



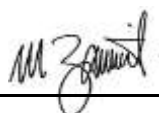
BEHAVIOUR FOR LEARNING POLICY

Approved By Governors

Committee Pastoral Committee

Review Date 7th February 2018

Prepared by: Mr James Kelly

Signed Chair of Governors: 

Due for Renewal 6th February 2019

All of our policies are directly derived from our Mission Statement;

“Our Lady & St John Catholic College aims to be a caring Catholic Community centred on Christ, so as to fully develop the Gifts and talents of each person in order to love and serve God, others and themselves.”

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Introduction

Aims

- To manage pupil behaviour effectively so that purposeful learning can take place.
- To encourage pupils to take responsibility for their own actions and exercise self-control.
- To ensure pupils recognise that there are clear consequences for their behaviour both positive and negative.
- To foster positive relationships between staff and pupils based on mutual respect.
- To protect the entitlement of staff and pupils to dignity and respect.
- To promote pupils' self-esteem, mental and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and others at home, school, work and in the community.
- To create a safe and harmonious environment, free from disruption, violence, bullying and discrimination.

Underlying Principles

Rights

- All pupils have a right to work in a calm, supportive and purposeful environment allowing them to make progress according to their ability.
- All pupils have a right to come to school without the fear of being bullied.
- All pupils have a right to know what is expected of them in terms of appropriate behaviour.

Responsibilities

All rights carry responsibilities. All pupils are expected to take responsibility for their own behaviour. All pupils are expected to adhere to the code of conduct at all times and to follow the rules, Be Ready, Be Respectful and Be Safe. Where rules are not adhered to, teachers have a right to impose appropriate, sequential sanctions.

School Rules

The school rules are that all pupils should be ready to learn, be respectful and be safe in their actions. Pupils should show respect by:

- Respecting themselves and the school environment.
- Respecting the learning of others.
- Following any reasonable request by an adult.

Roles and Responsibilities

Discipline is the responsibility of all members of staff and it is important that as far as possible, teachers deal with disciplinary issues themselves. When issues have to be referred to a Head of Department/Form Tutor/Head of Year, it is essential that the member of staff dealing with the challenging behaviour is involved at some point in its resolution.

Governors

- Governors produce and review a Behaviour Principles Statement. This policy has been framed around this statement and the school's mission statement.
- The Governing Body has approved the Behaviour for Learning Policy and review it regularly.
- Governors will seek to support staff in maintaining high standards of behaviour.
- Governors will be involved in extreme cases of poor behaviour or consistently poor behaviour by convening and attending Permanent Exclusion and Appeal panels.

The Headteacher:

- Will ensure the BFL Policy is implemented consistently by staff and pupils.
- Will encourage appropriate behaviour from both pupils and staff.
- Will strive to prevent all forms of bullying.
- Will promote the right conditions for a harmonious, cohesive community.

All Staff:

- Are expected to act as role models of good behaviour.
- Will reward good behaviour and achievement.
- Will apply behaviour management strategies consistently and fairly in accordance with school protocols.
- Ensure work for pupils is prepared and is appropriately accessible and challenging.
- Develop positive, respectful relationships with pupils.
- Support restorative approaches to resolving behavioural incidents.

Parents

All parents are encouraged to support the school's behaviour management systems and are expected to sign the Home-School Agreement before their child starts school.

Rewards

An ethos of encouragement is central to the promotion of good behaviour. It is essential that there is an emphasis on praise rather than sanctions. The school aims to recognise, acknowledge and celebrate good behaviour along with a pupil's effort and achievement, regardless of ability. Rewards may take several forms:

- Verbal encouragement and praise.
- Motivational stamps/postcards home.
- When marking work, the use of personalised positive praise (in line with the marking policy).
- Public recognition for individual or team success in assemblies.
- Rewards assemblies at the end of each term.
- Events/trips for especially deserving pupils.
- School/press photos highlighting pupil successes.

- Termly newsletter highlighting pupil successes.

Consequences

Consequences are built around three stages:

Stage 1: Behaviour issues in and out of class. Mainly dealt with by Class Teacher (CT), Head of Department (HOD) and Form Tutor (FT) with support from Head of Year (HOY).

Stage 2: Repeated behaviour issues where the HOY takes a lead role. Pupils progress to this stage if CT, HOD and FT interventions and reports have not worked.

