St Mary's Catholic High School, Leyland
Behaviour Policy

Revised: May 2016   Reviewed: May 2018

Our Mission Statement:

We aim to educate the young people entrusted to our care in the Catholic, Christian way that ensures that each one is valued and cared for and achieves the best of which he or she is capable. This is supported by the development of positive and harmonious working relationships for all, underpinned by a fair and consistent framework of rewards and sanctions.

THE PRINCIPLES

- At St Marys we believe that good behaviour is essential for effective teaching and learning and that effective teaching and learning promotes good behaviour.
- All members of our school community are worthy of respect.
- Good behaviour is the collective responsibility of everyone in our school community.
- We will form positive relationships which promote effective learning, good behaviour and self-esteem.
- We will have a safe and stimulating environment which supports effective learning and enhances pride in our school.
- We will reward and celebrate achievement and good behaviour.
- We will have a system of sanctions which recognises the limits of unacceptable behaviour and leads to improvement.
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Expectations:

We expect all of our learners to:-

- Arrive on time and be ready to learn
- Do what is needed straight away
- Allow others to learn
- Listen actively
- Use only positive talk

The majority of our learners work effectively in school. Where there are pupils who deliberately and consistently ignore these expectations, teaching staff will manage this using a 3 strike system within the classroom (See Appendix 2). All sanctions are proportionate to any offence and any

sanction imposed follows at least 2 opportunities for learners to correct their behaviour. All sanctions and rewards are recorded and monitored.

There is a Pupil Learning Charter in every students' planner. A copy of this page is signed by every member of the form group and displayed on Form Notice Boards.

Support and Sanctions

Support interventions for a pupil is always specific to that pupil and will take into account a wide range of contextual actors both in and out of school. Report cards, school monitoring systems and Pastoral Support Plans form an integral part of the framework for coordinating and monitoring interventions for pupils experiencing behaviour related issues. Interventions in support of this may include nurture support, small group teaching, family support work, outside agency support, use of managed moves or referral to the local short stay school. The school may also use deterrents such detentions within and beyond the school working day (and in rare cases INSET days), use of the school remove room and internal exclusion, placing on Special Report Card or pastoral support programmes, specific behaviour intervention work, removal from school trips or rewards activities, restorative approaches and fixed term and permanent exclusion. Only the Head Teacher would make a decision to exclude a pupil and this would be in response to persistent or serious breaches of the behaviour policy. Parents /carers have a right to make representations to the governing body about any exclusion, if they think that it has not been fairly imposed.

Full time education for excluded pupils will be made available from the sixth day of any exclusion of more than 5 consecutive days. Local authorities are normally responsible for this for permanent exclusions. Examples of some of the supporting framework for behaviour support can be found in the appendices.

Behaviour beyond the school gate:

Schools now have a statutory power to discipline pupils for misbehaviour outside the school premises. This includes any school organised or school related activities; when travelling to and from school; where pupils are seen wearing school uniform or in some other way identified with the school; where behaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of public or which might affect the reputation of the school; this includes the inappropriate use of electronic and social media. Any complaints made about pupils will be investigated and subject to the appropriate sanctions and support in consultation with the Senior Behaviour lead and the Head teacher.

Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take many forms and is often motivated by prejudicial behaviour or perceived differences. We obviously take all forms of bullying very seriously and will aim to resolve issues efficiently and quickly. Staff will respond to any intelligence about perceived issues quickly including the use of monitoring processes, restorative approaches and information sharing. If necessary, we will use outside agencies for support. We also aim to educate our learners and to create an ethos of mutual respect and good behaviour through assemblies and super learning days. Schools are legally required to log all bullying incidents and report them to the local authority. It is important to bear in mind that

some types of harassing or threatening behaviour or communications may be construed as a criminal offence (see Protection from Harassment Act 1997, the Malicious Communications Act 1988 or the Public Order Act 1986). If a school feels that an offence has been committed we may seek clarification and guidance from the Police. This would only occur with agreement from the Head teacher.

