

BEHAVIOUR POLICY

Aim

To create a positive learning environment based on mutual respect both in the classroom and around the College.

Principles

We are all made in God's image and are entitled to opportunities to make good progress in learning. All members of the College community are entitled to feel safe and to be treated with respect and have a responsibility for the creation of a positive learning environment.

Acceptable behaviour is that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within the College, teachers and other staff and with visitors. Unacceptable behaviour includes name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.

All classrooms will display the College's expectations and rules (**Appendix 1**). It is the responsibility of all staff to manage the learning environment whether in a classroom or outside to enable the whole community to be safe and to experience good learning opportunities. In matters of behaviour, the most effective teaching is through example.

Parents are role models to their children and have an important part to play in teaching their children acceptable behaviour. Parents and students are expected to work in partnership with the College to promote a safe and happy positive learning environment.

Rewards and sanctions must be just, equitable and consistent. They should not be devalued by over-use or application to trivial circumstances.

All students, however, have a right to good quality education, and high-level learning cannot take place in an atmosphere of non-cooperation. In making judgements about managing a student's behaviour, the class teacher must take into account the needs of the whole class.

The behaviour policy will be communicated to parents/carers through the College rules, College prospectus, home-College agreements and newsletters and other normally used channels. It is communicated to students through the College rules, College prospectus, student planners, College council and College assemblies, and within the curriculum wherever relevant.

This policy needs to be read in conjunction with the *Anti-Bullying, SEN/D and Safeguarding Policies*.

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the College in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality-learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

PROCEDURES

a. Classroom Management

Well-planned, stimulating lessons are more likely to lead to positive attitudes and behaviour. It is important to make a prompt start to the lesson and have consistent procedures for all students

These include:

Start of lesson

- Orderly start to the lesson which may involve lining students up
- Teacher greets students
- A seating plan for the class
- Students take out equipment and are ready for start of lesson
- Teacher registers the class using electronic registration

End of lesson

- Teacher tells students to pack away, stand up and tuck chairs in
- Ask students to pick up rubbish dropped on the floor
- Students dismissed by the teacher

Students are allowed to drink water in class as this helps to improve students level of concentration.

b. Rewards (Appendix 4)

Recognition of good behaviour and attitudes is important as it reinforces these qualities
This can be by:

- A smile, a greeting, saying 'thank you' and other courtesies
- Identifying and stressing the positive
- Affirming, clear comments on students' work
- Use of congratulations stickers in books

- Notes to parents in the planner
- House points
- Letters, postcards or phone calls home to parents
- Departmental certificate. Visits to the Headteacher for good work .
- Whole school Rewards System linked to the attitude grades.
- Effective display of students' work – celebrating the achievement of all. The accumulation of credits must lead to meaningful rewards. HT Coffee Mornings and Reward Trips.

c. **Sanctions (Appendix 4 & 5)**

Most problems result from low level disruption and should be dealt by the class teacher. Strategies that can be employed to deal with disruptive behaviour include:

- Reminding students of appropriate behaviours
- Second reminder – choices/consequences
- Seating change
- Student removed to HOD –
- Emergency cover called – student removed from class.
(appendix 4 gives all the different steps of the possible sanctions (sanction pyramid)

In the first instance a detention should be set for 30 minutes and communicated to parents via telephone call, text message or student planner .

An Incident Sheet (see **Appendix 2**) must be completed for any incident resulting in a student being sent to a Subject Leader or a serious incident.

d. **Confiscation of Inappropriate Items**

School staff can confiscate pupils' property should it be harmful or detrimental to school discipline.

Searching and Screening

Searching

Students' bags can be searched at any time by all members of staff.

School staff can search pupils with their consent for any items.

School staff can search pupils without their consent. Items that can be searched for without consent are:

1. Knives or weapons, fireworks and stolen items
Alcohol, tobacco, cigarette papers, E cigarettes, shisha pens, psychoactive substances (legal highs), illegal drugs and drug related equipment
2. Pornographic images
3. Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to or to damage property and this includes looking through mobile phones and on screen display
4. Any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

All searches will be carried out in accordance with the Dfe guidance: Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies.