Stage 3: Repeated behaviour issues where members of the Senior Leadership Team (SLT) take a lead role. Pupils progress to this stage if Stage 2 interventions and reports have not worked. Pupils at this stage are at risk of permanent exclusion.

The following “Behaviour Ladder” shows how this works in practice.

Stage 1 Classroom Issues

Behaviour Type	Response / Consequence
Failure to follow rules / instructions Disrupting Learning Poor manners / disrespect to a member of staff Truancy / Out of class without permission Unsafe behaviour	<ol style="list-style-type: none"> 1. Employ professional strategies (EG move seat and give private warning of further consequence). If asked to stand outside, should have pass and should be two minutes maximum. 2. If non-compliance is related to banned item EG phone or headphones, confiscate and place in office in envelope with name on. 3. If a pupil ignores your instruction to stop unsafe behaviour, call for Support, log on SIMS and refer on to HOY / SLT as appropriate. 4. Remove to buddy room and issue 20 minute detention. Log on SIMS. 5. If refuse to move or leave issue longer detention and log on SIMS. 6. If a repeated problem, issue Yellow Card report for period of 5 lessons / 2 weeks. Inform HOD & FT and log on SIMS.
Failure to attend classroom teacher detention	<ol style="list-style-type: none"> 1. CT Contact home 2. Double the detention time or refer to HOD for 30 minute detention
Failure to attend HOD detention	<ol style="list-style-type: none"> 1. HOD contact home. 2. Double the detention time or refer to SLT for internal exclusion
No improvement after 5 lesson / 2 week Yellow Card report.	<ol style="list-style-type: none"> 1. CT Contact home 2. Refer to HOD to be placed on 5 lesson / 2 week red card report. HOD to inform HOY. HOY to place on HOY report if in three or more subjects.
No Improvement after 5 lesson / 2 week red card report	<ol style="list-style-type: none"> 1. HOD contact home. 2. Refer to HOY to progress to stage 2
Suspected possession of serious banned item or theft Violent / Aggressive behaviour	<ol style="list-style-type: none"> 1. Call for Support if you judge the banned item / behaviour to present a potential danger to staff or students. 2. Refer to HOY / SLT and log on SIMS.
Bullying / Racism / Derogatory Language	<ol style="list-style-type: none"> 1. Always challenge using professional judgement. Refer to HOY by email and log on SIMS including as much detail as possible. 2. Record racist incident in Racist Incident Book stored in the office.

Stage 1 Out of Class Issues

Behaviour Type	Response / Consequence
Failure to follow rules / instructions Disrupting Learning Poor manners / disrespect to a member of staff Swearing or using any inappropriate language Truancy / Out of class without pass (if picked up on corridor – class teacher to deal with as classroom issue)	<ol style="list-style-type: none"> 1. Challenge behaviour and refer to HOY. Log on SIMS. HOY to issue 20 min lunch detention. 2. Repeated issues – FT place on FT report for four weeks with out of class targets. 3. No improvement – move to stage 2.
Violent / Aggressive behaviour Unsafe behaviour	<ol style="list-style-type: none"> 1. Seek SLT assistance immediately if pupil is violent or aggressive and you believe to be endangering staff or students. Log on SIMS and refer to FT / HOY by email depending on seriousness. HOY / FT to issue detention / request internal exclusion depending on seriousness. 2. Challenge lower level unsafe behaviour using professional judgement. Log on SIMS and refer to FT to issue consequence as appropriate. 3. If a pupil ignores your instruction to stop unsafe behaviour, log on SIMS and refer on to HOY / SLT as appropriate.
Bullying Racism / Derogatory Language	<ol style="list-style-type: none"> 1. Always challenge using professional judgement. 2. Refer to HOY by email and log on SIMS including as much detail as possible. 3. Record racist incident in Racist Incident Book stored in office.
Suspected possession of serious banned item or theft	<ol style="list-style-type: none"> 1. Call immediately for support if you judge the banned item to present a potential danger to staff or students. 2. Refer to FT / HOY / SLT and log on SIMS.
Failure to attend a FT detention	<ol style="list-style-type: none"> 1. FT to contact home. 2. Double the detention time or refer to HOY for 30 min detention
Failure to attend HOY detention	<ol style="list-style-type: none"> 1. HOY to contact home. 2. Double the detention time or refer to SLT for internal exclusion.