Confiscation of inappropriate items:

School is never a place to bring certain types of item which are illegal or have the potential to harm. This includes knives and weapons, alcohol, illegal drugs, stolen items, tobacco, pornographic images (including on electronic devices such as phones); any article that has been or is likely to cause an offence, personal injury or damage to property; any item banned by the Head Teacher. Designated school staff may search pupils for any prohibited item if there is suspicion that the pupil has it on their person and if it has the potential to cause harm. Searches will be authorised by the Head Teacher (or Designated Senior Leader in the absence of the Head Teacher) only and will be carried out only where school has responsibility for the safety of pupils. Any pupils who bring such items into school will be at serious risk of permanent exclusion.

Weapons and knives, illegal drugs and pornography will be handed to the Police. Any other confiscated items may be returned to parents or carers or disposed of.

Use of Reasonable Force:

No school wants to have to use restraint or force of any kind. However where there is a risk of extreme harm to an individual or others it may be necessary. The term covers a wide range of interventions from blocking the path of a pupil or leading a pupil away gently by the arm to physically restraining someone who is intending to cause harm to themselves or others. Any use of force would be dependent on all other avenues being explored or as a result of a need to avoid a potentially harmful situation developing quickly. Other avenues would include the use of mediation, removal from the incident, a period of respite for individuals, use of the remove room or restorative approaches. Reasonable adjustments would be made where appropriate, for disabled or SEN pupils. Schools are not required to gain parental consent for the use of reasonable force but it would always be used as a last resort or to ensure the immediate safety and welfare of pupils or staff. It would only ever be used to control or restrain, or to deescalate a situation. All members of the school staff have a legal power to use reasonable force.

Roles and Responsibilities:

Appendix 1 outlines the structure of the pastoral care team responsible for managing behaviour and safety in school and the responsibilities of this team. Appendix 3 outlines the structure of pastoral support available for pupils.

ROLES AND RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY INVOLVED IN THE MANAGEMENT OF BEHAVIOUR

1. **Expectations of Students -** Students are expected to follow the rules of the school at all times. They are expected to behave in a polite and responsible manner towards all adults and each other and in a way that does not adversely affect the learning or health and safety of others. At all times, students are expected to take pride in their appearance, be considerate in their

behaviour and act as ambassadors for the school. Students are expected to behave responsibly on their journey to and from school and on school trips so as not to bring the school into disrepute.

2. **Subject Staff** - All staff are expected to model outstanding behaviour and are responsible and accountable for the promotion and maintenance of excellent student behaviour in the school. All inappropriate behaviour will be challenged and dealt with. Sometimes there will be a need to refer to the following staff who have specific responsibility for student behaviour:

3. **Duty Staff and SLT Supervisor** - Duty staff and SLT supervisors are responsible for helping to maintain excellent student behaviour in the canteen and the corridors and playground before school, during break times and lunchtimes and at the end of school.

4. **Form Tutors** Form tutors have day-to-day knowledge of, and contact with their form groups and have a responsibility to monitor their achievements, behaviour, including rewards, attendance, punctuality and uniform. They ensure pupils record their behaviour and attendance data on a weekly basis in their planners. Form Tutors place pupils on Interventions if they reach stage one of the Pastoral Support Framework.

5. **Pastoral Leaders** –Pastoral Leaders have a pastoral and academic responsibility for the learning, progress and welfare of the students in their Year Group including responding to behaviour issues outside the classroom. They complete a Pastoral Support Plan if a pupil reaches stage two. This will involve meeting with student, parents and possibly other agencies. They will discuss barriers to learning and what support needs to be put in place.

6. **Raising Achievement Coordinator** – The raising Achievement Co-ordinator has a pastoral and academic responsibility for the learning, progress and welfare of the students who reach stage three. She will review the Pastoral Support Plan and the impact of any intervention. This will involve meeting with student, parents and possibly other agencies. They will discuss barriers to learning and what support needs to be put in place.

7. **Assistant Head Teacher** – The Assistant Head Teacher is responsible for behaviour modification programmes for specifically identified students. This may include the use of the Inclusion Room, Time out room, Managed moves and Intervention off site. They will review the Pastoral Support Plans if a pupil reaches stage four.

8. **Heads of Department** Departmental Heads have responsibility for student behaviour in their curricular areas and will sometimes consult with Year Leaders in matters that spread beyond the department. They will monitor on a weekly basis the lost merits in their department and put in place intervention when a pupil loses 5 merits.

9. **Head Teacher** - The Head Teacher will become involved where inappropriate behaviour reaches a critical level and a severe sanction, including an exclusion; fixed term or permanent; may be necessary. The Head Teacher will also contribute to the on-call system where required.

10. **Expectations of Parents** - Parents must insist that their son/daughter contributes positively towards the disciplined learning environment of St Mary's Catholic High School by actively supporting all school policies by: ensuring regular and prompt attendance is maintained; avoiding taking their son/daughter out of school in term time; supporting attendance at detentions after school if, or when required; insisting upon high standards of uniform, behaviour and discipline to and from school; checking the Student Planner and signing it weekly; responding in a positive way to all communications from the school

Complaints Procedure:

Parents and carers are able to make a formal complaint through the school formal complaints procedure. Copies of the school complaints procedure can be obtained by contacting the Head Teacher's PA. Full records of these complaints and outcomes are maintained in the school office. Where the school is in receipt of a formal complaint about a member of staff, it should be made clear whether school is dealing with an allegation, a concern about the quality of care or practice or a complaint during discussions with the complainant.

Allegations may relate to a person who works with children who has:
• behaved in a way that has harmed a child, or may have harmed a child;
• possibly committed a criminal offence against or related to a child; or
• behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

These will always be dealt with speedily and with due regard to current legislation and guidance. (Keeping children safe in education / Working together to safeguard children- both DfE – March 2015)

Due regard will also be made to confidentiality and reporting restrictions during any formal investigation of an allegation. Parents must also be made aware of this in accordance with the Education Act 2002.

Home-School Agreement:

The home school agreement is an agreement between each young person engaged in learning at St Mary's, their parent or carer, and the school. The basis for this agreement is to outline the roles and responsibilities of each party in support of the young person's learning at school. This is normally agreed on enrolment and runs until the time at which each young learner leaves the school. A copy of the home-school agreement can be found in appendix 5.

Rewards:

St. Mary's operates rewards systems aimed at motivating and encouraging our young learners. This is monitored by Pastoral Managers and the Senior Leader (Pastoral) and enables pupils to receive rewards based on achieving milestones set against whole school behaviour expectations within school. Pupils receive regular feedback and are rewarded when milestones have been achieved. These milestones are also recognised in regular assemblies.

Rewards Policy 2016/17

Aims

• To sustain a culture where praise, rewards and achievements are accepted and celebrated.

• To develop a system of rewards that are known, understood and consistently applied.

• To support the school's Code of Conduct.

• To reinforce the school's Catholic Ethos and promote a praise and celebration culture within school.

How are Pupils Rewarded?

• All pupils start the year on zero merits. It is the expectation of all pupils to accumulate merits over the course of the year.

• Pupils can earn or lose merits. These are recorded electronically using SIMS and are monitored by various staff within school.

• Merits can be issued under the following categories:

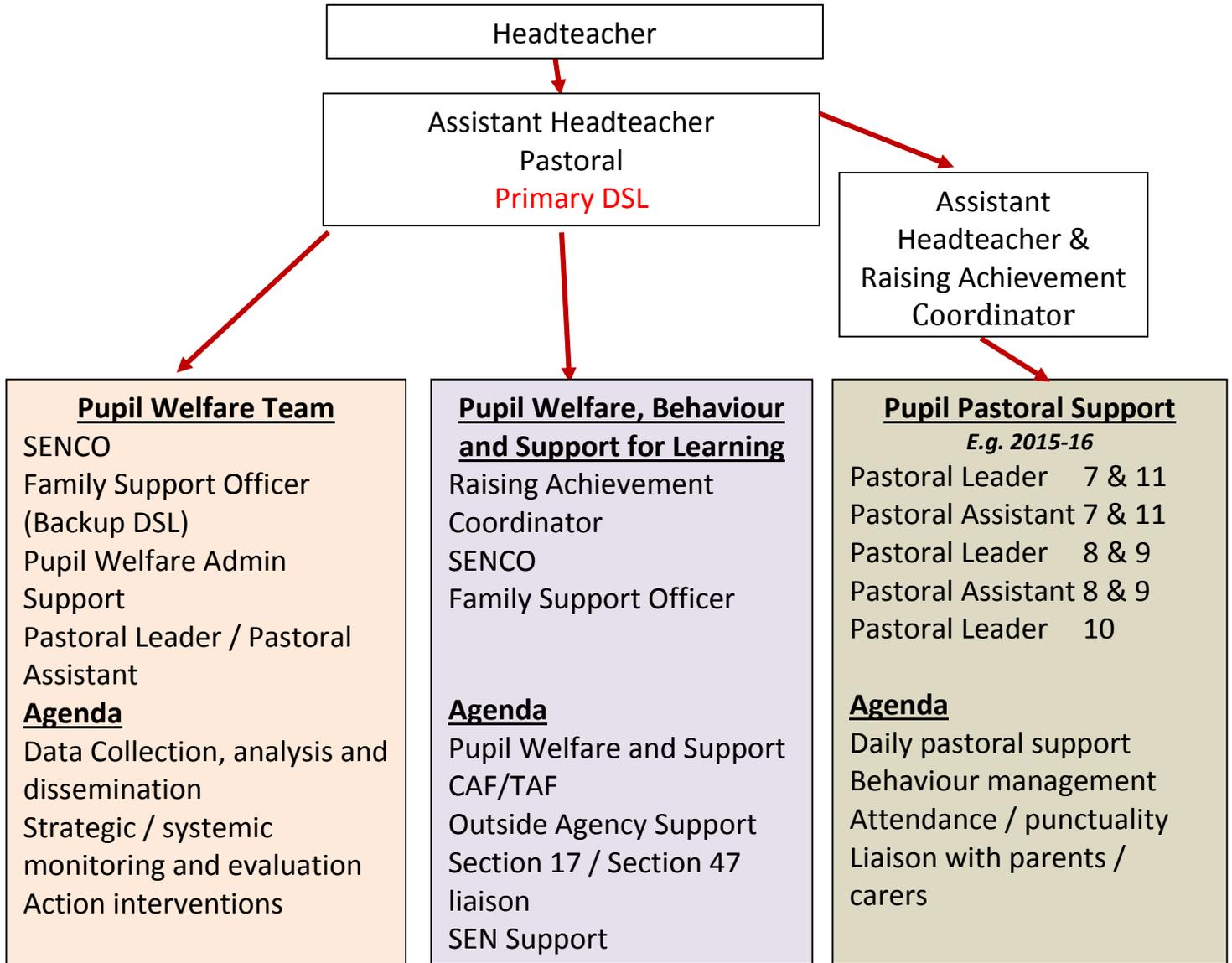| Category	Merit Score
Excellent Classwork	1 merit
Excellent Home Learning	1 merit
Participation	2 merits
Extra-Curricular Club/Team,	2 merits
Celebration Assembly Certificate	5 merits
Head teacher's Award	10 merits

• All staff at St. Marys have the right to reward pupils, not just teaching staff. This is important to recognise the community as one and to acknowledge the whole child's contribution to school, not just their academic achievements. This ensures that the system is fair to all pupils.

• All Form Tutors will regularly update pupils on their total number of merits recorded and these totals, along with lost merit totals and attendance percentages will be logged in the pupil planner and communicated home.

• Once a pupil has received 20 merits they will receive a (M) sticker that will be placed in their planner as a visual recognition of an accumulation of merits. So 100 merits will be visually illustrated by 5 x (M) stickers in a pupils' planner.
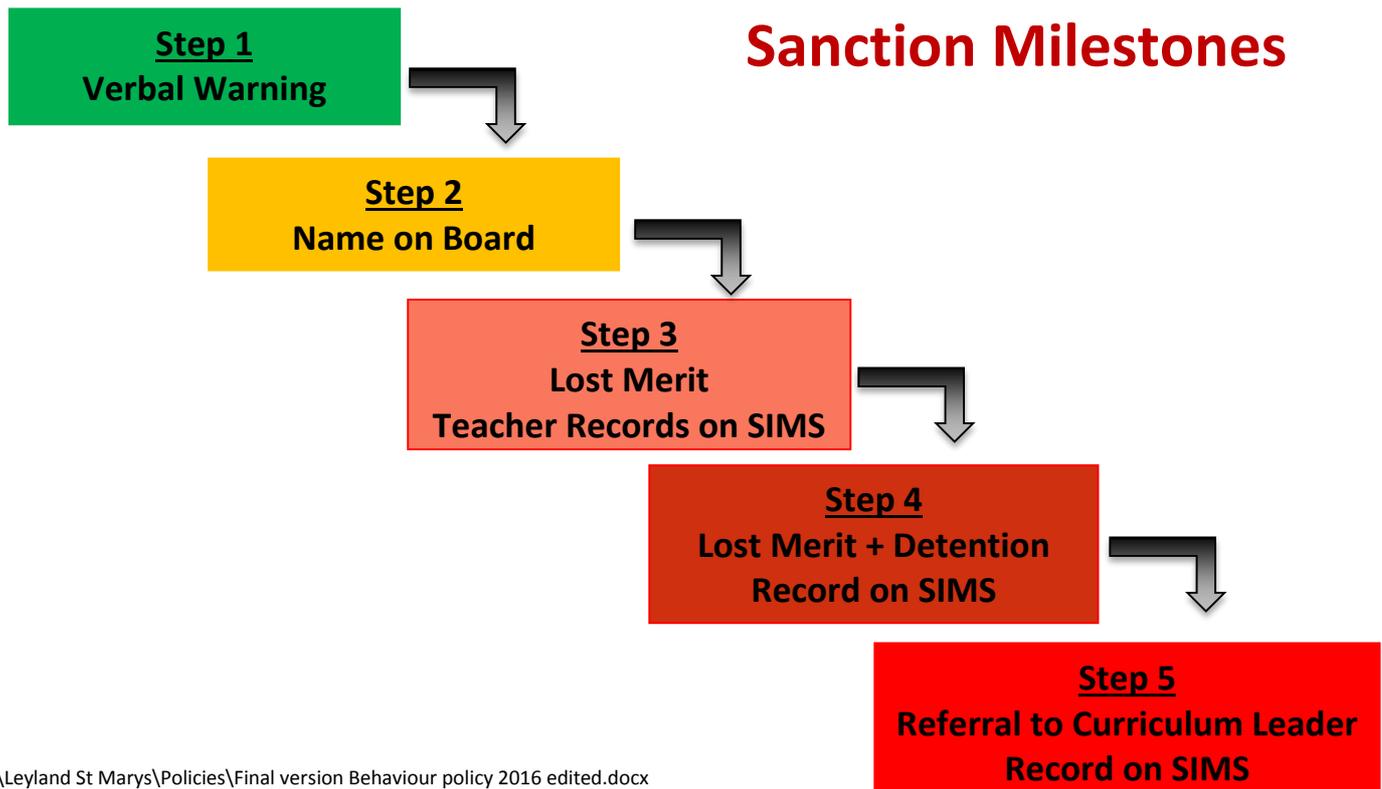
Reward Draws

• Draws will take place on a half-termly basis per year group. All pupils who have 30+ merits for that particular half term will be entered into the draw. Point counts will identify pupil names for the draws, for example:

Pupil A has 80 merits and 62 lost merits = 18 merits in total
Pupil B has 37 merits and 2 lost merits = 35 merits in total
Pupil C has 50 merits and 0 lost merits = 50 merits in total

Pastoral Support and Intervention

Headteacher

Assistant Headteacher Pastoral — Primary DSL

Assistant Headteacher & Raising Achievement Coordinator

Pupil Welfare Team
SENCO
Family Support Officer (Backup DSL)
Pupil Welfare Admin Support
Pastoral Leader / Pastoral Assistant

Agenda
Data Collection, analysis and dissemination
Strategic / systemic monitoring and evaluation
Action interventions

Pupil Welfare, Behaviour and Support for Learning
Raising Achievement Coordinator
SENCO
Family Support Officer

Agenda
Pupil Welfare and Support
CAF/TAF
Outside Agency Support
Section 17 / Section 47 liaison
SEN Support

Pupil Pastoral Support
E.g. 2015-16
Pastoral Leader   7 & 11
Pastoral Assistant 7 & 11
Pastoral Leader   8 & 9
Pastoral Assistant 8 & 9
Pastoral Leader   10

Agenda
Daily pastoral support
Behaviour management
Attendance / punctuality
Liaison with parents / carers

Sanction Milestones

Step 1
Verbal Warning

Step 2
Name on Board

Step 3
Lost Merit
Teacher Records on SIMS

Step 4
Lost Merit + Detention
Record on SIMS

Step 5
Referral to Curriculum Leader
Record on SIMS

Sanction Milestones Explained

If any pupil reaches any of the following stages indicated the pupil will receive the pastoral support indicated.

Stage 1: Form Tutors monitor lost merits on a regular basis and make contact with parents when a pupil reaches Stage 1. This is to ascertain if there is an underlying problem and discuss issues which have arisen. This may be done over the telephone or by inviting parents into school. Most parents appreciate this early intervention and want to help. The pupil will be placed on a Monitoring report card which will be monitored by the Form Tutor on a daily basis. This provides the Form Tutor with a detailed picture of the pupil's behaviour and attitude to learning and enables them to praise positive outcomes and discuss any issues. It also contains targets which have been agreed with the pupil to specific areas of concern.

Stage 2: Learning Managers monitor lost merits on a regular basis and make contact with parents, inviting them in for a meeting if a pupil reaches Stage 2. A Pastoral Support Plan (PSP) is completed at this stage which enables the school to coordinate a wide range of support for the pupil experiencing behaviour difficulties. This support which will be personalised for each pupil's specific needs and we can draw upon the Nurture intervention work, the Family Support Worker, outside agencies such as Key Mediation and referral to the pupil referral unit for support. Pupils will be placed on a Special Report Card to be monitored on a daily basis by the Learning Manager and a date will be arranged with parents for a review of the PSP. This review allows the pupil to reflect on their behaviour and the interventions taken place. This is an opportunity to celebrate successes and discuss the next stage in the pastoral support system.

Stage 3: The Raising Achievement Coordinator makes contact with parents to invite them in for a meeting to discuss reaching Stage 3. The PSP is reviewed at this stage and the impact of any interventions evaluated. The Raising Achievement Coordinator will again look at possible intervention strategies drawing from a range of support areas. The pupil will be placed on a Special Report Card to be monitored on a daily basis by the Raising Achievement Coordinator and a date will be arranged with parents for a review of this PSP. This review allows the pupil to reflect on their behaviour and the interventions taken place. This is an opportunity to celebrate successes and discuss the next stage in the pastoral support system.

Stage 4: The Assistant Headteacher – Pastoral invites parents in for a meeting if a pupil reached stage 4. The PSP will be reviewed at this stage and the impact any of any interventions evaluated. The Assistant Headteacher will again look at possible intervention strategies drawing from a range of support areas. At this stage the discussion would involve Managed Moves to a different school and possibility of intervention at a Pupil Referral Unit. The pupil will be placed on a Special Report Card to be monitored on a lesson by lesson basis and a date will be arranged with parents for a review of this PSP. This review allows the pupil to reflect on their behaviour and the interventions taken place. This is an opportunity to celebrate successes and reinforce the consequences for the pupil should the behaviour patterns continue.