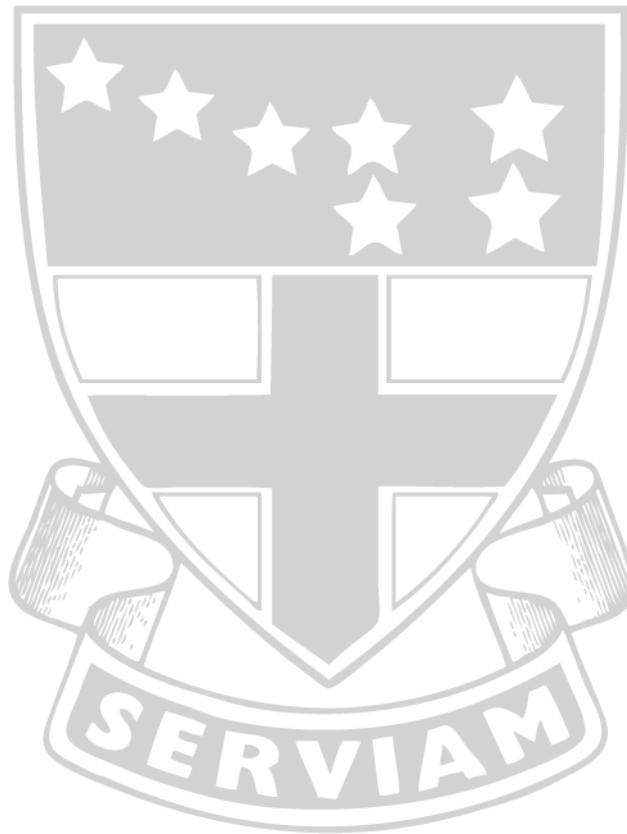




BEHAVIOUR POLICY



Date of Review: July 2020

Date of Next Review: July 2022

BEHAVIOUR POLICY

The introduction to this behaviour policy is best served by restating our mission statement:

Mission Statement

St Angela's School is part of the Ursuline tradition which has as its hallmark the pursuit of the highest standards possible in education. Through our curriculum and community life we seek to meet the needs of the whole person and to enable all to achieve their full potential. We offer to all, the challenge of building up and living in a Catholic Christian community in which all members are equally valued. We share with St Angela a commitment to the services of young people which will empower them to play their full part in society. In the light of this we aim to:

1. recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential
2. ensure that equality of opportunity is available to all
3. welcome, value and respect all who come to the school
4. provide opportunities for experiencing the fullness of Catholic life while developing a spirit of tolerance, understanding and respect for other cultures, traditions and faiths
5. build a community based on justice and a sense of personal responsibility while acknowledging the power of healing, reconciliation and forgiveness
6. promote dialogue and co-operation with the wider community.

The whole school Behaviour Policy aims to:

- reflect the values expressed in the mission statement
- make clear the positive and constructive rules of conduct as agreed by governors, staff, parents and students
- set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards.

The objectives of the whole school behaviour policy are to:

- ensure that the school is a safe and supportive environment for all
- ensure that all members of the school community are shown respect and show respect for others
- encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- ensure that the environment, curriculum, other factors within the school's control are monitored to ensure the promotion of good behaviour
- ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members: to adults' (teachers, other staff, parents/carers, and visitors) as well as to students' behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

We also recognise that the success of the policy depends on the full support of parents. To this end the home/school agreement has been drawn up in consultation with students and parents, and their support and cooperation is greatly valued.

Expected Standards Of Behaviour

Expected standards of behaviour are stated in two important documents: the Code of Conduct and the Students' Charter, both of which were drawn up in consultation with students and parents.

The Code of Conduct makes clear the general principles of good behaviour which will ensure a happy and successful working and social environment for all students.

Code of Conduct

To make St Angela's a happy, safe and pleasant community, I must

- treat all people as I would like to be treated;
- be polite to my fellow students, all staff and any visitors to the school;
- take great care not to interfere with other people's property in school, always treat it with respect;
- respect other people's privacy and family life, so that they are not offended by what I say or do;
- not use bad language to any member of the community;
- be sensible around the school and not shout or run in the corridors.

