



The Relationships,
Rewards and
Behaviour Policy

2016-17

John 10:10 Let them have life and have it to the full

OUR MISSION STATEMENT

As a Catholic school we intend to put Jesus Christ at the centre of everything we do.

'I have come that they have life and have it to the full' John 10:10

Therefore we will strive:

- To live the Gospel.
- To promote excellence and achievement for all.
- To nurture partnerships.

This will be done by;

- proclaiming and living out the faith of the Catholic Church, supporting each other in the shared endeavours of teaching and learning, prayer, worship and charitable works,
- promoting and practising just and caring attitudes and actions towards all persons,
- respecting the unique value of each individual and seeking therefore to respond to the talents and needs of all its members in an environment of praise and celebration, nurturing self-esteem and mutual encouragement,
- ensuring that the most effective opportunities for the education of Pupils are established in all areas of the curriculum,
- pursuing the highest Standards in all we do and by constantly seeking improvements,
- developing and maintaining close co-operation with the Parents who entrust their children to us, with the parishes who also seek the spiritual and religious formation of our young people, with our local associated schools and colleges and with the wider community.

Behaviour for Learning

Classroom Code of Conduct

These routines should be used every lesson:-

- Be **positive** and work with excellent **effort** in lessons
- Take **pride** in your learning and the **presentation** of your work
- Be **resilient** and responding to challenges to the best of your ability
- Work **independently** and complete all tasks
- Always **interact** and **collaborate** well with other pupils when you are required to.
- Be **aspirational** and strive to improve
- Be **punctual** and prepared for lessons
- Be **polite** and **respectful** to the teacher and other pupils

Classroom entry and exit routines

These routines should be used every lesson:-

Start of lessons:-

- Enter the classroom quietly and stand behind your chair
- Prepare your books and equipment
- Sit down quietly when instructed
- Be silent during the register
- Listen to instructions carefully

End of lessons:-

- Remain in seat and pack away quietly
- Tidy up any materials used
- Stand behind your chair and wait for the teacher to dismiss the class

In addition to this Classroom Codes of Conduct are also available for Movement around School, Dining room and Emmaus Room

Rewards, Praise and Encouragement

All members of our school community have a vital role to play in living out our mission statement. The best way to ensure the highest standards in behaviour and learning is to create a positive ethos where self-confidence and self-esteem of pupils is promoted through regular praise and affirmation. A school culture which is dominated by a mutual respect between pupils, and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the pupils' potential academically, socially and spiritually.

Rewards can take the form of:

- Verbal encouragement and praise in and out of the classroom
- Written personalised comments made when assessing pieces of work
- Displays of work and sharing as good examples during lessons.
- Comments made in written reports
- Stars for positive behaviour and learning (including yellow stars worth 5) can be awarded in lessons, books/planners and around school on standards cards
- Fantastic Friday – Email/phone/send postcards to parents on a Friday. This will have a currency for the pupils over the weekend and helps to develop parent/school relationships.
- Positive comments in planner
- Learner of the week in each department area.
- Bringing pupil to the attention of an appropriate member of staff including Form Tutor, Head of Year, Subject Leader, SENDco, SLT and Behaviour walk staff.
- Pastoral certificates for good, improving attendance and punctuality.
- Awards Assemblies – celebrating a range of academic successes, behaviour for learning and community contribution.
- Public recognition of individual or team success in assemblies/form time for extracurricular participation
- Nomination for responsibilities e.g. school council, prefect, peace council, etc.
- Rewards Trips
- Celebration Breakfasts / VIP lunches
- Invitation to Year 11 Leavers' Prom
- References by staff

Applying Positive Behaviour Management Strategies

Teachers should try to help pupils find ways to see the danger signs and modify their behaviour to avoid an issue being escalated or referred.

The focus is on the Classroom Code of Conduct. Below are the strategies that all staff should implement with their pupils who show poor behaviour for learning. The language of choice and consequence should be used in implementing the procedures below.

The first step is always to remind a pupil of the agreed **Code of Conduct**. After this:

| Stage | Type of disruption to learning | Staff involved | Intervention |
|--|---|---|--|
| Stage 1 : Low Level | <ul style="list-style-type: none"> Silly behaviour when entering classroom Distracting other pupils Poor work rate Talking/Not on-task Minor disobedience Minor disrespect Failure to follow instructions <p><i>Standards concerns can be addressed using the Standards card e.g. Lack of equipment, uniform and appearance, punctuality to lessons, chewing, etc.</i></p> | Subject teacher | <p>Initial action:- Remind pupil of the code of conduct (state behaviour you do want) Acknowledge inappropriate behaviour as unacceptable. Explain to the pupil that it is their choice to avoid any further consequences by improving their behaviour. Formal warning put name on board.</p> <p>Restorative approach: - Acknowledge if pupil manages to avoid further escalation from stage 1.</p> <p><i>Use of Standards Card where appropriate</i></p> |
| Stage 2 : Repeated low Level disruption within the lesson | <ul style="list-style-type: none"> Repeated Stage 1 behaviour, following formal warning. (See above). <p>Or first instance of the following:-</p> <ul style="list-style-type: none"> Blatant use of mobile phone Arguing Continued failure to follow instructions. Minor damage to school equipment | Subject teacher | <p>Initial Action: - Possibly move pupil within classroom. Ask pupil to stay behind to discuss reasons for problems arising.</p> <p>Sanction: - Break or lunchtime detention issued via note in planner.</p> <p><i>Please note change to dealing with use mobile phones and other electronic devices. Device to be confiscated and given to pupil services for collection at end of day. Pupil services will give back to pupil in first instance. If repeated, parents will be contacted to collect. Detention needs to be issued.</i></p> |
| Stage 3: Significant disruption to Learning | <ul style="list-style-type: none"> A continuation of Stage 2 behaviour Preventing others from learning Aggressive 'posturing' or intimidation of staff or pupils Bullying | Subject teacher Head of Department | <p>Initial action: - If not already done so, re-locate within classroom if the matter can be dealt with later. Removal of child from classroom by using 'good neighbour system'.</p> <p>Follow up: - Afterschool detention issued via note in planner</p> |

| | | | |
|---|---|---|--|
| | <ul style="list-style-type: none"> • Non-compliance with reasonable teacher request • Inappropriate language • Disruptive behaviour • Refusal to work appropriately | <p>Form teacher</p> <p>Head of Year</p> <p>SENCO</p> | <p>Monitoring/Support: - Pupil may be placed on Subject Leader Report if concerns persist. Head of Year Report if negative behaviour in other curriculum areas. Parental contact by Subject Teacher/Admin Support</p> <p>Restorative approach:- Use detention as an opportunity to discuss behaviour with pupil. Tell pupil that they have a fresh start at the beginning of the next lesson.</p> |
| <p>Stage 4: Serious disruption to Learning</p> | <p>More serious behavioural problems:-</p> <ul style="list-style-type: none"> • Blatant refusal to follow instructions including failure to leave for “Good Neighbour room”. • Continued poor behaviour in “Good neighbouring room”. • Physical aggression or threatening behaviour towards staff or pupils • Bullying • Serious/repeated rudeness to staff • More serious damage to school/pupils property/equipment • Smoking • Use of foul and abusive language directed at staff <p>Repeated complaints from several curriculum areas to Form Tutor/HOY</p> | <p>Subject Teacher</p> <p>Form Tutor</p> <p>Head of Year/Subject Leader</p> <p>SENCO</p> <p>Assistant Headteacher</p> <p>Deputy Headteacher</p> | <p>Initial action: - Isolate pupil and call for departmental support Pupil removed from lesson by “on call” staff.</p> <p>Follow up:- Senior Leader to arrange for pupil to be isolated in the Emmaus Room until 5.00pm. Possible exclusion if appropriate to behaviour Parental involvement by Middle Leader</p> <p>Restorative approach:- Subject Leader to facilitate a restorative meeting with teacher prior to next lesson. Teacher/Subject Leader to speak to pupil in Emmaus Room</p> <p>Monitoring/Support: - Subject Leader/Head of Year should monitor the pupils attitude following the sanction/towards the restorative meeting. Possible use of report to Subject Leader/Head of Year.</p> |
| <p>Stage 5: Instances of a very serious nature (see Appendix 1 for list of examples)</p> | <p>This stage is for incidents of a very serious nature, such as physical assault/threatening behaviour towards staff or pupil.</p> | <p>Senior Leadership Team</p> | <p>Initial action: - At this stage pupil will be collected by “on call” staff and removed from class. Pupil isolated (in Emmaus or with Middle/Senior Leader) until 5 pm.</p> <p>Follow up: - HOY/SLT/HOD to discuss incident with subject teacher/witness to agree an appropriate sanction:- Internal isolation Exclusion</p> <p>Restorative approach: - Re-integration/Restorative Meeting with parent/pupil.</p> |

Internal truancy

All staff are responsible for challenging pupils who are not in lessons. Pupils should always be given a note if they are out of lesson. If a pupil refuses to co-operate and be escorted back to class they should then be referred to “On Call” staff. Pupils who leave a lesson without permission should be given a detention depending on the length/reason for absence. Pupils who blatantly refuse to follow these instructions should be given an afterschool detention or internal isolation as appropriate.

Sanctions and detentions

Pupils must communicate all detentions with their parents via the note in the planner. **Text messages/phone calls for same day detentions.** The pupils are responsible for remembering to attend and behave appropriately in detentions. The detention needs to be successfully completed by the pupil, which means – being punctual, respectful and completing any set tasks without argument. Failure to do this following one reminder will result in repeat/escalation of the detention.

Range of detentions available to staff

Classroom teacher – (Break for 10mins or lunch from 12.45 until 1.10) communicated via note in planner

Detention issued at break or lunchtime for Stage 2 or stage 3 issues. Any poor attitude or disrespect shown will result in escalation to a departmental afterschool detention.

Departmental Afterschool detention – (3.35 until 4.30pm) communicated via afterschool detention via note in planner

Pupils should be issued with an afterschool detention for more serious incidents, repeated low level issues or failure to attend lunch/break detention. This should begin at 3.35 and finish at 4.30. As well as a punishment, the detention can serve as an opportunity to catch up with work not completed in class, restoration of relationships. It should be made clear to the pupil that there will be a fresh start next lesson.

SLT Detention – (Friday 3.35 to 5pm in G5) - communicated via note in planner/phone call by pastoral manager/SLT

Subject Leaders, Heads of Year or Senior Leadership Team are the only people who can refer to an SLT detention. These will be held on a Wednesday and Friday between 3.35 and 5pm. The Subject Leader or Head of Year needs to ensure that the yellow slip has been completed and that parents have been informed of reasons and are responsible for phoning parents to discuss issue. These detentions will take place in the Emmaus Room in complete silence and the work for this will be provided by the department or if pastoral can be reflective booklets.

Internal isolation (in the Emmaus Room)

This will be used for instances of very serious breaches of school rules and should be seen as the last step before exclusion. Pupils can be referred to the Emmaus Room by SLT only in discussion with Subject Leaders or Heads of Year. Pupils can be placed in the Emmaus Room for failure to complete an SLT detention, one off incidents referred via Subject Leader or Head of Year. Isolation can be planned or immediate:-

Planned placement (8.55 – 4pm) - Pupils and parents should be told the day before (where possible) they are required to go in the Emmaus Room. Letter sent with code of conduct.

Immediate placement (until 5 pm) – Pupils can be placed in the Emmaus Room by a member of SLT for serious incidents during lessons that necessitated them being removed by 'On Call' system. Pupils who are removed from lessons will be placed in the Emmaus Room until 5pm.

Managing the Internal isolation (in the Emmaus Room)

Pupils who are placed in the isolation room will be subject to strict conditions:-

Pupils will be informed the day before and given a letter with an explanation of rules and behaviour contract for them and their parents to sign.

Behaviour stages within Emmaus are:-

- Formal Warning
- Extension of day until 5 pm
- Exclusion and repeat day and stay until 5 pm

Pupils who refuse to accept the sanction (especially those on immediate placement) will be given a warning and should have the choice explained to them. If they continue to refuse they should be sent home. In order to avoid unsettling the pupils who are in the Emmaus Room it would be helpful if pastoral staff could intervene to manage the pupil and help to settle them before entering the room.

Exclusion

Pupils should be excluded if they fail to accept internal isolation or who behave poorly in the Emmaus Room or if they are involved very serious incidents of poor behaviour. This can only be sanctioned by a member of the SLT in agreement with the relevant Subject Leader or Head of Year.

Behaviour around school and outside of classroom

Code of conduct for movement around school

To help safe movement around school pupils should follow the following:-

- Treat others with manners and respect
- Follow the one way system
- