



# BEHAVIOUR FOR LEARNING POLICY

Approved By Headteacher on behalf of the Governing Body with  
effect from 1<sup>st</sup> October 2021

Prepared by: \_\_\_\_\_ Mr J Kelly \_\_\_\_\_

Signed by Headteacher: \_\_\_\_\_  \_\_\_\_\_

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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 and non-teaching staff 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: Department Behaviour – 2 x On-Call from the same lesson will trigger a departmental report for 5 lessons.

Stage 2: 2 or more departmental reports/failed department report will trigger a Form Tutor report for 2 weeks.

Stage 3: Failed Form Tutor report will trigger a Head of Year report for 4 weeks.

Exclusion Stage 1:

Failed Head of Year report will trigger a Senior Leadership Team report for 4 weeks.

Exclusion Stage 2:

Failed Senior Leadership Team report will trigger a Managed Move being facilitated or a placement in the Learning Support Centre for a minimum of 6 weeks.

- If a managed move is not successful then a placement in the Learning Support Centre may be arranged or a referral will be made to either St Thomas's Centre or The Heights if appropriate.

Exclusion Stage 3:

Failed placement in the Learning Support Centre or Height's placement then the child will be educated in the Ignatius Centre.

Permanent Exclusion:

Failed placement in the Ignatius Centre a permanent exclusion will be issued.

\*\* If there is a significant breach of this policy and the stages outlined above then a permanent exclusion may be issued without following the process above.\*\*

The following SEMH Graduated Response can be seen as Appendix A





# Pastoral Support at OLSJ

## Graduated Response

	Triggers	Intervention	Actions	
<b>Department</b>	2 x On call from the same lesson	Departmental Report for 5 lessons	Contact with home via telephone. Place report. Expectations of report card shared. Reports shared with FT—Involve	
<b>Form Tutor</b>	2+ Departmental Reports/ Failed Department Report	FT report for 2 weeks	Contact with home via telephone. Strategies and expectations. Refer for SEMH observation/referral	
<b>Head of Year</b>	Failed FT report	HoY Report for 4 weeks	Parental meeting with HoY. SEND assessment completed. Strength Based Questionnaire— Completed. RAMP meeting/Transforming Lives Refer	
<b>Exclusion Stage 1</b>				
<b>SLT</b>	Failed HoY report	SLT report for 4 weeks	Parental meeting (APDR2). LSC started. LSC and Managed Move explored. EP Involvement. SLT Report + AHT/DHT Re	
<b>Exclusion Stage 2</b>				
<b>SEMh</b>	Failed SLT Report	Placed on a Managed Move Placed in the LSC minimum 6 weeks	Parental meeting with SLT -TAC met. Referral to The Heights or St Thomas's C. Failed Managed Move placed in th	
	<b>Exclusion Stage 3</b>			
	Failed LSC or The Heights placement (2)	Placed into the Ignatius Centre	Parental meeting with SLT. PEX documents completed	
<b>Permanent Exclusion</b>				
Failed Ignatius Centre	PEX documentation sent to th			

### Stages of Exclusion with regards to Fixed Term Exclusions

2 FTE (5 IE)

At second reintegration meeting Strength Based Q bring to LM meeting – go on HoY report. SEMh refer a number of lessons. HoY/Line Manager decide whe



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.

The school works in partnership with other high schools in Blackburn with Darwen and may send a child for a maximum of two days of time to receive their education. The student will be educated in that school's internal exclusion unit. Work will be provided by OLSJ for the student to complete in line with the lessons on their timetable. Parent/carer will be informed.

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.

## Positive Handling

In very rare instances, positive handling techniques may have to be deployed to keep a pupil safe. The school's Safeguarding Team have completed this training during 2018 – 2019.

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 positive handling techniques have to be used, the member of staff should immediately inform the Head teacher, 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.

The Headteacher and authorised staff (Safeguarding Team) 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
- Cigarettes (including e-cigarettes) Tobacco and cigarette papers
- Fireworks
- Pornographic images/videos
- Energy Drinks/Fizzy Drinks
- The bringing of any item that staff suspect 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 would be seen as such a serious breach of this policy would result in a permanent exclusion being issued. Contributing factors would be considered in making this decision.

Pupils who bring knives, weapons or 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.

### Use of Mobile Technology

Many children have unlimited and unrestricted access to the Internet via 3G and 4G in particular, on their personal mobile devices. As such, messages regarding safe use should be promoted whenever possible.

Our Lady & St John acknowledges the benefits to be gained from using mobile technology but is also aware of the risk, that misuse of it, poses to children and how sometimes it can sometimes compromise teaching and learning opportunities. As such, rules are put in place regarding sensible use:

**Mobile Phones:**

Mobile phones are not permitted to be used during the school day. Any student who has their device out, whether using it or not will have this confiscated. It will be placed in the school office and

can be collected by the student at the end of the day. Repeated breaches will require the parent/carer to collect the device.

### **Appropriate Use of Mobile Technology:**

Mobile devices should not be used to record or film staff or other pupils.

Where an incident of sexting has occurred, safeguarding procedures will be implemented.

The school takes no responsibility for any damage to, or loss of, a mobile device. A pupil can hand in their device to reception for safekeeping at the start of the day if they wish.

### **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 Head teacher 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.

### **Peer on Peer Abuse**

Peer on peer abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour and/or gender-based violence.

In line with the Anti-Bullying Policy where incidents of peer-on-peer abuse occur then sanctions from this policy may be imposed.

### **Responding to reports of Sexism and Sexual Harassment**

Every member of the school community has the right to attend school and not be made subject to sexist behaviour or sexual harassment, it will not be accepted or tolerated. Sexist comments are those which discriminate based on sex, particularly against women.

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

All staff and pupils are encouraged to report this behaviour.

If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence

Any incident of sexual violence will be investigated using the Safeguarding & Child Protection policy, the sanction imposed will be proportionate, considered and decided on a case by case basis.

Students will always be supported following a report that is made. Students will:

- Be taken seriously and their wellbeing considered;
- Listened to and not made to feel they are a burden
- Have their concerns acted upon;
- Understand that we will not tolerate or accept abuse

Parents/carers will be informed of reported concerns and the actions taken.

**Appendix A – SEMH Graduated Response**