

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

Behaviour for Learning Policy



Behaviour for Learning Policy agreed by Governors:

Signed by Chair:

Date:

Behaviour for Learning Policy

Mission

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

Our mission is founded on Jesus' call to fullness of life and it is guided by the four purposes of our curriculum.

**ambitious,
capable learners**
who are ready to
learn throughout
their lives, making
the most of their
gifts and talents.

**healthy, confident
individuals** who
are ready and
committed to lead
fulfilling lives as
valued members
of society.



**enterprising,
creative
contributors** who
are ready to
answer their
vocations and play
a full part in life
and work.

**ethical, informed
citizens** who
understand and
appreciate their
call to stewardship
and are ready to
be citizens of
Wales and the
world.

This policy should be seen as an integral part of the curriculum, providing our young people with an expression of our school's values and an explicit reference point for their moral, social, emotional and practical development. Our vision is for everyone in our community to:

- follow the Gospel values of compassion, generosity, empathy, tolerance, and concern for others and for the school environment;
- acknowledge the dignity of every person they meet in school as made in the image of God;
- seek and give forgiveness and to become peace makers;
- appreciate diversity and to look after the most vulnerable members of the school community;

- treat everyone within the school community with care, concern and respect; and
- to look out for one another, especially the vulnerable members.

Introduction

In accordance with Jesus' call to fullness of life, our Behaviour for Learning policy recognises the United Nations Convention on the Rights of the Child, particularly the following articles:

Article 2 (Non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background;

Article 3 (Best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children;

Article 4 (Implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights;

Article 12 (Respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life;

Article 19 (Protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them;

Article 28 (Right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this;

Article 29 (Goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment;

Article 39 (Recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life; and

Article 40 (Juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect.

Aims

This policy aims to:

- Provide a consistent and fair approach to behaviour for learning management;
- Define what the school considers to be unacceptable behaviour, including bullying;
- Outline how learners are expected to behave and why;
- Summarise the roles and responsibilities of different people within the school community with regards to behaviour for learning; and
- Outline our system for rewards and sanctions.

The development of a calm, safe, disciplined and productive environment within St. Joseph's is essential to produce high levels of progress and to develop our learners to their full potential. Learning how to behave appropriately is part of the formative stages of development. We understand that for some pupils with neurodiverse conditions this may be a longer process. We aim to assist our pupils to achieve this goal with guidance, compassion, empathy and understanding. Positive reinforcement of desirable behaviours is therefore an essential aspect of making clear our expectations to all learners and a key part of this policy.

At St Joseph's we seek:

- To enable all learners to develop a sense of self-discipline, self-respect and a sense of responsibility for their actions;
- To take fully into account that each pupil is unique and has different needs;
- To encourage staff to set and model high expectations for all learners;
- To support pupils by listening to them;
- To support staff and learners in achieving high standards within and beyond the classroom;
- To support individual learners, by providing guidance and coping strategies, as they attempt to reach appropriate standards of conduct and behaviour;
- To encourage learners to take responsibility for their actions and to make reparation for them where possible;
- To have clearly defined high expectations that are linked to a system of rewards and sanctions;
- To develop a positive atmosphere which is conducive to effective learning;
- To provide learners with an alternative choice before issuing a sanction point, if the situation allows;
- To ensure learners adhere to the Local Authority Home-to-School Transport Code of Conduct;
- To take into account events leading up to lateness to lesson, clarifying if needed any explanation provided by pupil.
- Not to escalate potential situations (when a pupil is clearly becoming distressed) by staff remaining calm and aiming to diffuse any escalating situations. For example by providing pupils with an opportunity to settle with a breathing space to think about their next step;
- To provide our pupils with emotional support where required;
- To fully monitor pupils who may exhibit behaviour problems, seeking guidance of the ALNCo and outside agencies where appropriate;

- To monitor behaviour points issued on a least a termly basis and look for patterns to further allow support and guidance; and
- To support pupils to reach their full potential, realising that pupils are all unique and special, made in the image of God.

Definitions

There are two types of undesirable behaviour at school. These are **a) misbehaviour**; and **b) serious misbehaviour**. The definitions below are designed to provide examples of each category. However, they should not be considered a definitive or full list.

Misbehaviour is defined as:

- Disruption in lessons, in corridors outside of lessons, at break and lunchtimes, and at the start and end of each day when entering and exiting the school site;
- Non-completion of classwork or homework;
- Poor attitude towards learning and/or others;
- Incorrect uniform or equipment for learning; and
- Infringement of the school's mobile phone policy.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;
- Swearing directly at any member of staff;
- Any form of bullying (please see section below on bullying);
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear and/or intimidation;
- Vandalism;
- Theft;
- Physical assault (or the threat of it) on other members of the community, e.g. hitting, kicking, spitting, throwing objects;
- Smoking, which includes vaping etc;
- Racist, sexist, homophobic and/or any other form of discriminatory behaviour;
- Recording or photographing pupils or staff without their permission;
- Possession of any prohibited items. These include:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco, cigarette papers, lighters, vapes and vaping equipment;
 - Fireworks;
 - Pornographic images;
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury or upset to, or damage to the property of, any person (including the learner).

Bullying

There is no legal definition of bullying. However, at St Joseph's, the act of bullying is seen as behaviour that is:

- deliberately hurtful (physically or emotionally);
- usually repeated or follows a pattern;
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation;
- often based on someone's appearance;
- difficult for victims to defend themselves against.

Bullying takes many forms and can include

- physical bullying, e.g. hitting, pushing, pinching, kicking;
- verbal bullying, such as teasing, making threats and/or name-calling;
- cyber-bullying - bullying via mobile phone or online (for example via email, and often using forms of social media networks);
- being threatened or forced to do things, e.g. hand over money;
- being ignored or left out.

Often perpetrators of these behaviours may not consider their actions to be 'bullying'. Nevertheless, the school takes incidents of bullying very seriously. It is recognised that these actions may not always take place within the school grounds and/or during the school day. However, any learner of the school is subject to sanctions, which may include placement upon, or escalation through, the school's anti-bullying ladder, and police intervention where appropriate. (Please also see the school's anti-bullying policy.)

Roles and responsibilities

The Governing Body

- The governing body is responsible for reviewing and approving the written statement of behaviour for learning principles.
- The governing body will annually review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness across the whole school.
- Develop, implement and review whole school policies which promote an inclusive learning environment for all.

The Headteacher

- The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles.
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with undesirable behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Observe WAG guidelines regarding school exclusions (294/2024). Monitor progress and the impact of interventions especially with any pupil who may have ALN and/or behaviour problems.

- Complete an impact assessment of any pupil who is at risk of being permanently excluded.

Staff

All staff (both teaching and support) are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular learners;
- Using a positive restorative justice approach and listen to learners;
- Recording behaviour incidents;
- Form tutors, especially, will monitor the behaviour of their learners routinely;
- HOYs and SLT will support staff in responding to behaviour incidents;
- If a member of staff has ongoing concerns about the behaviour of a pupil, they should seek support and advice (e.g. HOD or pastoral leaders), should they not be able to resolve the issue themselves;
- Embed a whole school approach to emotional health and well-being;
- Implement appropriate strategies to manage behaviour in the classroom which include speaking to pupils to understand their choice of poor behaviour.

Parents/Carers

Parents are expected to:

- Support their child in adhering to the learner code of conduct (see below);
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Agree to work with the school if their child displays behavioural concerns with the class teacher or form tutor (in the first instance) and/or Head of Year promptly.
- Seek support from the school if their child is reluctant to attend school.

Learner Code of Conduct

Learners are expected to:

- Behave in an orderly, calm and safe manner;
- Wear the correct uniform at all times;
- Show respect to all members of the school community;
- Arrive to school and lessons on time, with the correct equipment;
- In lessons, behave in a manner which allows other learners to learn;
- Move quietly and calmly around the school;
- Treat the school buildings and school property with respect;
- Refrain from behaving in a way that presents the school in a negative way to others; and
- Inform form tutor or another member of staff if there are any issues affecting you.