To help me achieve in class, I must

- only be absent for a genuine reason and bring a note on my return to school;
- be punctual;
- bring my Planner and other essential equipment to school every day;
- take pride in my work and do it as well as I possibly can;
- do all my homework and hand it in on time;
- take pride in my books and the school's books and materials;
- not waste my time, other students' or teachers' time by behaving in an irresponsible manner during lessons

To help me to take pride in my school surroundings I must

- help my teachers to make my teaching rooms pleasant, clean and tidy areas for myself and others to work in;
- respect the buildings and school grounds by always using litter bins and remember that graffiti is unacceptable;
- only eat and drink in the appropriate places;
- never chew chewing gum.

To show that I am a student of which the school can be proud, I must

- dress completely in my full school uniform;
- have respect for the school's neighbours and try to be helpful and considerate in the local community

The Students' Charter: 'Sweating the small stuff' is displayed in every student planner. It clearly states the expected general behaviour at all times and precise behaviour at key times in the school day.

In recognition of the fact that not only students but also teachers have responsibilities in their relationship with each other, a **Teacher Charter** has also been drawn up and is published in the Staff Handbook and within the Student Planner.

Both the teacher and student Serviam Charter are on our school website at www.stangelas-ursuline.co.uk

The Role Of Rewards In Recognising and Promoting Good Behaviour

At St Angela's we believe that good behaviour is best promoted and developed by drawing attention to and rewarding well-behaved students.

In St Angela's the rewards system centres around the awarding of merits which in turn lead to commendation certificates. Merits are awarded for the full range of effort and achievement in all areas of school life, and for positive behaviour such as politeness, helpfulness, and cooperation. In this way, all students have the means to receive positive recognition and taste success.

Rewards System

The rewards system at St Angela's centres around the awarding of reward points through google and they are then recorded in SIMs.

Rewards may be awarded when a teacher feels that a student has for example:

- ★ achieved something exceptional
- ★ made considerable effort
- ★ used initiative
- ★ mastered a skill
- ★ been supportive to other students
- ★ been helpful to staff

When a reward is awarded, the student receives a text message home. There is no limit to the number of merit marks a student can receive in one subject.

Whole classes or groups of students can be awarded merits for things such as:

- o assembly/mass preparation
- o care of classroom
- o carrying out duties
- o good behaviour
- o uniform
- o attendance
- o extra-curricular activities
- o acts of Serviam

Each term, the school holds a rewards assembly event. As within the academic year, a student is awarded 10 points, they are awarded a Form Tutor Certificate. At 20 points the student is awarded a HOY certificate, at 35 points a Deputy Head Teacher certificate and at 50 points a Head Teacher Certificate.

End of Term Certificates and Awards

Commendations are given for 100% attendance each term and for 100% punctuality.

Special awards for excellence and progress in a variety of subjects are given at the end of term and end of year assemblies.

The student in each year with the **highest number of Merits/ Stamps receives a special certificate.**

The Head Teacher certificate of excellence will be awarded to one student from each year group in each commendations assembly.

In addition to this formal rewards system, effort and achievement are also acknowledged in various other ways:

- Comments in exercise books/ google classroom, student planners, personal praise (private or public)
- Mention in the school newsletter home
- Displays of work
- Postcards home to recognise the progress and effort made by students

Unsatisfactory Behaviour

Whilst actively encouraging and rewarding good behaviour, St Angela's makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when students willfully ignore the rules of conduct.

In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve her behaviour in the future.

The recording of unsatisfactory behaviour is therefore considered important and helpful.

Recording of Unsatisfactory Behaviour

If a complaints procedure is to be effective:

- a) every complaint must be logged using the Behaviour Log in google.
- b) every complaint when actioned shall be communicated to parents and registered on SIMS and formal warnings for serious incidents will be kept on the student's file
- c) the decision taken is to be noted, even if no disciplinary action is recommended

Adherence to the above will ensure compliance with the objectives set out in DCSF circular 10/94: Exclusions from School

It will ensure:

- a) that a pattern of behaviour be recognised
- b) that the pastoral team will be aware when intervention is warranted, thus avoiding more serious consequences
- c) abnormal behaviour patterns are observed, which may be an indication of underlying factors. Appropriate action may then be taken
- d) in the event of exclusion all supporting material is available

Various ways of recording unsatisfactory behaviour

It is important that staff familiarise themselves with the various ways of recording unsatisfactory behaviour and to make a considered decision as to which is the appropriate way or ways to be used, so that the appropriate response is made.

