

Behaviour Policy

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“When the Pharisees heard that he had silenced the Sadducees, they gathered together, and one of them, a lawyer, asked him a question to test him. “Teacher, which commandment in the law is the greatest?” He said to him, ““You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.’ This is the greatest and first commandment. And a second is like it: ‘You shall love your neighbour as yourself.’ On these two commandments hang all the law and the prophets.”

Matthew 22:38-40

I Statements of Principles

I.1 School Aims

At St Leonard’s we...

- pursue excellence in all and for all;
- take Christ as the model for life;
- strive to create community.

I.2 Aims of this policy

The aims of this policy are:

- (i) to enable the Head Teacher and staff of the school to carry out their responsibilities for maintaining order and good discipline;
- (ii) to promote and encourage good, positive behaviour;
- (iii) to ensure that, so far as possible, every pupil in the school is able to benefit from and make his/her full contribution to the life of the school, consistent always with the needs of the school community.

This policy is to be regarded as a guidance document for staff and governors. The examples of behaviour and sanctions listed (Appendix I) are intended to be illustrative and should provide staff with a good indication of what is appropriate. Nevertheless, individual circumstances may always be taken into account when decisions are made.

I.3 Statutory Duties

This statement of principles underlying the behaviour policies and arrangements at St Leonard’s Catholic School has been drawn up by the governing body in compliance with Section 61 of the School Standards and Framework Act 1998. Governors, pupils (through meetings of the School Council) and the Head Teacher have been consulted on their views about the behaviour expectations and disciplinary arrangements at the school. Their views are incorporated into this policy.

The Head Teacher has a statutory duty to set out measures which aim to:

- (i) promote good behaviour, self-discipline and respect
- (ii) prevent bullying
- (iii) ensure that pupils complete assigned work
- (iv) regulate the conduct of pupils

I.4 Principles

In a Catholic school, academic and extra-curricular activities take place in a moral context. The attitudes and values of the school are those of Christ’s radical command to love one another as I have loved you (Jn 13:34), where this love means putting others first (Mk 9:35), turning the other cheek (Mt 5:39), and going the extra mile (Mt 5:41).

Pupils are taught, encouraged and expected to be truthful, generous, courteous, and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives and to their relationships with staff and other pupils.

Staff /Teachers are responsible for exercise authority over pupils ensuring good behaviour in lessons and good order and safety around the school generally. More serious or persistent breaches of discipline, , will be referred to the Head of Year, Head of Department or to the Senior Staff who have overall responsibility for discipline in the school. Parents are expected to support the behaviour policy of the school.

1.5 Discipline in schools – teachers’ powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside of school hours.
- Teachers can confiscate pupils’ property.

2 Positive Behaviour: a whole-school approach to discipline

2.1 Expectations

Our basic expectations consist of five simple points which sum up the school’s expectation of behaviour and attitude at all times:

- (i) be positive; 100% effort in everything you do;
- (ii) be prepared, punctual, properly equipped, homework done;
- (iii) follow instructions first time, every time;
- (iv) show respect; treat others as you would like to be treated;
- (v) look after your school; take care of the school’s environment and resources.

2.2 Rules and Routines

The school also needs rules (such as those governing uniform and appearance, more detailed rules about classroom routines, fire drills, behaviour out of school, etc.). Routine/Rules will be printed in the Pupil Planner.

2.3 Rewards

The positive behaviour approach is based on praise and reward. Teachers should use praise many more times (in a lesson, on playground duty, in a day) than they use consequences. Every lesson should begin with this positive attitude.

2.4 Recognition of Achievement

The School recognises and rewards progress, attainment, contributions to school life and attendance in the following ways:

Teachers can praise pupils publicly and privately using their professional judgement. They will also use written comments on pupils’ work to acknowledge efforts and to reinforce our expectations by recognising progress and attainment.

The merit system allows the teacher to recognise good work, effort, presentation, commitment... on a daily and weekly basis. Merit stickers are stuck into the Pupil Planner to record this for the pupil, their parents and the Tutor. Collectively Merits awarded to pupils in a House count towards totals in the Year Group and the school as a whole.

A prize (treat) is awarded to the winning House every year.

Heads of Year give small prizes or certificates to individuals and groups of pupils termly. These are for a range of reasons including:-

- Number of Merits received
- Contributions to the Year Group
- Charity/Voluntary work
- Progress
- Attainment
- Attendance
- Sporting or Artistic Achievements

Heads of Department may recognise particular achievements by writing home. They also nominate pupils for Key Stage awards in their subjects.