Screening

School staff can require pupils to undergo screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Drug testing

All schools and Colleges have authority to carry out drug testing on their students. Whilst it is not the intention of the College to carry out random testing, in specific circumstances, where it is believed a student may be under the influence of a substance and at the discretion of the Head or his deputy the College may consider where appropriate testing procedures.

This test will be carried out in the presence of a parent, carer or appropriate adult.

The result of the test or the refusal to provide a sample will form part of the information gathering process on which a decision regarding the appropriate disciplinary sanction will be made.

Selling or Trading Items

Selling or trading of items, including food and drinks, is forbidden both on school site and on journeys to and from school. Selling or trading food and drinks could jeopardise the College accreditation to the Healthy Schools Programme.

Students involved in selling and trading items will be sanctioned in line with level 4 of the sanction pyramid (Appendix 4)

Any repetition of the above once sanctioned might lead to permanent exclusion being recommended by the head teacher.

e. Students with ongoing problems

For procedures see Appendix 3.

- It is important that we are pro-active and the tutor is crucial in dealings with both the student and parent . Tutors can refer students to their Progress Leader who can then forward their name to the Pastoral Support Meeting where outside agencies join the meeting.
- A 2 week respite period in a school will apply should a student need some time away from St George to start again afresh (breakdown in relationships)

f. Exclusions

Under the law, the Headteacher, Governing Body, LA and independent appeals panel must have regard to the relevant DfE guidance when deciding:

- Whether to exclude a student or (where applicable) to uphold an exclusion;
- The period of exclusion
- (Where applicable) whether to direct the Headteacher to reinstate an excluded student.

The Governing Body, Headteacher and staff of the College are responsible for promoting good behaviour and discipline on the part of the College's students and for securing an orderly and safe environment for students and staff.

St George Catholic VA College's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. St George Catholic VA College will ensure that the interests of the whole College are considered within any action taken.

Deciding whether to exclude a student

Only the Headteacher or, in his absence, a senior teacher acting with his authority, can exclude a student from College. A decision to exclude a student will be taken only:

- In response to serious breaches of the College's Discipline Policy; and
- If allowing the student to remain in College would seriously harm the education or welfare of the student or others in the College.

The decision to exclude a student is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct of the life of the College. This may include behaviour on or off College premises which is in breach of the standards of behaviour expected by the College.

Before reaching a decision to exclude either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the College's Behaviour and Equal Opportunities policies;
- Allow the student to give his version of events;
- Check whether the incident may have been provoked, for example by racial or sexual harassment;
- (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.
- In the case of significant and prolonged difficulties a managed move to another Secondary school may be considered. A managed move will only take place with the agreement of both student and parent/carer. The managed move will be undertaken in accordance with SCC's Managed Move Protocol.

Permanent exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for the first or one-off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another student or member of staff;
- Bringing into College an illegal drug
- Handling or carrying an illegal drug
- Supplying an illegal drug

- Taking, consuming or smoking an illegal drug
- Carrying any illegal drug related equipment
- Carrying an offensive weapon
- Psychoactive substances (legal highs)
- Refusing to follow instructions from the Headteacher or senior management team
- Repeated instances of refusal to follow instructions from senior members of staff
- Use of social media or mobile technology to incite violence or hatred of any kind, victimise or slander.

Matters will be referred to the police if and when necessary at the Headteacher's or Deputy Headteacher's discretion.

Fixed-term exclusion

In the case of fixed-term exclusions, the Headteacher may exclude a student for up to 45 days in any one school year.

The College will take students out of specific lessons, if behaviour warrants this.

The behaviour of students outside College may be considered as grounds for exclusion. Only the headteacher can make this decision.

Internal Exclusion

Internal Exclusions are set by the Progress Leaders with approval of the Assistant Headteacher responsible for Pastoral.

Lunchtime exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the College premises for the duration of the lunchtime period. A lunchtime exclusion is treated in the same way as any other fixed-period exclusion.

Reintegration

If necessary, a reintegration meeting following the expiry of a fixed-period exclusion will be arranged by the College prior to a student returning from a period of exclusion and in the case of any student who has been excluded from another school. The meeting will identify the resources needed to provide the necessary support to the student. The student will spend his/her first day back in our inclusion department.

