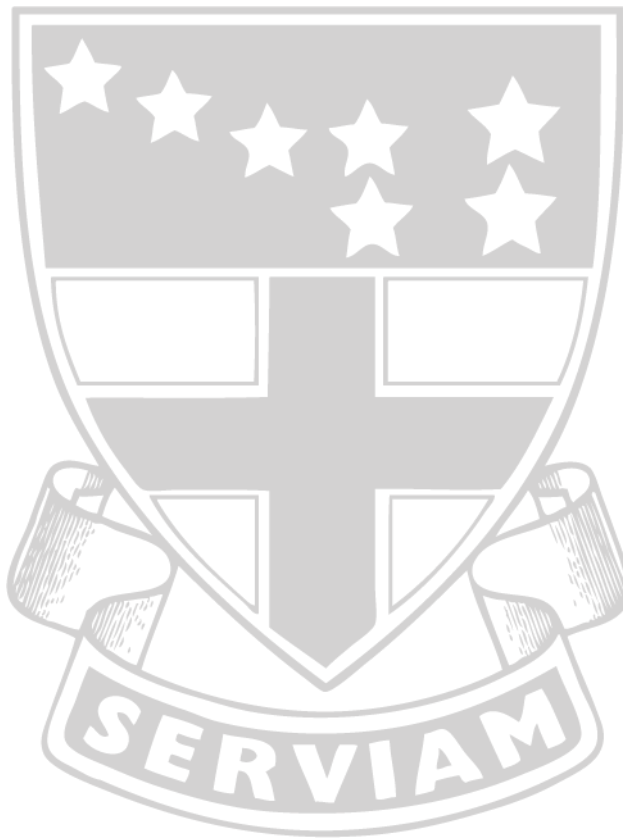




## **BEHAVIOUR POLICY**



**Date of Review: March 2022**

**Date of Next Review: March 2024**

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities in the school with regards to behaviour management
- Outline our system of rewards and sanctions

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 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

### **Aims**

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities in the school with regards to behaviour management
- Outline our system of rewards and sanctions

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Definitions

**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.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying (fully defined below)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/ Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include but are not limited to:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers/ Vaping materials
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Roles and Responsibilities

### The Governing Body

The St Angela's Governing Body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the HeadTeacher to account for its implementation.

## **The HeadTeacher**

The HeadTeacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **All Staff**

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents in the school's google log

The Pastoral team and SLT will support staff in responding to behaviour incidents.

## **Parents and Carers**

Parents and Carers are expected to:

- Support their child in adhering to the student code of conduct outlined in the home school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

## **Code of Conduct**

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 actions such as:

- assembly/mass preparation
- care of classroom
- carrying out duties
- good behaviour
- uniform

- attendance
- extra-curricular activities
- 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 an HeadTeacher Certificate.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### **Rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Text messages home
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Certificates
- Gold HeadTeacher certificates

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Timeout with support in the Ursula Suite
- Expecting work to be completed at home
- Detention after school
- Referring the student to a senior member of staff
- Use of the Ursula Suite
- Letters or phone calls home to parents

- Agreeing a behaviour contract
- Putting a student on a capture report
- Suspension
- Permanent Exclusion

### **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.

### **The Ursula Suite**

We may use the Ursula Suite in response to serious or persistent breaches of this policy. Students may be relocated to the Ursula Suite during lessons if they are disruptive, and they will be expected to complete the same work as they would in class, through their allocated chromebook.

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.

#### *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:

#### *Request the SLT person on call*

The teacher presses the SIMs on call request button. 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 a member of the curriculum support team. Parents/carers will be informed through the school messaging system 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.

Adherence to the above will ensure compliance with the objectives set out in School suspensions and permanent exclusions updated September 2022. 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 suspension and or permanent exclusion all supporting material is available

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **Behaviour Management Overview**

### **Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages student to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- All staff of the school are trained in positive handling of students in such circumstances

## Confiscation

**Any prohibited items found in student' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The school has in place a full mobile phone policy and procedure, that is shared with parents, carers and students.

## Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator and/ or DSL will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **Student Transition**

To ensure a smooth transition to the next year, where needed students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Training**

- Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.
- Behaviour management will also form part of continuing professional development.
- Our staff training log is fully documented in the staff handbook.

## **Monitoring Arrangements**

This behaviour policy will be reviewed by the headteacher and the St Angela's Governing Body annually. At each review, the policy will be approved.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Mobile phone policy