School Awards are presented at the end of each key stage (Years 9, 11 and 13). At each of these points a significant number of awards are given under different categories including; progress, attainment, attitude, contribution to the life of the school.

School Honours are also presented for outstanding performance and contribution in these categories:-

ACADEMIC
SPORTS
ARTS
COMMUNITY

Assemblies in the last week of each term are given over to recognising achievement. Pupil achievements should be displayed in Year and departmental areas of the school and celebrated on the school's electronic noticeboards and in the school newsletter. This is a primary responsibility of Heads of Year and Form Tutors.

3 Policies & Guidance

3.1 Behaviour around the school

Pupils are expected to behave sensibly and with consideration for others when moving to and from class. Behaviour which is not acceptable on corridors and stairways includes:

- pushing
- running
- making unnecessary noise

Pupils who persistently ignore expectations of behaviour around the school will be subject to the sanctions outlined in this policy.

3.2 Behaviour out of school

Subject to the Behaviour Policy, teachers may discipline pupils for:

- Misbehaviour when the pupil is:
 - taking part in any school-organised or school related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or

- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

The School expects pupils to behave well out of school, on journeys to and from school, and to other venues for school activities including all educational visits. Pupils' behaviour should be orderly and respectful of the people and environment around them.

The school will investigate instances of poor behaviour out of school and may impose sanctions, including exclusion, against those who have brought the name of the school into disrepute. Pupils are expected to wear their uniform correctly on the journey to and from school.

When staff have direct control of pupils out of school (eg. at a sports fixture, school visit or trip, in proximity to the school gate, at local bus stops), they have the same powers as when in school.

When dealing with pupils outside the school gates but in reasonable proximity to the school, staff may instruct a pupil to return to school to deal with disciplinary matters. Failure by the pupil to do so will itself be seen as a serious disciplinary offence. When staff do not have direct control of pupils (eg. when pupils are travelling home or away from the school in uniform but not on school business) they cannot exercise their statutory powers as teachers. They may speak to pupils and reason with them but cannot impose sanctions. This must wait until the pupil is next in school.

3.3 Uniform

Uniform lists and rules on uniform and appearance are detailed in the Uniform Policy. This information is made available to pupils and parents on the school website and in the Pupils Planner. Depending on circumstances (previous track record, the age and maturity of the pupil), pupils who arrive in school wearing incorrect uniform are either to be warned and disciplined, or sent home immediately to change into correct uniform and return to school.

3.4 Defiance

It is not acceptable for a pupil to defy an instruction given by a member of staff. Defiance usually occurs in highly charged situations where the pupil has lost control (often an overwhelming sense that the treatment is unfair which may be to do with other things that have happened that day). The teacher should exercise professional skills and judgement in managing the situation. Defiance is a serious issue and will be dealt with as such.

3.5 Verbal Abuse

Verbal abuse against staff is unacceptable and should not be tolerated or ignored. Swearing and name-calling is not acceptable.

3.6 Smoking

Smoking is forbidden by law in any part of the school. Pupils are not to smoke at any time when they are in school uniform or on a school trip, fixture or event. Anyone doing so is likely to be excluded. This includes e-cigarettes.

3.7 Fire Alarm Misuse

Malicious activation of fire alarms is a criminal offence and can endanger others as well as disrupt the school. They will be treated very seriously. Pupils who maliciously set off the fire alarm will usually be excluded from school and reported to the police.

3.8 Malicious allegations against school staff

Any pupil found to have made a malicious accusation against school staff will have committed a serious offence and will be excluded from school. Depending on the seriousness of the accusation the Head Teacher may impose serious sanctions including possibly fixed-term or permanent exclusion.

3.9 Search

School staff can search pupils with their consent for any item. The Head Teacher and staff authorised by him 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. Prohibited items are items identified as such in current DfE guidance. ['Screening, searching and confiscation – Advice for head teachers, staff and governing bodies' DfE 2012]

At present the "prohibited items" are:

- knives and weapons (including pen-knives and any kind of toy or imitation knife or any sharp instrument)
- fireworks,
- tobacco and smoking materials/ e-cigarettes / e-liquid/vapour
- illegal drugs/alcohol
- stolen items
- pornographic images
- any additional item that is identified as a 'prohibited item' in DfE Guidance
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage the property of any person [including the pupil].
- anything banned in the school rules

The Head Teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for these "prohibited items". If the pupil refuses to co-operate with a search without consent for "prohibited items" they may be referred to the police and/or an appropriate sanction in line with the school's behaviour policy can be applied.

The Head Teacher and authorised staff can also search for any item banned by the school rules which have been identified in the rules as an item which may be searched for. Force cannot be used to search for items banned under the school rules. If the pupil refuses to co-operate with a search without consent for banned items, the teacher can apply an appropriate sanction in line with the school's behaviour policy.

At present, banned items in addition to "prohibited items" are:-

Pupils are forbidden to bring the following items to school:

- digital cameras
- large sums of money
- laser pens
- fireworks, caps and matches
- drugs and drug paraphernalia, including so called 'legal highs'
- chewing gum
- glass bottles
- energy drinks
- smart watches

Forbidden items, identified above, may be searched for by staff [as directed by the Head Teacher] without the consent of the pupil, when the member of staff has reasonable grounds to suspect that the pupil is in possession of them.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Prohibited or banned items found as a consequence of a search may be confiscated, retained, disposed of or destroyed in line with current DfE guidance [Screening, searching and confiscation; Advice for head teachers, staff and governing bodies, 2012].

4. SANCTIONS

4.1 Detentions

Detentions at break, lunchtime and after school are part of the sanctions used by staff.

- parental consent is not required for detentions
- as with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention
- with lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet

4.2 Report Cards

Report Cards are a part of the behaviour management systems at St Leonard's Catholic School. These cards allow the school to monitor the behaviour of those pupils about whom the school has concerns but also allow pupils to demonstrate that they are able to behave in accordance with the School's expectations. The Report Cards, however, are not exclusively about monitoring they are also part of the School's disciplinary sanctions.

There are two Report Card Tiers. A 'Green' Card is a sanction available to Heads of Year. This is for a minimum of five days and is accompanied by break and lunchtime detentions. A 'Pink' Card is a sanction available to members of the Leadership Team. This is for a minimum of five days and is accompanied by break, lunchtime and after-school detentions for the duration of the card.

4.3 Social Inclusion/Isolation

The Savio Centre is used to support pupils who are at risk of exclusion. Pupils who, for whatever reason, are failing to cope well with lessons or other aspects of school life may be referred to the inclusion centre for a period of time. Work in the centre is designed to support them in returning to mainstream lessons and school life.

4.4 Fixed Term Exclusions

Behaviour which may result in a fixed term exclusion include, but **are not limited** to, incidents of:

- gross insolence or defiance
- maliciously setting off Fire Alarms
- mobile phone / tablets being used to video, photograph, record in any way
- other serious incidents
- persistent misbehaviour at level 3
- physical violence
- possession of banned items
- refusal to accept school authority
- serious and malicious accusations against a member of staff
- serious misuse of ICT facilities
- smoking/selling cigarettes / e-cigarettes/selling drugs
- stealing
- verbal abuse of school staff

St Leonard's Catholic School follows current statutory guidance (Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion. DfE 2012) for exclusion.

St Leonard's Catholic School has a mutual agreement with the local Durham schools for the education of pupils from the sixth day of exclusion.

4.5 Permanent Exclusions

Permanent exclusion will be used for serious one off incidents or as a result of repeated misbehaviour which is not being addressed by other sanctions.

4.6 Restraint Power to use reasonable force

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. When a member of staff has restrained a pupil, s/he must make a written incident report to the Head Teacher the same day.

All members of school staff have a legal power to use reasonable force. This power can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers. 'Reasonable' means using no more force than is needed, and reasonable adjustments must be made when dealing with disabled pupils or pupils with special educational needs.

Reasonable force can be used to prevent a pupil:

- committing an offence
- causing personal injury to any person (including the pupil him/herself)
- damaging property
- prejudicing the maintenance of good order and discipline at the school

Before using physical restraint, staff should consider other non-physical options. Physical restraint should be used as a last resort to protect others, to protect the pupil from his/her own actions, or to prevent serious damage to property. Restraint should be used only when the likely consequences of not using force outweigh the likely consequences of not intervening physically. Before deciding to use physical restraint, staff should consider whether it is safe personally for them to do so and only intervene if they feel confident to do so. Staff should attempt to obtain the assistance of colleagues.