



*"Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ." **Philippians 1:27***

Preamble - Ethos

We value every member of our school community as people created by God in his image. Our aim is for all pupils and students to use their God-given skills and talents to reach their full potential.

To facilitate effective learning and ensure high achievement we seek to:

- Establish clear boundaries, ensuring good order within a safe and secure environment.
- Develop good relationships that promote respect, worth and belonging.
- Provide constructive feedback to pupils and students in relation to learning and conduct **and provide a 'way back' if things go wrong.**

We seek to maintain a clear set of appropriate and robust boundaries, and encourage all pupils to behave in an appropriate way, in line with biblical values, in order to facilitate learning and help pupils develop spiritually, morally, socially and culturally.

The School seeks to engage with parents and carers, beginning with the signing of a Home School Agreement.

The School's reward system is designed to give immediate recognition for good behaviour, work or attitude. Sanctions are applied when behaviour falls below an acceptable standard. Pupils are expected to behave in an appropriate way both in school, as well as on the way to and from school and when participating in extra-curricular activities, visits and trips.

This policy applies to misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. The sanctions outlined in this policy, up to and including permanent exclusion from school, will be applied by the Headteacher if a pupil's behaviour falls short of our standards and expectations and on the balance of probabilities there is a link between the child, his or her behaviour and the school.

This policy has been written with due regard to the requirements and recommendations of the Education and Inspection Act 2006 and other relevant policies and guidance issued by the Department for Education.

This policy will be reviewed annually by the School's Governing Body.

Part A – Behaviour

1. The Home School Agreement

The Home School Agreement between pupils, families and school states pupils need to be able to:

- Be prepared, practically, physically and mentally
- Take responsibility for personal actions and behaving appropriately
- Respect self and others
- Respond appropriately to others
- Stay safe and help others to stay safe
- Achieve potential

To achieve aspects of the Code of Conduct pupils will be encouraged to follow the SOAR pupil expectations.

2. Consistency is key to behaviour management.

Pupils will behave as well or as badly as we accept. Appropriate behaviour should be encouraged and expected at all times. All members of staff are responsible for maintaining appropriate behaviour in school. Where the behaviour of a pupil/student is deemed to be unacceptable, all staff should deal with the behaviour in line with this policy. Any reports about incidents from staff about behaviour either on the appropriate forms or on Behaviour Watch should contain no personal comments/judgements about the pupils. Reports should be brief.

The Key Points for staff to remember are:

Classrooms and Corridors

- Meet and greet pupils when they come into the classroom.
- Ensure pupils move straight into the classrooms to learn. Pupils should not line up outside rooms.
- Make sure the next teacher to use your room can start their lesson on time.
- Move pupils along corridors when they are causing a disruption to learning
- Display rules in the class - and ensure that the pupils know what they are.
- Display the tariff of sanctions in class.
- Display the tariff of rewards in class.
- Involve any adults in class with the planning of the lesson and deploy colleagues effectively.
- Follow the school behaviour policy.
- Release pupils from lessons on-time.

Pupils

- Know the names of children.
- Have clear strategies for helping pupils learn – have a plan for the 3 things that are needed to help each pupils/student progress.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Arrive on-time for lessons
- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Ensure that children actually receive rewards every time they have earned them and receive a sanction every time they behave badly;
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Make sure all adults in the room know how to respond to sensitive pupils with special needs.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Source:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

3. Support Systems

The school operates a staff supervision duty rota with staff on duty at every break time. PSMs are available on 6767 or by e-mail during the day. There is a Leadership Team on-call rota between 3.10pm and 5.00pm.

4. Uniform Issues

Period 1 teachers are key in identifying uniform issues which cannot be corrected there and then. The Pupil Support Managers need to be contacted on 6767 or by e-mail if there are any uniform breaches – the PSM will advise of the next steps.

5. Managing Incidents

Where possible members of staff should seek to resolve issues using a range of behaviour management strategies, including support, encouragement and humour. If after informal intervention the issue has not been resolved the member of staff should follow the guidance below. When dealing with medium level disruption the member of staff will ask the pupil for their planner and add a detention sticker (please see detentions guidance). The member of staff will then enter the detention onto Behaviour Watch.

When dealing with higher level disruption the member of staff should report the matter to a PSM, by dialling 6767, or a member of the Leadership Team without delay.

When dealing with a serious incident that is presenting a health and safety risk, if it safe to do so, the member of staff should intervene (following the guidelines for the use of Reasonable Force if necessary). A member of Pupil Support or Leadership Team (LT) should be contacted on 6767. The member of staff involved will be updated on the outcome of the incident by the LT or PSM.

Classroom teachers are responsible for the management of pupil behaviour in lessons. The policy should be used where pupil behaviour prevents effective learning from taking place and where the use of rewards and motivating teaching techniques have failed (please see the Teaching and Learning Policy).

Staff will use a full range of strategies for managing behaviour, except in very serious cases where interventions at a higher level are required at an early stage. Whenever possible, pupils should be given the opportunity to return to their learning and be offered support to do so.

Interventions to stop unacceptable behaviour and promote appropriate behaviour are most effective if they are immediate and pupils are given the opportunity to discuss and understand why their behaviour has been deemed unacceptable. ***Completion of a Pupil Incident Form where appropriate or the logging on Behaviour Watch will provide a mechanism for sharing information about an incident with other staff, particularly a pupil's Mentor and Year Leader.***

6 Behaviour (inside and outside the classroom) – Levels of Response

Level and Tab on BW	Description	Possible Examples	Recommended strategies and possible responses to the conduct
RTL	Uniform Infringement	Incorrect uniform, missing items of uniform, wearing make-up or inappropriate jewellery, unconventional hairstyle.	If appropriate, sent to PSM in first instance to rectify issue or sent home to rectify the issue by member of LT.
	Lack of equipment	Poorly equipped for learning	
Hwk	Homework	Lack of appropriate homework	Contact Home. If repeated consult with CTL and consider elevating to Medium.

Low	Low level disruption,	After teaching strategies have been implemented the pupil fails to modify his/her behaviour.	<p>Logged after teaching strategies such as: a verbal warning, gentle reminder, change of seating, change of task, change of lesson pace, questioning, diversion, humour have been exhausted.</p> <p>Name on whiteboard.</p> <p>Loss of part of Break times.</p> <p>Warning that Mentor will be notified.</p> <p>Brief (maximum of 10 minutes) cool-off outside the classroom.</p> <p>One-to-one discussion with teacher.</p> <p>Three warnings on the board.</p> <p>Support from another teacher requested.</p> <p>Telephone call home.</p> <p>Mentor notified.</p> <p>Potential Mentor report.</p> <p>Supervised break (if issue at break time)</p>
Medium	More serious behavioural issue	<p>Disruption to teaching (removal from a lesson to a Curriculum Team Leader's classroom).</p> <p>Persistent poor behaviour at break times.</p> <p>Persistent RTL concerns (3+ instances)</p> <p>Truancy.</p> <p>Inappropriate language towards peers .</p> <p>Poor and potentially violent behaviour.</p> <p>When RTL and/or Low Level interventions have been exhausted and the pupil has not responded</p>	<p>Formal intervention from CTL or YL requested.</p> <p>Meeting with pupil and/or parent/carer.</p> <p>Letter home.</p> <p>Supervised breaks for break time issues.</p> <p>Detention.</p> <p>Formal request for support from LT.</p> <p>Yellow Report or Subject Report.</p> <p>Request to or intervention from another agency.</p> <p>Timetable modifications/special arrangements</p> <p>LT sanctions imposed – 90 mins detention.</p> <p>LT Red Report.</p> <p>Isolation</p> <p>Pupil Support Programme (PSP)</p>
High	<p>Persistent breaches, a serious, or a highly serious breach of the school behaviour policy.</p> <p>Failing a PSP – 2 failed PSP review meetings or a persistent breaches, serious breaches or high serious breach whilst on a PSP.</p>	<p>Serious: (including) obscene language used towards staff, physical violence, persistent bullying, behaviour that brings the school's name into disrepute or failure to respond to all reasonable interventions at previous stages of the policy.</p> <p>Note: This list is not exhaustive</p> <p>Highly Serious: (including) assault on staff, serious assault on a peer, sexual misconduct (see DFE 2018</p>	<p>Fixed term exclusion from school (between 1 and 45 days) depending on severity and persistence of behaviour</p> <p>Appearance before Governors' Pupil Discipline Committee.</p> <p>Consideration of a managed move if appropriate.</p> <p>Consideration of permanent exclusion from school for a serious single incident or persistent breaches of the school</p>

		<p>guidance), drug possession with the intent to supply or distribute, dangerous behaviour possession of a weapon or an item that could cause harm, e.g. fireworks, behaviour that seriously damages the school's reputation, persistent breaches of the school's behaviour policy and any other type of behaviour that would seriously harm the education or welfare of others if the pupil were allowed to remain in school. Moreover, any child who fails a PSP is at serious risk of permanent exclusion from school.</p> <p>Note:</p> <p>(a) This list is not exhaustive.</p> <p>(b) The Headteacher will decide whether a pupil's behaviour constitutes a serious or highly serious breach of the school behaviour policy.</p>	<p>behaviour policy.</p> <p>Note: This list is not exhaustive and the Headteacher will decide after applying the civil burden of proof whether or not permanent exclusion from school is appropriate</p>
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The examples given are to be used as a guide. 'Serious' breaches of the behaviour policy could result in permanent exclusion from school. 'Highly Serious' breaches of the behaviour policy are likely to result in permanent exclusion from school; as outlined above, this is for the Headteacher to decide. Persistent breaches could result in permanent exclusion from school.

Where a group of pupils acts together, each member of that group is expected to take responsibility for the actions of the group. Where this involves poor behaviour from within the group, all members of the group can expect to receive the same punishment.

Examples of peer on peer abuse as outlined in the KCSIE statutory guidance and the May 2018 Sexual Harassment will be taken seriously and dealt with according to the table.

When reaching a decision to permanently exclude a child from school, the Headteacher will consider whether a serious breach of the behaviour policy or persistent breaches of the behaviour policy have taken place. The Headteacher will also consider whether the pupil's behaviour means that allowing him or her to remain in school would be detrimental to the education or welfare of another pupil or others in the school. **The Headteacher will apply the civil standard of proof, that if something is more likely than not to have occurred ("on the balance of probabilities") then the standard is met, when establishing the facts in relation to an exclusion from school.**

Section 7: Roles when dealing with behaviour incidents

i) Classroom Teacher

The subject teacher is responsible for following up the incident with the pupil concerned with support if needed from the PSM CTL or YL who will ask the pupil to meet with the subject teacher. As a minimum, the pupil needs to be seen, and the incident discussed.

If the subject teacher feels that support is needed in order to follow the incident up, that support should be obtained from the CTL, and the matter dealt with at subject level. This would include the administration of any sanction that might be required. The subject teacher should contact home about the incident. Any action needs to be logged on Behaviour Watch (BW).

Following a teacher's own informal disciplinary strategies a system of warnings operates for a pupil who is interrupting the teaching and learning process in the classroom to an unacceptable degree. **After three**

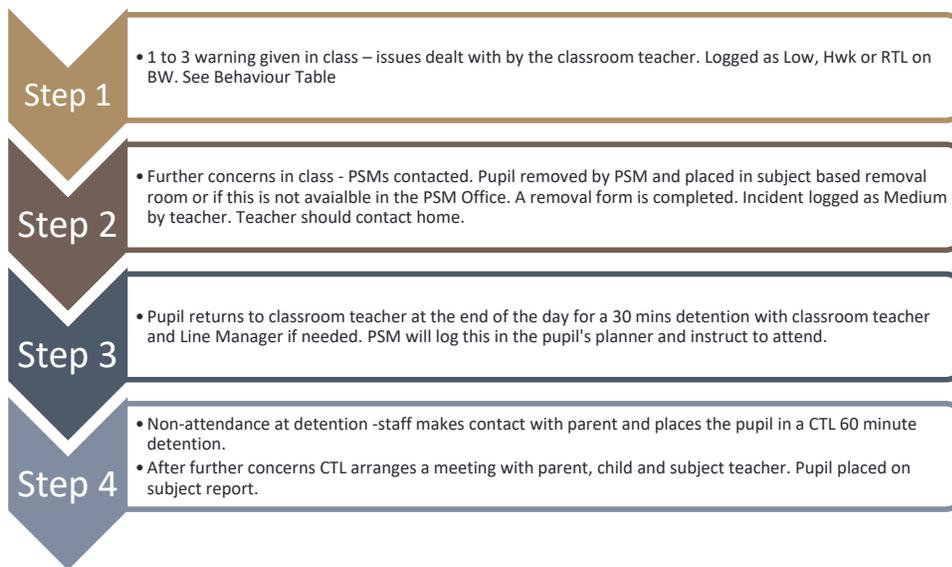
abuses of this choice (made clear to the pupil) from the pupil a more formal sanction will apply. All teaching staff should follow the same procedure. Removal is the final stage in this process and should only be used where the pupil's behaviour presents a health and safety hazard to him or herself, or to other people, or where the teaching and learning cannot continue for other children in the class. All actions need to be recorded on BW.

It is the responsibility of all members of the teaching staff to manage behaviour. Curriculum Team Leaders need to ensure that any Classroom Management issues are being dealt with by particular departments and that teaching staff are offered appropriate support if required.

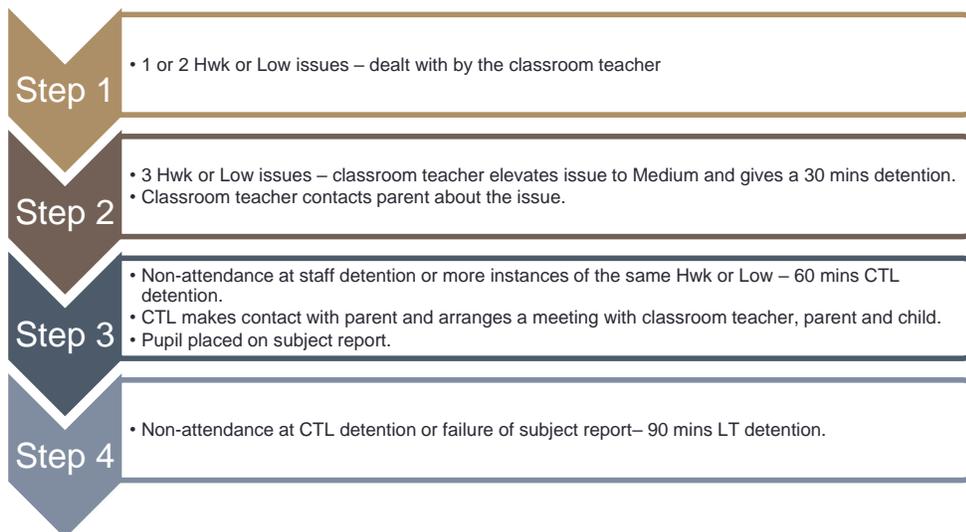
If a teacher removes more than three pupils in a week, it will generate a lesson observation by initially a CTL and if there has been no improvement, a member of the LT to offer support if necessary. The PSMs will alert the CTL and if relevant the Line Manager of the CTL with regard to this.

Separate to the stepped approach, on very rare occasions, there may be times when Staff need to call 6767 for immediate support.

Issues within a lesson:



Classroom Concerns Over a Longer Period:



It is the classroom teacher's responsibility to log the issues on BW, track the issue and notify the CTL or LT member when the issue needs to be escalated.

Detentions

Please refer to the Behaviour Escalation Tariff. **Detention** – a one chance system: **one** missed detention means that the detention **moves up to CTL or YL**. By imposing the detention, the member of staff has every expectation that the punishment will resolve the problem. Detentions should not be given where there are long-term or persistent issues relating to poor work or behaviour, or where the sanction has been previously applied to little or no effect – YL and CTLs should be involved in addressing long term issue. All detentions should be logged on BW and a register taken using the **monitor function** during the detention. Any member of staff may impose a 30 minute Staff Detention with no notice (within the hour permissible by law), Curriculum Team Leader Detention – 60 minutes, Year Leader Detention – 60 minutes and LT Detention – 90 minutes with 24 hours notice given to families. All detentions should be logged on BW and a register taken using the **monitor function** during the detention.

Staff Detention: Any member of staff may impose a 30 minute Staff Detention (within the hour permissible by law).

Curriculum Team Leader Detention – 60 minutes

Year Leader Detention – 60 minutes

LT Detention – 90 minutes with 24 hours notice given to families.

Any member of the Leadership Team may impose a LT Detention where there have been numerous detentions which have been ineffective, or, exceptionally, where the member of the LT believes that an immediate sanction at this level will be more effective. Detentions will be supervised by Teaching Staff Members of the LT. Parents/carers should be informed.

Details of the detention should be recorded on Behaviour Watch so that other staff are able to see where a LT Detention has been set. In this case, other detentions should be set on another day.

Where the pupil fails to attend the LT Detention, other than for reasons of ill health, the pupil will be isolated the next available day.

Detention notifications will be stuck into a pupil's planner for correct week, completed by the teacher. This will also be logged on BW by the end of the day. If this is not completed by the member of staff, [then the next steps cannot take place](#). If the child fails to attend, this must be logged by the teacher.

Pupils will complete 30 min silent work on a set task from that subject. It is not time to catch up on missing work. The missing work still needs to be completed if the pupil's own time.

Deducting Points

Pupil points may be added or deducted by appropriate staff using Behaviour Watch. Reward and Sanction points should only be given ONCE – the same, positive or negative, should not be celebrated or sanctioned through more than one criteria (and pupils should not lose more than 4 points for any low or medium incident).

Removal to Another Classroom or the Pupil Support Room

In the first instance PSMS should be called or e-mailed and pupils removed into another classroom as indicated by the CTL room timetable. Pupils should not be left in corridors for more than a few minutes.. **No removal will be made without the completion of the Pupil Removal Sheet.**

Pupils removed from a classroom will be required to reflect on the behaviour that led them to being placed in the PSM Room. The pupil will be instructed to return to the subject teacher who removed them for a **staff detention at the end of the day with the subject teacher and possibly the relevant CTL or in the case of an issue in a CTL's room, the CTL and Line Manager who asked for the removal (within the hour permissible by law)**. The pupil will also be given classwork to complete.

Poor behaviour in the removal room will lead to isolation for the remainder of the day.

If a pupil is removed from a class twice that day, the pupil will be sent to a member of the LT and placed in isolation for the remainder of the day. If the pupil's behaviour remains persistently poor, then a further sanction may be needed.