The Student Planner

The student planner may be used to inform parents of unsatisfactory behaviour. Staff may write comments in the planner in the space for teacher comments. This should be seen by parents when checking and signing the planner and they may choose to record a response in the same section.

Incidents

Serious misbehaviour (including all incidents which require either relocation of a student or the calling of the SLT) should also be recorded on Behaviour Log and the Head of Year (HOY), Form Tutor (FT), Head of Department (HoD) will check reports. The procedure for completion of Behaviour Management is fully explained in the staff and school handbooks. Mobile phones in school procedures are outlined fully in the school's mobile phone policy.

Cause for Concern

Repeated poor behaviour or a change in pattern of behaviour giving rise to concern should also be reported on the Behaviour Log to raise awareness with the HOY and other members of staff as indicated is appropriate. Raising a cause for concern should be completed when the member of staff wishes to:

- highlight persistent unsatisfactory behaviour or a recent change in behaviour (unsatisfactory or simply concerning)
- trigger monitoring of the student and investigation into the possible cause of the behaviour rather than disciplinary action.

Code of Practice Referral Form

The code of practice is the statutory code followed in the education of children who have a special educational need

Teachers should also consider whether a COP referral may be appropriate. This should be passed directly to the SENCO. In some cases a number of 'Cause for Concern' referrals may lead to a COP response.

PROCEDURES FOR DEALING WITH SERIOUS DISCIPLINARY PROBLEMS IN LESSONS

Should a member of staff encounter a serious disciplinary problem within a lesson, there are two possible courses of action.

A serious incident is one in which a student openly challenges the authority of the teacher with sustained rudeness or other unacceptable behaviour which makes it impossible for the teacher to continue with the lesson or which poses a threat to the safety of the student or the teacher.

1. Relocation within the department. Each department has a rota of where students can be sent

The student should be accompanied (where possible) by the classroom teacher or sent, with planner signed, and accompanied by another responsible student to the other member of staff. This should only be done if the whereabouts of the other member of staff is known.

The teacher sending the student must follow this up by completing the google log.

Should the student actually refuse to leave the room or if the incident is so serious that relocation within the department is not appropriate or adequate, then the alternative course should be followed:

2. Request the SLT person on call:

The teacher should send another student (with planner signed) to the reception in Brescia or either teaching staff offices in Merici.

The relevant SLT person will then be contacted and will come to the class. The Student will be removed from the lesson and either escorted to the LSU (Learning support unit) or CSC Curriculum support centre). The LSU or CSC will contact home to inform the parents/carers that the student has been relocated and further information will come via the HOY.

The teacher concerned must follow up by entering the Relocation onto the Behaviour Log.

The SLT on call rota will be published and the office will coordinate contacting the person on duty.

N.B. It is essential that incident reports are completed on the log and passed to the HOY on the day of an issue.

Fights

St Angela's will not tolerate the use of physical violence to resolve any situation or conflict. Provocation is not seen as justification for resorting to violent behaviour.

Procedure for dealing with fights

1. The parents of students actively involved in violent incidents should always be informed. If initially contacted by telephone this should always be followed by a letter. A copy of this letter should be placed on the student's file. Exclusion is an option for the Head Teacher at this point or a formal warning given to the students who have been violent and also to those who have incited such violence. All sanctions should be recorded on the student's file.
2. If the same student is involved in another violent incident, Exclusion is an option for the Head Teacher at this point or a formal warning given to the students who have been violent and also to those who have incited such violence. All sanctions should be recorded on the student's file.
3. A student behaving violently for the third time will automatically be excluded for a period of time to be decided by the Headteacher depending on the incident itself.

N.B. To be clear the warning system does not preclude the possibility of exclusion at an earlier stage where the seriousness of the incident warrants it or where for any other reason the Headteacher judges that such action is in the best interest of other students or the student concerned.

Details of all such incidents (with dates) and copies of all letters should be placed on the student's file and incidents should be logged on SIMS.

Following up of incident / Issues- parental contact

The flow diagram below sets out guidance for contacting parents while an incident or issue is being looked into: Each case will be judged on its own merit; it may not be appropriate for telephone contact to be made if it has implications for the outcome of the investigation or the safety of the child.

Given the nature and variety of possible issues that occur on a day to day basis is it not possible to set out a time frame for when the contact is made however we will endeavour to contact parents, if appropriate, at the first available opportunity.

Parents are advised that all incidents / issues are followed up by parental contact. Where telephone contact is made this is usually followed up for confirmation in writing (by letter or via the planner).

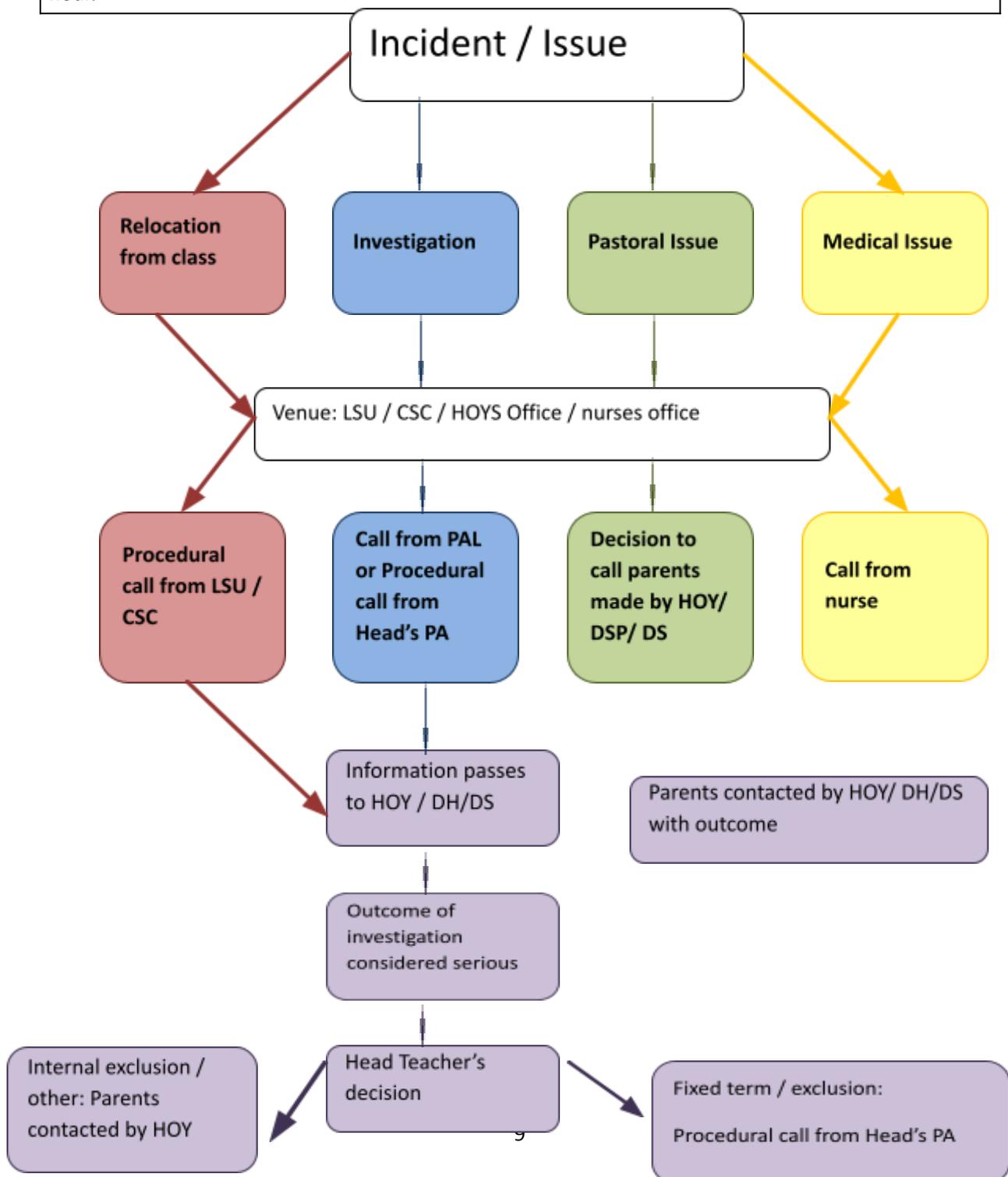
***Relocation call home from LSU/ CSC**

My name is.....and I am calling from St Angela's School.

This is a procedural call to let you know that your daughter.....(name).....has been sent out of her(subject).....lesson today to the Learning Support Unit/ Curriculum Support Centre.

This was because the teacher felt her behaviour (in class) was unacceptable and she was disrupting the lesson.

The HOY(name).....will be dealing with the matter and either s/he or the Head Teacher's PA will be contacting you at the earliest opportunity, which is usually within the next 24 hour.



The Use Of Sanctions

Where student's attendance, behaviour or work is unsatisfactory, there should be a response appropriate to the misdemeanour.

Principles

- Whole groups should not be punished for the activities of individuals. Every effort should be made to identify individuals or ringleaders.
- Sanctions should not be humiliating or degrading
- Punishments should be in proportion to the misdemeanour.
- Students should be clear about why they are being punished and how

Sanctions

A range of sanctions exist, and care is taken to apply the sanction most appropriate to the student concerned and the nature of the misdemeanour. These include:

- Moving a student's position in class
- Isolating students by removing them from class for a time
- Referral to a senior member of staff
- Loss of break/lunchtime
- Withdrawal of other privileges including taking part in educational visits
- Being placed on report
- Drawing up a contract
- Issuing a formal warning
- Internal exclusion
- Exclusion –fixed term*
- Permanent Exclusion*

**See Department of Education Statutory Guidelines and Regulation on Exclusion from 2017;*

A decision to exclude a student permanently is not taken lightly and should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

This may fall under the following categories :

Physical assault against an Adult

Verbal abuse / threatening behaviour against a Student

Verbal abuse / threatening behaviour against an Adult

Bullying

Racial Abuse

Sexual Misconduct

Drug and Alcohol Related

Damage

Theft

Persistent Disruptive Behaviour

Where it is deemed necessary to issue a fixed term exclusion, parents will be informed in writing as we will endeavour to make contact via telephone. The issues leading to the exclusion can not be discussed by staff until the readmittance meeting.

Support

Informing parents by letter, phone call or inviting to a meeting, so that they are aware of the behaviour or events, and can where relevant, support the student in improving their behaviour.

SUPPORTING STUDENTS WHOSE BEHAVIOUR NEEDS TO IMPROVE

As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour.

Where students are having difficulty conforming to the expected standards of behaviour in school, various strategies may be employed to help them to improve.

The use of the **daily report form**, although listed as a sanction, serves the dual purpose of enabling the monitoring form tutor and Head of Year to keep a check on behaviour and of giving the student an instant feedback on satisfactory aspects of behaviour. This is particularly effective because it is taken home for parental signature. Many students actually enjoy being 'on report' and ask to be put on report when they feel their behaviour is slipping.

It is also recognised that **target setting** is relevant to behavioural as well as academic issues, and students are often set realistic, achievable targets in their IEPs and action plans, or in a separate 'contract' drawn up by a head of year in the light of a specific incident.

Where concerns have been identified for Post 16 students Sixth Form Contracts are used to support the student and their teachers.

One to one sessions with specialist teachers are also used to help students to develop strategies to improve their behaviour.

Also, where appropriate, '**time out**' will be allowed for students to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed teacher.

In regards to school issues, the **peer mentors' scheme** offers students the chance to discuss their feelings with older students.

The **restorative justice** system may also be used to mediate and resolves issues between individuals and groups of individuals.

There are also **drop in facilities (available at the LSU and CSC)** which encourage students to seek support in a less formal way.

Counselling is available for students in schools and the **School counsellor** offers drop in sessions in addition to formal sessions (see School Counsellor Policy).

Where appropriate, staff will follow the model of emotional coaching to enable students to learn to self regulate. This will be managed by HOYs/LSU/CSC team.

Where drugs, solvents, alcohol or smoking are the issue referrals for **counselling** can be made.

The **Learning Support Unit** offers very carefully structured support to students who are experiencing difficulties of various kinds, including those of behaviour. In most cases the placement in the unit will be part-time and short term to enable students to continue the experience of being in the classroom, and to make full reintegration easier. The activities and support provided by the LSU will be tailored to the needs of each individual. In many cases they will include setting targets, for example for improved learning, behaviour, attendance. Anger management, Self regulation and / or social skills work and individual mentoring is also available.

In addition to the LSU there is a well structured learning mentor programme to support students who are experiencing blocks to learning due to a range of issues (domestic, social, personal and behavioural).

For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of school altogether due to disaffection, a **Pastoral Support Programme** will be organised which will involve external services.

The Pastoral Support Programme will:

- Identify fixed and realistic behavioural targets
- Be short, practical and simple to administer

The Pastoral Support Programme will be agreed with parents as a result of a meeting with them to which an LEA representative will be invited. This meeting will consider the causes for concern and the steps suggested to improve the situation. Other agencies such as social services, voluntary organisations, the Careers service, should also be involved as appropriate.

In drawing up the plan the school will, in discussion with others:

- review any learning difficulties and put in place a remedial programme where necessary
- consider dis-applying the National Curriculum
- consider changes of sets or class
- consider referral to the PRU (Student Referral Unit) for joint registration or alternative educational provision
- consider with agreement of the student's parents and the LA a managed move to another school
- consider offering specialist support and internal (via school counsellor) or external counselling (CFCs)
- consider a placement for a period of time in the Ursula Suite (incorporating Learning Support Unit and Curriculum Support Centre)

The programme should have an automatic time limit, be monitored fortnightly and should be reviewed at least half way through its duration.

Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- (a) be reduced or removed,
- a) may be continued for a further period of time with or without amendments
- b) or where there has been no improvement at all there may be a move to permanent exclusion

St Angela's Behaviour for Remote Learning Policy Coronavirus Appendix

Academic Year 2020/2021

1. Scope

- This addendum applies until further notice.
- Unless covered in this addendum, our normal behaviour policy continues to apply.
- We may need to amend or add to this addendum as circumstances or official guidance changes.

2. Expectations for students

2.1 Rewards and sanctions for meeting expectations

To help encourage students to follow the our rules, we will:

1. Continue to log rewards through the student log
2. Reward texts will be sent home to parents by the admin team

However, if students fail to follow these rules, we will:

1. Continue to log concerns through the student log
2. Concern texts will be sent home to parents by the admin team
3. Pastoral concern calls will be made home by Heads Of Years
4. Subject concern calls will be made home by Heads Of Departments

*The school will be very mindful of student circumstances in the present national context

2.2 Changed rules

School Expectations

As long as this addendum applies, we will continue to alter the school expectations in line with the national guidance.

3. Expectations for students if learning at home

3.1 Remote learning expectations

- If students are not in school, we expect them to follow all of the expectations set out below.
- Parents should also read the expectations and ensure their child(ren) follow them.
- Parents should contact the school(on the school phone number) for a return phone call if they think their child needs further support.
- Administration staff will ensure calls are directed to appropriate staff

School Expectations

1. Students should follow their set school timetable and are being taught through google classroom
2. Students must complete work to deadlines set by staff AND seek help if they need it
3. Send a message in google if they can not complete work AND parents should call the school
4. All message should use appropriate formal language

Teaching Online

Teaching online is of course different to teaching face-to-face in a classroom, staff must always maintain the same high professional relationships with the students in this forum.

The St Angela's online teaching will be delivered through google meets. This standard is outlined in both our behaviour policy and safeguarding policy.

As guided if staff are teaching online lessons, teachers are in their allocated bubble where the environment ensures nothing inappropriate can be seen or heard in the background. Our Acceptable Use Policy and Behaviour Policy has clear expectations about what behaviour is acceptable for both teachers and students in the online teaching forum.

Should a member of staff have a concern regarding a student during online teaching, they should report this concern as appropriate through the behaviour management systems of the school or the school safeguarding systems in a timely manner so that the concern can be picked up before the end of the school day.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum each 4 weeks. Each review will be approved by the school governors.

5. Links with other school policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- The Behaviour Policy
- Child Protection Policy and amendment policy for coronavirus