Stage 2 – failure to respond to stage 1 consequences.

Behaviour Type	Response / Consequence
<p>Persistent classroom or out of class behaviour issues despite HOD / FT report.</p>	<ol style="list-style-type: none"> 1. Bring in parents for meeting to progress to HOY report. 2. Commission additional provision with Assistant Head if appropriate. 3. Place on HOY report for maximum of 4 weeks. Detention for 3 missed targets in a day. 4. Open CAF if appropriate/ complete PSP 5. Move back to FT / HOD report if improves. 6. Progress to SLT stage 3 if no improvement.

Stage 3 – failure to respond to stage 2 consequences.

Behaviour Type	Response / Consequence
<p>Persistent classroom or out of class behaviour issues despite HOY report.</p>	<ol style="list-style-type: none"> 1. Bring in parents for meeting to progress to SLT report – emphasise risk of permanent exclusion. 2. Explore further additional provision / alternative provision. 3. Update CAF / PSP 4. Place onto SLT report for maximum of 4 weeks. One day internal exclusion for 3 missed targets in a day. 5. Move back to HOY if improves. 6. SLT panel if no improvement with final 4 week report issued. 7. Alternative provision / Managed move / Permanent exclusion

Every effort should be made to ensure sanctions are applied consistently and fairly. The school acknowledges however, *Section 91 of the Education and Inspections Act 2006*, which stipulates that, ‘*punishments must be reasonable in all the circumstances and that account must be taken of a pupil’s age, any special educational needs or disabilities they may have and any religious requirements affecting them*’.

EXCLUSION FROM SCHOOL

In cases where behaviour is extremely disruptive, threatening or disrespectful, a fixed term exclusion will be issued. This may also be the case when poor behaviour is persistent and the pupil is not responding to the school’s interventions. The school uses internal exclusion wherever possible as an alternative to external exclusion but this is not appropriate in all cases. When a pupil is excluded, the parent will be notified immediately by telephone and a letter will be posted the same day. Work will be provided in as much detail as possible.

In rare cases, a pupil’s misbehaviour may be so serious or persistent that a permanent exclusion will be issued. In this case, every opportunity will be taken to explore alternatives to permanent exclusion. However, the school will permanently exclude in cases where the Governing Body feel it is appropriate.

Where a student activates the fire alarm a permanent exclusion may be issued.

Use of Reasonable Force

All members of school staff, have the power to use reasonable force (Section 93, Education and Inspections Act 2006) under the conditions laid down by the DfE advice ‘Use of reasonable force’ 2012.

In all cases of physical confrontation, or if reasonable force has to be used, the member of staff should immediately inform the Headteacher, or in their absence the Designated Safeguarding Lead.

Screening & Searching of pupils

Under the conditions set out in the advice laid down by the DfE Screening, Searching and Confiscation 2018, school staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them 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.

The members of staff whom are authorised to search a student are Mr J Kelly & Mrs C Spicer. In their absence a request to search a student should be referred to the Headteacher. A search of a student will always be carried out by two members of staff. A search will be conducted by staff of the same gender, e.g. a male member of staff will search a male student.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence to cause personal injury to, or damage to the property of, any person, including the pupil.

Pupils who bring knives, weapons and controlled substances onto school premises will immediately receive a lengthy fixed term exclusion or possible permanent exclusion. The items will be passed to the police. Subsequent reoffending will result in permanent exclusion.

Pupils who bring controlled substances onto school premises to sell or distribute to other pupils will be permanently excluded.

Confiscation

School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Under the conditions set out in the advice laid down by the DfE Screening, Searching and Confiscation 2018, school staff can require a pupil to undergo screening even if they do not suspect them of having a weapon and without the consent of the pupils.

Allegations of abuse against staff

In the event of an allegation for misconduct against a member of staff, the Headteacher will draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and other Staff.' September 2012. A member of staff subject to an allegation will be provided with pastoral care in line with this guidance and malicious allegations will be treated as a serious breach of the school's behaviour policy.

Inappropriate behaviour beyond the school gate

The Headteacher may impose sanctions for inappropriate behaviour beyond the school gate where such behaviour may have repercussions for the orderly running of the school or pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.