Rewarding learners

Securing the highest standards of learning behaviour and conduct, as well as changing behaviour patterns, comes through effective communication. This is achieved predominantly through the use of praise but, equally, supported by a clear system of consequences. St Josephs is committed to listening to all pupils, their voice is important, we want all pupils to feel part of our community and thrive.

The Leadership Team, Middle Leaders (both academic and pastoral) and classroom-based staff have a central role to play within this framework of positive reinforcement. In developing ideas and schemes to enable all learners to be rewarded, it will enable them to feel that they are achieving something which is worthwhile. This is crucial if learners are to raise self-esteem and self- expectations.

Heads of Year will have direct responsibility for promoting achievements/success, for all learners within their year groups, in particular, encouraging greater participation in learning and extra-curricular activities.

The collection and collation of learners' achievements will also be organised and monitored by the Head of Year with information being received via learners, form tutors and subject staff. Staff should inform the Head(s) of Year of any achievements learners have made, both inside and outside of school.

Classroom Teachers, Heads of Year and the Leadership Team will be regularly involved in recognising and praising the achievements of the learners. These may include one or more of the following

- Verbal praise;
- Awarding of a Ready for Learning achievement point at the start of every lesson where the pupil attends on time and has the correct equipment;
- Awarding of additional positive achievement points which can be spent in the school shop;
- Letters of congratulations;
- Attendance certificates;
- Positive phone calls home;
- Reward trips;
- Recognition of engagement and achievement in the school's annual prize evening;
- Presentation of any sporting, music and drama awards;
- Termly celebration assemblies;
- Sharing positive through the whole school screen system; and
- School council representation, prefects and senior prefects and any other achievements deemed worthy of praise.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will seek to:

- Create and maintain a stimulating environment that encourages learners to be engaged;
- Provide high quality differentiated teaching in line with any pupils additional learning need as per current ALN legislation;
- Display the learner code of conduct and use it as a basis to establish and maintain their own classroom expectations;
- Develop a positive approach to establishing and maintaining productive professional relationships with learners, which should routinely include:
 - Greeting learners during Morning Care and at the start of all lessons whilst pupils enter the classroom;
 - Establishing clear ready for learning routines including the use of seating plans;
 - Communicating and bolstering high expectations of behaviour;
 - Highlighting and promoting good behaviour;
 - Using a restorative justice approach to resolve low level issues;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement including the awarding of Ready for Learning Points in each lesson and additional effort and achievement points.
 - Being mindful and understanding of pupils learning needs as outlined in their one page profile or IDP;
 - Show a genuine interest and getting to know pupils;
 - Familiarising themselves with pupils who may be struggling and showing an empathetic understanding, seeking advice if required from SLT/ALNCo and/or LA;
 - Making use of the Ready for Learning room where appropriate; and
 - Concluding the day positively and starting the next day afresh.

The school makes use of a graduated response to managing learners' positive behaviour and, in particular, misbehaviour and serious misbehaviour (see [Appendix 1: Behaviour Ladder](#)). This approach follows a behaviour-ladder model to ensure that rewards and sanctions are applied fairly and consistently whilst also taking into account any possible unmet need that may require further evaluation.

If a pupil is on the ALN register, then consideration must be given for any reasonable adjustments which might need to be made. Further training of staff may be required to understand how best to support any pupil who displays challenging behaviour.

If on any given day a pupil is awarded 4 sanction points then consideration will be made in respect of one of five options:

- a) The pupil is spoken to by their form tutor / HOY / Pastoral Officer /SLT;
- b) The pupil to attend a restorative R1 breaktime session where the behaviour is discussed;
- c) The pupil to attend a restorative R2 lunchtime session where the behaviour is discussed;
- d) The pupil spends time in the Ready for Learning Room where the behaviour is discussed or

e) The pupil receives a fixed term exclusion (please see guidance later).

Repeated behaviour of the same type will lead to a graduated response. Individual pupil needs will be taken into consideration when considering a graduated response.

It is important to note, however, that consequences are not purely punitive and that improvement and reconciliation remain fundamental aims of school sanctions. Sanction points will be reset to zero at the start of every term.

Learners will always be given a chance to consider their behaviour and encouraged to:

- Reflect upon poor choices;
- Make apologies to others they have offended;
- Make suitable reparation by using a restorative justice approach; and
- Make themselves "*Ready for Learning*" by accessing relevant interventions before re-joining their timetabled lessons.

Exclusions

Prior to the issue of a fixed term exclusion, the school will utilise statutory national guidelines which suggest exploration of any or all of the following where available and appropriate:

- Use of pastoral support plans;
- Use of restorative justice;
- Internal exclusion; and
- Consideration of a managed move

In some cases, serious misbehaviour may result in a fixed-term exclusion from school. The length of the applied exclusion will be discussed with the Headteacher and at least one other senior member of staff, as well as the ALNCo in cases where the student is on the ALN register. Guidelines from the statutory document *Exclusion from schools and pupil referral units* (1.7.1) state that "*Individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the learner to reintegrate into the school.*" Taking this as a starting point, the length of the exclusion will be as short as reasonably possible.

In exceptional cases, serious misbehaviour may result in permanent exclusion. This is usually when the continued wellbeing of staff or learners is at risk by or when the range of available means to manage continued serious misbehaviour has been exhausted. The use of an exclusion will be determined by the Headteacher in line with Welsh Government Guidance, ('Exclusion from schools and pupil referral units' 294/2024).

Undesirable behaviour off-site

Sanctions, including exclusions, may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Please see

Physical intervention

In some circumstances, staff may need to use physical intervention. In line with Welsh Government Guidance ('Safe and Effective Intervention' 097/2013), intervention should be applied for two different purposes. This is to 'control' and/or to 'restrain' a learner(s).

- **“Control”** can mean either passive physical contact (e.g. standing between learners or block a learner's path) or active physical contact (e.g. leading a learner by the hand or arm, or ushering a learner away by placing a hand in the centre of the back);
- When members of staff use **“restraint”** they physically prevent a learner from continuing what they were doing having been told to stop. Restraint techniques are usually used in more extreme circumstances. For example, where two or more learners are involved in an altercation where physical intervention is needed to separate them.

All school staff have a legal power to use physical intervention to prevent learners committing a criminal offence injuring themselves or others, or damaging property and to maintain good order and discipline amongst learners. However, staff will be aware of the sensitivities associated with any form of physical contact with learners.

Prior to using physical intervention, staff should be aware that physical intervention should:

- Always be used as a **last resort** and, wherever practicable, a member of staff should warn a learner(s) that intervention may be used before using it;
- Be used without warning if another pupils' physical wellbeing is under threat or to prevent that pupil from any harm to themselves;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment; and
- Be recorded and reported to parents.

Confiscation

The school will confiscate any illegal items or items which may cause harm. These items will not be returned to students and will likely be transferred to the police.

The school will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with leaders and parents/carers, if appropriate. Searching and screening students is conducted in line with Welsh Government Guidance on 'Searching for Weapons' (097/2013).

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's additional learning needs co-ordinator (ALNCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying

needs that are not currently being met. This may be highlighted by monitoring of sanction points or after any parent has contacted school with concerns about their child's behaviour or refusal to attend school.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Staff Training

New members of staff are provided with training in managing behaviour as part of their induction process. The use of effective behaviour for learning strategies also forms part of our continuing professional development.

Staff are also provided with annual training on the use of "*Restorative Justice*". There will also be training to staff for pupils who are non neuro-typical.

Individual advice, support and strategies to support staff, at all levels, is provided on an ongoing basis by members of the pastoral team.