 4 of the 'Ready for Learning Consequences Ladder' they will receive a detention (at break or lunchtime) from either their classroom teacher, the relevant head of department or their head of year. This is to recognise that the pupil's negative behaviour has had an impact on their own learning and the learning of others. The form teacher and head of year will be notified, and parents / guardians will be able to see that a detention has been given on the ClassCharts app or website.

If a pupil reaches Stage 6 of the 'Ready for Learning Consequences Ladder' they will receive an after school detention with the Senior Leadership Team. This is to recognise the serious nature of the pupil's poor behaviour and the negative impact it has had on the school community. After School Detention takes place after school and runs as needed. Pupils are asked to spend some time sitting in silence to reflect

on how their behaviour has affected others, and they will then have the opportunity to complete a restorative task that will put something back into the school community. Parents / guardians will always be notified of an after school detention, and where possible the school will seek to discuss the issues with the pupil's parents / guardians.

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*).

### **Removal from Classroom or Exclusion**

If a pupil is given a significant number of sanction points in one week, this will likely lead to further sanctions, e.g. being removed from the classroom to work elsewhere.

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 away from their usual classroom for a short time. This approach will usually be used as a way of avoiding a formal exclusion and to keep pupils 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. Such adjustments will be temporary in nature and kept under review.

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. 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 rewards and sanction points.

All staff are expected to keep other relevant staff informed about good and poor behaviour as outlined in the 'Ready for Learning Ladders'. 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 these areas.

Similarly, middle and senior leaders 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 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 D.

## **5. Related Policies**

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

## Appendix A

# Ready to Learn!

As a school community, we aim to create an atmosphere where we can all be **ambitious, creative, confident** and **informed** learners. We want to reward our pupils when they help themselves and our school community reach these goals

Example of Behaviour	Stage	What should happen?	Responsible
<b>Exceptional behavior, conduct, effort or contribution to our school community.</b>	<b>Headteacher or Head of Year award</b>	Headteacher or Learning Leader Certificate and Letter	SLT Form teacher Head of Year
<b>Being a school ambassador:</b> Representing the school well in <ul style="list-style-type: none"> <li><input type="checkbox"/> Sport</li> <li><input type="checkbox"/> Academic projects</li> <li><input type="checkbox"/> Social or community events and projects.</li> </ul>	<b>Extra-Curricular 2</b>	Up to 5 additional achievement points. Form teacher and Head of Year informed	Event leader Form teacher Head of Year
<b>Getting involved:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attending clubs at break, lunch or after-school.</li> </ul>	<b>Extra-Curricular 1</b>	1 x achievement point	Club leader Form teacher Head of Year
<b>Going the extra mile:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Volunteering to help in class</li> <li><input type="checkbox"/> Doing extra homework</li> <li><input type="checkbox"/> Supporting classmates</li> <li><input type="checkbox"/> Being brave</li> </ul>	<b>Classroom and Corridor 3</b>	Up to 5 additional achievement points Form Teacher and Head of Year informed	Classroom teacher
<b>Good Class Conduct:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> High level of effort.</li> <li><input type="checkbox"/> Excellent quality of work.</li> <li><input type="checkbox"/> Significant improvement in work.</li> <li><input type="checkbox"/> Reaching Next Steps Targets.</li> </ul>	<b>Classroom and Corridor 2</b>	1 x additional achievement point.	Classroom teacher
<b>3 X Rs:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Turn up to lessons on time, with the right uniform on and with the right equipment.</li> </ul>	<b>Classroom and Corridor 1</b>	1 X Achievement Point	Classroom teacher



## Appendix B

# Ready to Learn!

As a school community, we aim to create an atmosphere where we can all be **ambitious**, **creative**, **confident** and **informed** learners. Behaviour that prevents this from happening will be dealt with consistently, fairly and swiftly.

Example of Behaviour	Stage	What should happen?	Responsible
<b>Severe disruption / dangerous behaviour:</b> <ul style="list-style-type: none"> <li>Refusal to leave class when asked by the class teacher</li> <li>Sustained disruptive behaviour after moving to a new classroom.</li> <li>Dangerous behaviour that risks the safety of others.</li> <li>Physical aggression or violence towards a member of the school community.</li> <li>Physical aggression or violence towards school property.</li> </ul>	<b>Classroom and Corridor 6</b>	SLT called 4 x Sanction Point (straight to 4 or 1+1+1+1) Removal from lessons SLT detention Contact with parents/guardians	Classroom teacher SLT Form teacher Head of Year
<b>Using a mobile phone for any reason during the school day.</b>	<b>Classroom and Corridor 5</b>	Mobile phone confiscated and stored in the school office. HOY / SLT detention	Classroom teacher Head of Year SLT
<b>Sustained disruption / dangerous behaviour:</b> <ul style="list-style-type: none"> <li>Sustained disruptive behaviour making it impossible for learning to take place.</li> <li>Leaving classroom without permission.</li> <li>Using bad language directed at another member of the school community.</li> </ul>	<b>Classroom and Corridor 4</b>	3 x Sanction Point (straight to 3 or 1+1+1) Move to a different classroom. Breaktime or lunchtime detention Form teacher, HOD and HOY informed	Classroom teacher Form teacher Head of Year
<b>Further disruption / aggressive behaviour:</b> <ul style="list-style-type: none"> <li>Not improving behaviour after a sanction point at Stage 2.</li> <li>Speaking or behaving aggressively towards another member of the school community.</li> <li>Harassing another pupil verbally or physically.</li> <li>Squirting or throwing liquid or a bottle.</li> </ul>	<b>Classroom and Corridor 3</b>	2 x Sanction Point (straight to 2 or 1+1) Removal from classroom to prevent disruption to the lesson (maximum 2 minutes outside). Form teacher, HOD and HOY informed	Classroom teacher Form teacher Head of Year
<b>Continued low level disruption / inappropriate behaviour:</b> <ul style="list-style-type: none"> <li>Continued low level disruption after a verbal warning.</li> <li>Using bad language in the classroom or corridors.</li> <li>Not arriving at the start of lesson (more than 5 minutes late without a note).</li> </ul>	<b>Classroom and Corridor 2</b>	1 x Sanction Point	Classroom teacher
<b>Low level disruption that disrupts the learning of you or others:</b> <ul style="list-style-type: none"> <li>Not listening to instructions.</li> <li>Talking over the teacher or another pupil.</li> <li>Not taking coat off.</li> <li>Not lining up outside.</li> <li>Sitting out of seating plan.</li> <li>Delaying the start of a lesson.</li> <li>Off-task – not trying to learn.</li> <li>Lack of equipment.</li> </ul>	<b>Classroom and Corridor 1</b>	Verbal warning – remove achievement point	Classroom teacher

## Appendix C

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.