If a teacher removes more than three pupils in a week, it will generate a lesson observation by initially a CTL and if there has been no improvement, a member of the LT to offer support if necessary. The PSMs will alert the CTL and if relevant the Line Manager of the CTL with regard to this.

SEND Pupils

Certain pupils on the SEND register (with or without a statement) will need to follow a different procedure to avoid reaching the removal stage in the procedure. These pupils have been identified as follows:-

Year 7	TBC
Year 8	TBC
Year 9	TBC
Year 10	TBC
Year 11	TBC

Please note that this list is under constant review and will be amended as necessary. All staff will be informed of any updates by the SENCO as soon as any changes are made. Pupils who have an asterix (*) next to their name have special arrangements in place which will be advised separately.

In the first instance staff must ensure that there is differentiation within the programme of study to ensure that pupils can access the work and therefore reduce the frustration which can in turn lead to poor behaviour in the classroom.

It may be possible to use the system of warnings with these pupils, but it is likely to be more effective to use this strategy once the teacher's own warnings and strategies have been exhausted. Removal from the classroom for some or all of the remainder of the lesson may be required. In this case, the pupil should be accompanied by the LSA within the lesson and taken to the Bethany Centre. If it is not possible to use the LSA (because for example, they are assigned to a disabled pupil who cannot be left alone) then a Pupil Support Manager should be called to collect the pupil. The same procedures will apply – the pupil will complete the reflective pro-forma. SEN pupils should be treated the same as all other pupils in terms of the deducting of points.

Pupil Reports

Failure to complete a report, hand in a report that has a majority of failed targets or fail to hand a report to the staff for member for signing will mean a 1 hour detention will be set.

Green Mentor Weekly Report (MR)

These are used in the first instance. They are issued by Mentors who will inform the family with regard to the reason that the report has been issued. They must be signed each period by the member of staff teaching the lesson. They should also be signed each night by parents. They must be checked daily by the Mentor at the end of the day and any issues discussed. The length of time any pupil is on report is determined by his/her progress and motivation and will be done in consultation with the Mentor. Pupils may remain on the Report Card for no more than two weeks.

If a pupil fails to respond to this report after 2 weeks it should progress to a YLR.

Red Leadership Team Report (LTR)

These are used where problems have persisted on the Yellow Card, for very serious incidents, or when a pupil has been isolated on several occasions. The LT member will ring home to request parents come in to discuss why the report has been issued. Failing this report could result in a PSP being set up.

Other Reports

Punctuality Report

Praise Card – a Positive Reward Card given by Mentors and YL.

Subject Report – any pupil who is underachieving in or disrupting a particular subject – issued by the CTL for that subject.

Super League Report – motivational card for Year 11s.

Lateness to lesson

Pupils who are late to lesson should be dealt with by the classroom teacher. If it happens more than five times within a half term, pupils are passed onto CTL for department level sanction due to persistent RTL or Low behaviour concerns.

Prohibited Items

Prohibited items include:

Any food or liquid that is deemed to be inappropriate, drugs, cigarettes, alcohol, lighters, fireworks, illegal or inappropriate material of any description (print or electronic), harmful items and substances, weapons or items that look like a weapon or could be used as a weapon, that on the balance of probability, have been brought into school, or are in the possession of a pupil/student. This list is not exhaustive.

Mobile phones, electronic devices and associated accessories such as headphones should not be visible in school – see appendices. If such items are seen by staff, they will be confiscated and handed to reception. At the discretion of the school such items may only be collected by a suitable adult from reception. Food and prohibited items may be confiscated. They will be either be disposed of, destroyed, handed to the police or returned to parents at the school's discretion.

Also:

Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable ground for suspecting that the pupil may have a prohibited item. 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, or
 - To cause personal injury to, or damage to the property of, any person (including the pupil)
 - Headteachers and authorised staff can also search for any item banned by the school rules which may be searched for.

Any pupil who brings a prohibited item into school will receive an appropriate sanction, up to and including permanent exclusion from school. The sanction will be determined by the Headteacher who will apply the civil standard of proof when reaching a decision.

ii) Curriculum Team Leader (CTL)

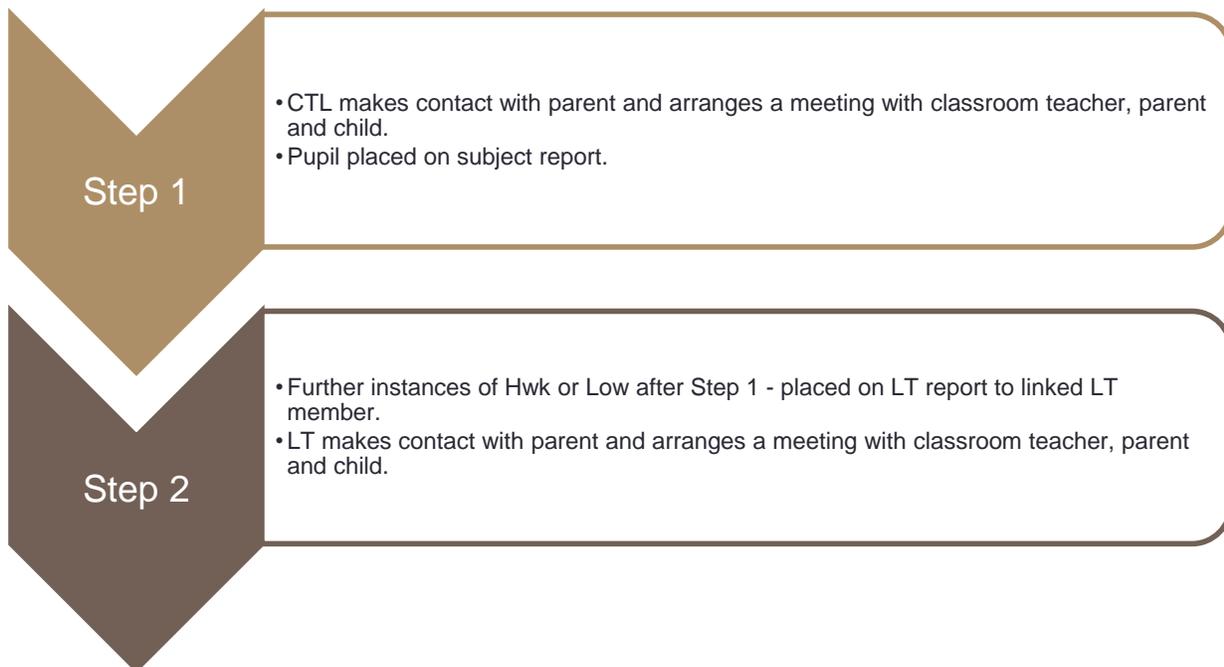
The Curriculum Team Leader (CTL) should support departmental colleagues' efforts to deal with behaviour concerns within the department. CTLs should be prepared to advise on lesson content including the sufficiency of the differentiation. Advice can also be offered on disciplinary techniques that seem to work particularly well within the subject area. There will be occasions when the CTL will need to see the pupil under discussion, often with the subject teacher. In such circumstance, the letter home should be from the CTL rather than the subject teacher, and the CTL should be directly involved in the follow-up. BW records should be regularly checked by CTLs using the pro-forma so that patterns of behaviour can be identified and addressed.