Setting work

- The school will set and mark work for students during the first 5 days of an exclusion (the work must be returned to College)

The Headteacher will provide an individual education plan from the 6th day of the exclusion for all students on roll who are excluded. This will set out:

- How the student's education will continue during the period of exclusion;
- How the time might be used to address the student's problems; and

- (Together with the City Council), what educational arrangements will best help with the student's reintegration into the College at the end of the exclusion.

Informing parents/carers

The Headteacher will inform the parent/carer of the stated period of the exclusion and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

All exclusions will be dealt with in accordance with the DfE current legislation. Only the Headteacher (or in the Headteacher's absence, the most senior member of staff) can exclude.

This policy will be reviewed every two year.

The Policy Working Group agreed this policy on 13 June 2016.

Date of next review: June 2018



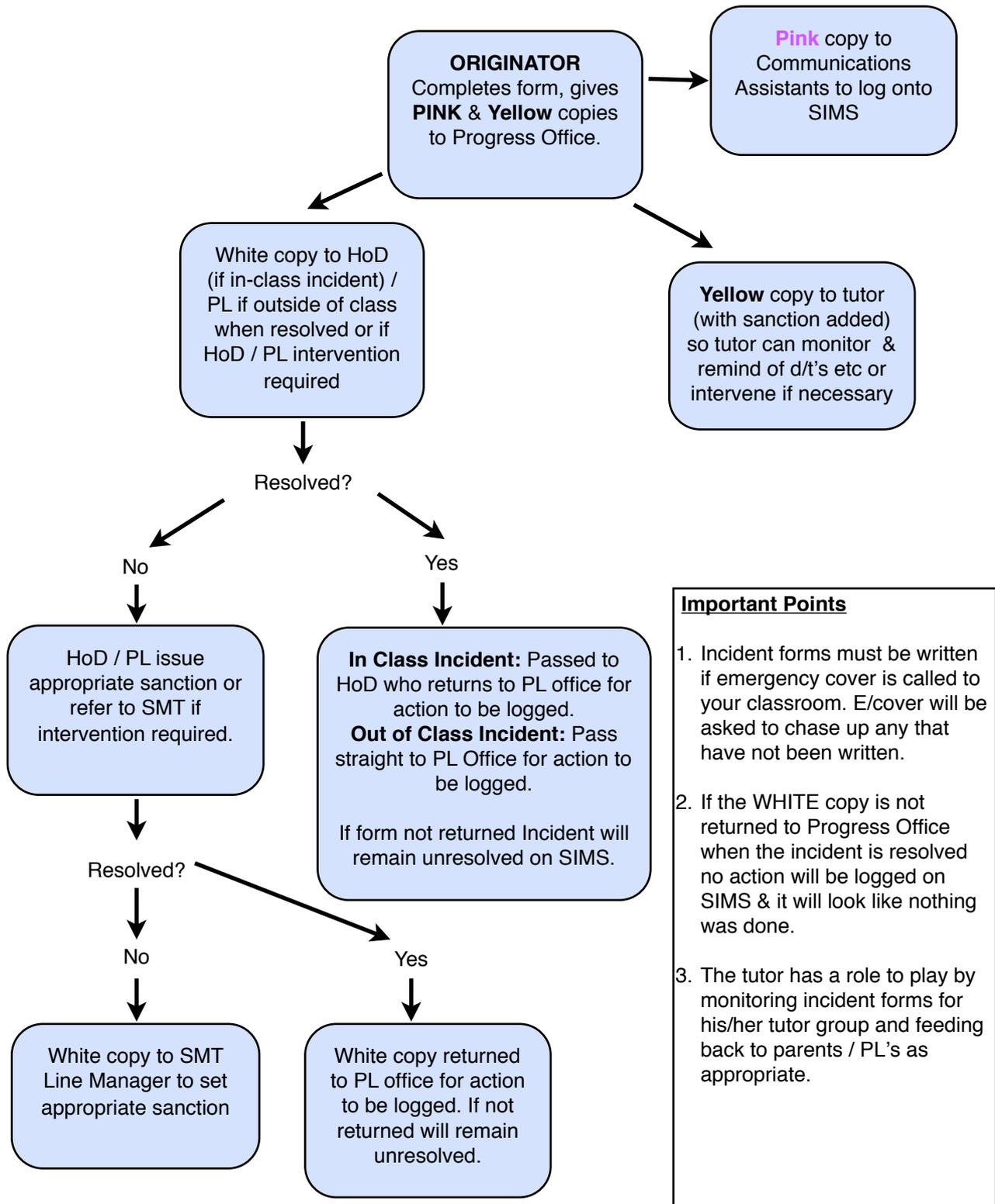
St George Catholic College Rules

- Respect yourself, others and property
- Work hard and do your best to meet your potential
- Behave and cooperate with others to enable learning
- Follow instructions from all members of staff straight away
- Arrive on time, fully equipped and in the correct uniform

Incident / Detention Forms at St George Catholic College

The objective of the incident / Detention form system is to ensure that unacceptable behaviour is logged, and that the sanctions imposed are also recorded. Having a detailed behaviour log is vital when considering outside agency involvement and/or top level strategies such as managed moves.

This flow chart shows how Incident Forms are to be used at St George Catholic College:

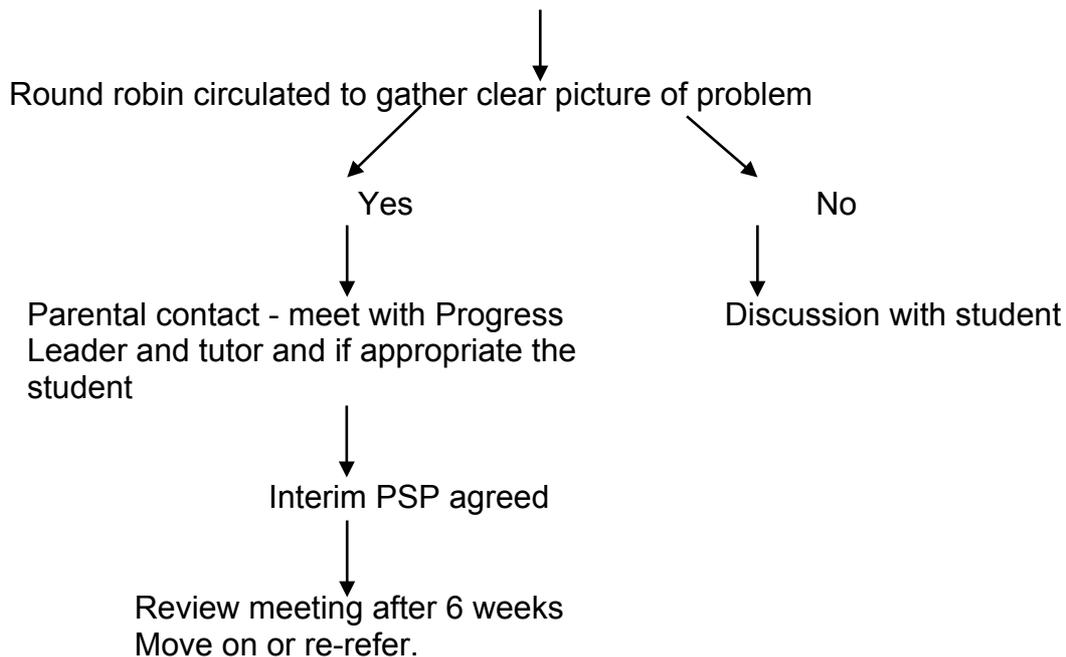


Appendix 3:- Students with Ongoing Problems

Interim PSP (Pupil Supporting Plan)

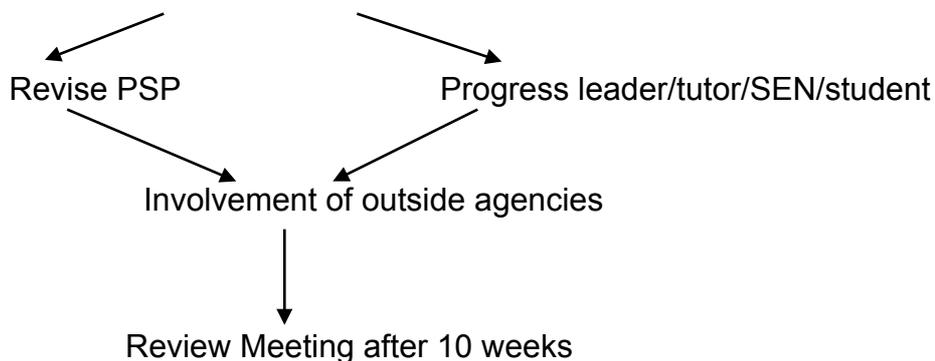
Concerns raised via incidents.

Discussion with tutor.



Interim PSP not working

Arrange urgent meeting with parents

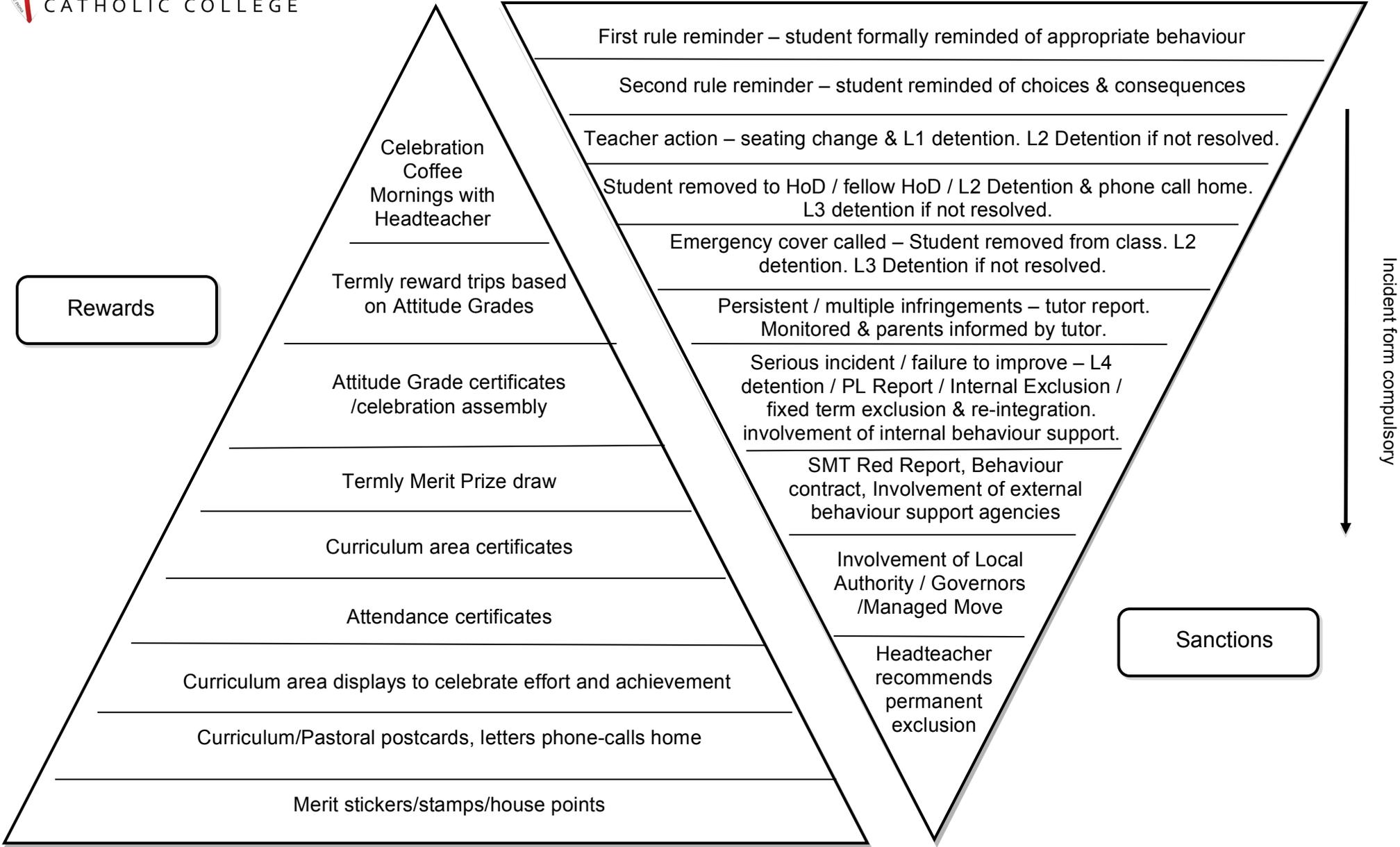


N.B. External Agencies all have their own form which must be used.

Major PSP

Parents and Progress Leader, Tutor, SEN. Headteacher etc.





St George Catholic College Detention Procedure