The CTL is able to take action such as the short-term removal of a pupil or student from class and place that pupil in their own class, or that of a departmental colleague. Other actions could include contacting parents or instituting a subject report. Any interventions including detentions need to be logged.

If necessary, CTLs should seek advice from other subject leaders about strategies that appear to succeed with the particular student causing difficulty. Any action needs to be logged.

CTLs intervene at Step 4 and 5 above for the classroom teacher stepped approach.

For Subject Concerns Over the *Academic Year* –

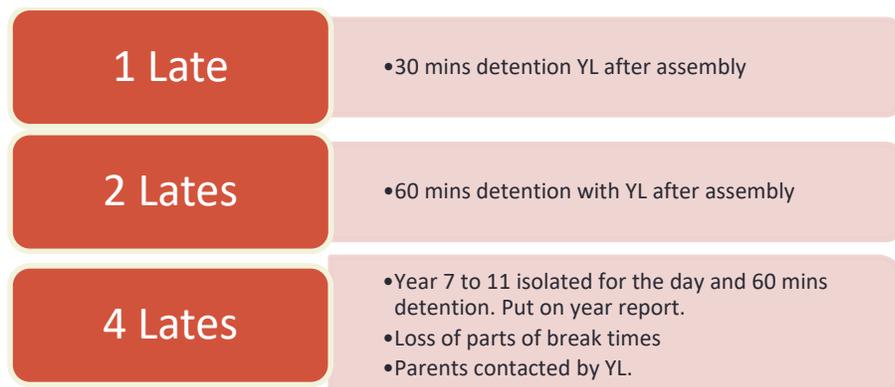


iii) Mentors and Year Leader (YL)

When it becomes clear that a pupil is causing difficulty in a range of subject areas (via BW), the YL will be expected to intervene and, working in consultation with the relevant Subject Staff and Departments, formulate a strategy for modifying the behaviour of that student. The YL would then be expected to play the leading role in ensuring effective implementation of that strategy. The YL is not expected to play any

direct role in the sending out of pupils from lessons. A pupil may also be requested by the YL, to work in the YL's classroom for a set period of time. Any action needs to be logged.

Year Group *Weekly Late Concerns*



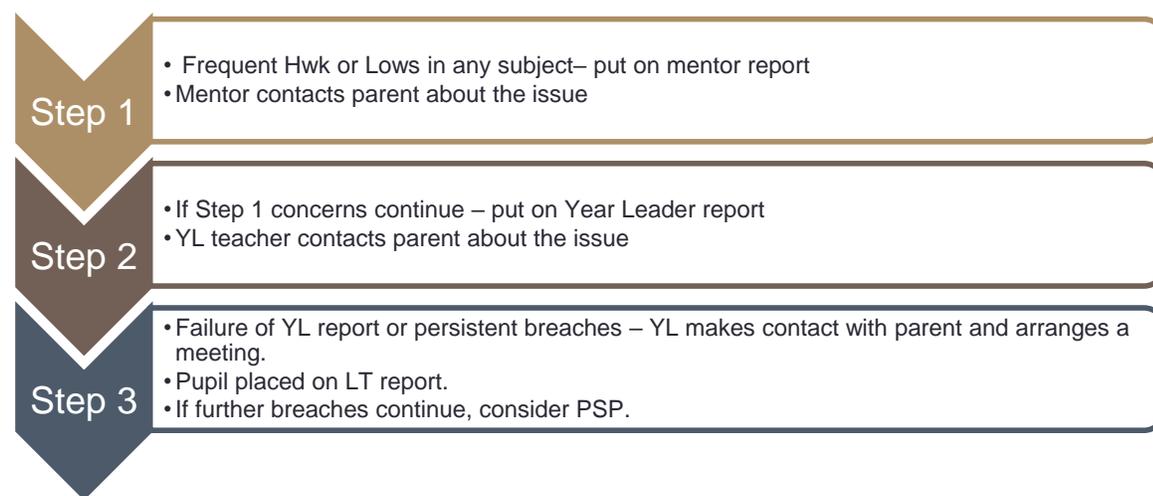
These detentions are at the discretion of the Year Leader. Consideration will be given to circumstance and need.

Any pupils and students who arrive later than P1 without evidence from their families confirming why they have been delayed, will attend the PSM office until the member of the Leadership Team On-call is able to meet with them and decide the appropriate time for the pupil/student to join their class.

Late Concerns Over the Year

1. Year Leader meets with parents
2. Loss of parts of break times
3. If lateness still continues consider Isolation and LT report
4. Further lates seen as defiance towards LT and will be reported as a High breach

Concerns Across Subjects



It is the Year Leader's responsibility to log the issues on BW, track the issue and notify the LT member when the issue needs to be escalated.

Yellow Year Leader Report (YLR)

These are used where problems have persisted on the Green card for more than two weeks or for more serious initial incidents. The Year Leaders will ring home to inform the parents that the report has been issued. Receiving unsatisfactory feedback could lead to a daily detention of one hour from the YL. Pupils may remain on the report card for a **maximum of four weeks** before the report level is elevated. This report should be used when pupils have failed to respond to their mentor report or have too many negative points. This should also be used for any pupil who has been removed 3 times in a term. PSMs will inform YLs of these pupils.

iv) House Leaders– Points

Positive Reinforcement Reports should be instigated by House Leaders as soon as:

After 6 weeks	• Pupils have a negative points balance after the first 6 weeks
By Christmas	• Pupils have 10 points or less by Christmas
By Easter	• Pupils have 20 points or less by Easter

Pupils will only have one type of report at one time – they should continue with the higher level of report and YL and the linked LT member contacted when a pupil meets a threshold of report in any area of school. Poor response to any report at any level by a pupil can lead to up to 60 minutes detention to be given by the staff member responsible for that report on that day. With all reports, the person responsible for administering the report informs all staff who need to know including YL and mentor.

8: Isolation

Pupils who have behaved inappropriately may be placed in Isolation by a member of LT only. Isolation is a High Level Sanction, second only to exclusion from school and involves a pupil being removed from his/her lessons for a day to work independently, whilst supervised by a member of staff. Pupils who are placed in Isolation will have an additional hour of detention after school, in the Isolation Room. Parents will also be emailed with regard to the isolation via BW and this will be kept in the pupil's BW file. Inappropriate behaviour whilst in isolation is likely to lead to fixed term exclusion from school.

Where isolation doesn't appear to be working and a pupil has been isolated on a number of occasions, fixed term exclusion is likely and the pupil will also be placed on Leadership Team Red Report.

9: Parenting Contract & PSPs

The school may suggest drawing up a parenting contract when pupils are involved in a number of behavioural incidents. This is an agreement between the school and parents/carers. The contract is a way of working together to help the pupil. The school may suggest a parenting contract if it feels a pupil's behaviour is getting worse; perhaps if the pupil has been excluded for several short periods, or if they are not attending school regularly.

The school will invite parents/carers to a meeting to discuss the parenting contract – the pupil may also be asked to come to the meeting. Under the contract, parents/carers agree to do certain things, for example, signing a weekly behaviour report and making sure that the pupil arrives at school on time each day. The agreement is made between the school and parents/carers and reviewed regularly.

Pastoral Support Programme

Pastoral Support Programmes (PSPs) are designed to support pupils who are at risk of permanent exclusion or pupils who are at risk of becoming disaffected through repeated fixed-term exclusions. A list of pupils on a PSP is kept in the Pupil Support Folder. Targets are set for the pupils and other agencies are sometimes involved. The key to this process is the regular review of the PSP that enables close monitoring of the pupil within the school environment. The PSP is school based, time-limited, has smart targets with practical strategies, is owned by the school and is overseen by the Leadership Team member responsible for behaviour, follows a standard format so involves minimum administration and is agreed, where possible, with parents and carers.

A PSP will usually be necessary under the following circumstances:

- *A pupil whose behaviour is rapidly deteriorating and where a Senior Leadership Team or repeated Year Leader Reports are not working*
- *A pupil who has had two or more fixed term exclusions.*
- *A pupil who has had one exclusion of ten days or more.*
- *A pupil who is in danger of permanent exclusion.*
- *A pupil is on a managed move and is already on a PSP.*

The PSP process

The PSP meeting is instigated by the member of the Leadership Team responsible for behaviour for the year group involved. The organisation of the meeting will be led by the Pupil Support Manager responsible for PSPs. The meeting will include the views of the staff who teach the pupil (via a questionnaire the results of which are shared during the meeting), the mentor, the Year Leader and the link member of the leadership team. The meeting will also take into account the views of the pupil involved and also the parent / carer. Support staff working with the young person may also be contacted. External agencies that could contribute to/have already contributed to the support of the pupil may also be contacted as well as a representative from the Pupil Referral Unit who liaises with schools with regard to PSPs. The review process will usually take place every six weeks. This will allow for immediate changes and developments to PSP targets in order to help focussed support for the pupil. Ideally the reviews should include all the multi-agency partners involved in the original PSP whenever possible. The progress made against the PSP targets is checked weekly by the Pupil Support Manager. If there are any concerns with the progress, the PSM will alert the Leadership Team member responsible for behaviour. The LT link will also meet weekly with the pupil who is on a PSP report,

Actions following the PSP

If a pupil shows successful progress against the majority of the PSP targets and no longer meets the criteria for a pupil who should be on a PSP they will be removed from the PSP. Pupils will step-down to a Year Leader report once they have passed their PSP. The minimum time length expected for this would be 2 successful reviews. ***If a pupil fails 2 reviews or whilst on the PSP behaves in a way that could lead to permanent exclusion, the school will liaise with other agencies to look at alternative off-site education for the pupil or permanently exclude the pupil. The success or failure of the PSP review will be communicated via email, phone or letter to parents/carers who fail to turn up to the PSP meeting following reasonable attempts to arrange a meeting time.***

10: Exclusions

Possible reasons for Exclusion are outlined in section 6. The term of exclusion will be dependent on the seriousness of the offence. Where a very serious offence has occurred a longer term of exclusion will be used. Serious misbehaviour may result in immediate, permanent exclusion. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion and appeal on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances

in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

11: Behaviour Watch

All positive and negative incidents within school are logged on Behaviour Watch an online bespoke programme. The programme is able to send automated reports to mentors, Year Leaders and parents/carers. Parents are emailed every Monday with a summary of the previous week. Mentors are emailed daily with a summary of the day's incidents.

12: Reporting Incidents

Any reports about incidents from staff about behaviour either on the appropriate forms or on Behaviour Watch should contain no personal comments/judgements about the pupils. Reports should be brief.

13: Sexual Violence and Harassment between pupils

This school follows the May 2018 DFE guidance and are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature)
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

The school will investigate any infringements of the above and deal with the issue following the clear guidance from KCSIE and will follow the sanctions of the behaviour policy.

14: Anti-Bullying

Incidents of bullying are dealt with according to the Behaviour Policy. The school has a clear anti-bullying policy that links to this policy.

Other policies associated with this policy include: KCSIE, the Child Protection Policy, Special Educational Needs Policy, Physical Restraint Policy, Anti-Bullying Policy, E-Safety Policy and the Equality of Opportunity, Race Equality and Intercultural Education Policy.

Appendices 1

Break Duty Responsibilities

Break duties are essential in ensuring a calm learning environment for everyone, so please ensure that you are on time, pro-active and attentive while doing them. If you have a planned absence please make sure that a colleague covers your duty (and that Rev Kurk is informed of this).

The same expectations apply to break times as to class time. No electronic equipment or accessories should be visible and if seen will be confiscated and handed to Reception for collection. Staff need to be actively engaged with supervision of pupils and students whilst on duty.

Playground: Please make sure you have a whistle whilst on this duty. Please blow the whistle 3 minutes before the bell sounds so that pupils make an orderly entrance into the building. It can be helpful to appoint two pupils to hold open the pupil entrance doors to avoid congestion. Staff should regularly circulate around the playground, canopy area and the Peace Garden. During the Autumn Term, pupils are allowed to wear jackets outside as long as the jackets conform to the uniform rules. Pupils should adhere to the “Quiet Zone” around the History classrooms. All ball games should be kept to the marked boundaries. When playing ball games the number of pupils per side should be of an appropriate number for the activity. If games become unruly the equipment should be confiscated. No pupils should wear trainers.

DT Corridor and playground: Staff should circulate around the DT corridor and playground regularly moving pupils on from areas where they are not allowed to loiter including stairwells and corridors. During wet breaks staff can also support the library with behaviour.

Refectory: Staff should initially supervise the queue to ensure that good order is kept. Once this has been achieved staff need to ensure that pupils take responsibility for the area where they are sitting, clear their tables and place plates/cutlery/refuse into the correct areas of the Refectory. Please ensure that pupils are sitting down when eating. Pupils should not gather or stand around, so please move them on. Please supervise pupils to ensure that they eat using good table manners.

If you need additional support whilst on duty please call The PSMs on 6767.



Saint Cecilia's
Church of England School

Soar at Saint Cecilia's

"Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ." Philippians 1:27



Safety:

- Follow instructions
- Stay safe in school, outside and on-line
- Stay hydrated and eat well
- Keep mobile 'phones and other technology out of sight and switched off
- Move calmly and with consideration of others
- Respect self and others



Ownership:

- Be ready to learn
- Adopt a healthy growth mindset
- Choose appropriate challenge in lessons (3 chillies)
- Choose appropriate behaviour
- Accept sanctions for poor choices (3 strikes)
- Take responsibility and don't blame others



Awareness:

- Appreciate others
- Appreciate opportunities
- Know academic targets
- Engage in lessons
- Allow teachers to teach and others to learn
- Manage time well
- Contribute to the school community



Resilience:

- Be positive
- Seize challenge in learning and in life
- Develop and use skills and strength to cope with and recover from problems
- Accept mistakes as learning opportunities
- Always aim high
- Don't give up

*“Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ.” **Philippians 1:27***

We must maintain a clear set of robust boundaries and encourage all pupils to behave in an appropriate way, in line with biblical values. We must also provide constructive feedback to pupils and students in relation to learning and conduct and provide a ‘way back’ if things go wrong. *Pupils will behave as well or as badly as we accept.* Key aspects before, during and after lessons are:

- Staff must arrive on-time for lessons and duties
- Staff must ensure pupils move straight into the classrooms to learn. Pupils should not line up outside rooms. Staff should be at doors and in corridors facilitating easy movement between lessons
- Release pupils from lessons on-time. Make sure the next teacher to use your room can start their lesson on time.
- Understand pupils’ special needs – check Mint
- Give feedback to parents about their child’s behaviour - let them know about the good days as well as the bad ones...but let them know – Behaviour Watch merely logs behaviour, the staff have to explain the consequences to pupils and parents.

Support - The school operates a staff supervision duty rota with staff on duty at every break time. PSMS are available on 6767 or by e-mail during the day. There is a Leadership Team on-call rota between 3.10pm and 5.00pm.

Uniform Issues - Period 1 teachers are key in identifying uniform issues which cannot be corrected there and then. The Pupil Support Managers need to be contacted on 6767 or by e-mail if there are any uniform breaches – the PSM will advise of the next steps.

Detention – a one chance system: **one** missed detention means that the detention **moves up to CTL or YL**. By imposing the detention, the member of staff has every expectation that the punishment will resolve the problem. Detentions should not be given where there are long-term or persistent issues relating to poor work or behaviour, or where the sanction has been previously applied to little or no effect – YL and CTLs should be involved in addressing long term issue. All detentions should be logged on BW and a register taken using the **monitor function** during the detention. Any member of staff may impose a 30 minute Staff Detention with no notice (within the hour permissible by law), Curriculum Team Leader Detention – 60 minutes, Year Leader Detention – 60 minutes and LT Detention – 90 minutes with 24 hours notice given to families. All detentions should be logged on BW and a register taken using the **monitor function** during the detention.

Removal to Another Classroom or the Pupil Support Room - In the first instance PSMS should be called or e-mailed and pupils removed into another classroom as indicated by the CTL room timetable. Pupils should not be left in corridors for more than a few minutes.

Mentors and Year Leader (YL) – when a pupil is causing difficulty in a range of subject areas (via BW), the YL will intervene and, working in consultation with the relevant subject staff and Departments, formulate a strategy for modifying the behaviour of that student. The YL is not expected to play any direct role in the sending out of pupils from lessons

Mobile Phones - Should a pupil be seen with a mobile phone on school premises, the mobile phone will be confiscated by the teacher and handed in to Reception. Parents will be asked to collect the phone during the school day but 24 hours notice will be required before collection of the phone.

Using Behaviour Watch – log both positive and negative behaviours. Copy in your CTL. Do not copy in the YL as they have a daily overview of all entries.

Appendices 4 – Mobile Phones & Electronic Devices

- Unless express permission is granted, mobile phones should not be used for any purpose during the school day.
- Phones should be turned off and out of sight before pupils enter the school site
- Using mobile phones to bully and threaten other pupils is unacceptable. Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour if the use of technology humiliates, embarrasses or causes offence. It is unacceptable regardless of whether 'consent' was given e.g. to take videos and pictures of acts to denigrate and humiliate that pupil and then send the pictures to other pupils or upload it to a website. This also includes using mobile phones to photograph or film any pupil or member of staff without their consent. In the event that this happens the pupil will be expected to delete those images.
- Mobile phones are not to be used or taken into changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to their fellow pupils, staff or visitors to the school.
- This includes phones used outside school.

Consequences

- Should a pupil be seen with a mobile phone on school premises, the phone will be confiscated. Parents will be asked to collect the phone during the school day but 24 hours notice will be required before collection of the phone.
- On the first infringement of this policy the mobile phone will be confiscated by the teacher and taken to a secure place within the school office. Parent / carer will be informed by the pupil. The parent / carer will then make an appointment to collect the phone when mutually convenient but 24 hours notice will be required. For repeated offences parents and children will meet with a senior member of staff with regard to the use of mobile devices.

Appendices 5: Behaviour Guidelines

Being Prepared, Practically, Physically and Mentally:

Before school

- Dress in full uniform.
- Try and eat breakfast or leave home with enough time to eat breakfast in the Refectory
- Make sure that all homework is complete.
- Pack bag with the following items: Swipe Card, Locker Key, pupil planner, pencil case containing: black or blue writing pens; highlighter pens; sharpened pencils; a rubber; a ruler; a calculator; your books/folders for that day and your PE Kit if required

Taking Responsibility for Personal Actions and Behaving Appropriately:

At school:

- Continue to wear full uniform – it may be checked during the school day (pupils may expect to be sent home if they are not wearing the correct uniform. Pupils must then return in good time to the school once the uniform infringement has been rectified).
- Make sure mobile phone and other electronic devices are not visible and are not turned on.

When walking around school and moving to/from lessons:

- Follow instructions from members of staff.
- Move to lessons on the sound of the bell.
- Hold doors open for others whenever possible.
- Never run.

- Walk quietly and calmly, on the left, where possible. Please use all available staircases, especially when directed to by a member of staff.
- Never block corridors or stairwells.

When entering lessons:

- Enter the classroom quickly and quietly and be ready to learn.
- Sit down according to the seating plan for the classroom
- Have books and equipment out speedily
- Begin the starter activity

During breaks

- Use break time effectively such as using the Library or part-taking in quiet reflection in the Chapel.
- Follow the rules of the Information Centre and Refectory.
- Use the break time to go to the lavatory.
- Only play ball games in the allocated areas
- Maintain a calm and pleasant environment for all.
- Not gather or sit down in groups blocking the corridor
- Move to lessons in good time in order for lessons to begin on-time (if outside, move quickly and quietly into school when the supervising staff member blows the whistle).

In Assemblies:

- Sit quietly (reflecting of the day's learning)
- Remove all bags and respect all pupils and students around you
- Sit in silence unless asked to speak.
- Actively listen.
- After assemblies leave the corridors by the assembly quickly and quietly.

After school pupils will:

- Make sure they have everything they need to complete their homework
- Only remain on site if they have a detention or if they intend to engage in extracurricular or enrichment activities.
- Not sit down in or congregate in corridors after school.
- Walk quietly through the pupil exits if not staying in school for extracurricular or enrichment activities.

Actively Engaging in Learning:

During lessons:

- Help maintain a supportive culture based on Christian Values and respect for everyone
- Allow the teacher to teach
- Engage fully in all activities
- Be an active listener.
- Put hand up and wait for permission before asking or answering a question.
- Celebrate the successes of others.
- Always see mistakes as steps on the road to understanding – be prepared to learn from mistakes and challenges.

Respecting Self and Others:

- Keep hands and feet to themselves at all times and be respectful of other people's space.
- Not bully, tease or upset peers.
- Remember that pupils represent the school inside and outside school so when taking Public Transport, wait quietly and if possible, be a good citizen and give up seat to a Member of the Public.
- Stay calm and never shout on the streets and on the journey to and from school
- Responsible use of Social Media.



SOAR Visible Consistencies

All pupils and students will help maintain a supportive culture based on Christian values and respect for everyone by ensuring that they:

- Communicate appropriately to all
- Have a calm purposeful learning environment by moving to lessons quickly
- Go "the extra mile" with their work and conduct.

Pupils and students understand that there will be consequences if they do not observe the points above.

Part B: Rewards and Sanctions Policy

The Policy has been developed to encourage continued positive attitudes and behaviour from pupils and discourage behaviour that is detrimental to the learning process. The policy will encourage aspects of the Home School Agreement:

- The promotion, encouragement and expectation of regular and punctual attendance
- The promotion, encouragement and expectation of good discipline and behaviour, and the maintenance of high standards
- The promotion of self-worth, self-respect, personal safety and personal ambition

The pupils will be encouraged to demonstrate the positive values of the Fruits of the Spirit throughout their time at school. The fruits will be focused on in assemblies and through a programme of Year 7 work to fully embed them.

The policy is designed to provide all staff with a common structure where they can encourage and reprimand pupils in a consistent way. This policy inclusively supports all pupils as individuals in their learning, the Mentor System and the House System. Areas that will be rewarded include behaviour, the contribution to the life of the school, improvement, representing the school in the community, punctuality, attendance, attainment and attitude towards learning.

Pupils can be rewarded by:

- Rewards Badges (stays with pupil and points roll over):
Bronze – 500 BW points
Silver – 800
Gold – 1200
- Verbal and Written Praise (postcards, letters etc.)
- Work put on display
- Phone call to parents
- High grades on reports
- Comment made in the written report to parents
- Year Assembly Work of the week
- Certificates presented at Assembly
- House Cup
- Individual rewards

- End of year event – 40 points needed to be eligible for the event. Pupils who have been excluded more than once will not be eligible for the event. Pupils with a high number of RTLs, Lows, Mediums and Highs will also not be eligible – this will be at the YL’s discretion and parents will be informed.
- Eligibility for The Year Prom (40 points) – Year 11 only.
- Jack Petchey Awards
- PE Colours

Areas that will be sanctioned include:

- Behaviour
- Punctuality
- Attendance
- Attitude

House Points may be added or deducted by appropriate staff using Behaviour Watch. Reward and Sanction points should only be given once.

Rewards will be distributed using the Rewards Protocol. Sanctions will be dealt with through The Behaviour Policy. House points are allocated to individual pupils and the equivalent number of points also allocated to the House to which that the pupil belongs. The same applies to Sanction Points.

The allocation of points is through behaviour watch – the points are made clear on the rewards page and are regularly reviewed and adapted.

GLOSSARY

BW	Behaviour Watch
YL	Year Leader
LT	Leadership Team
CTL	Curriculum Team Leader
PSM	Pupil Support Manager
PSP	Pastoral Support Programme
LSA	Learning Support Assistant
YLR	Year Leader Report
LTR	Leadership Team Report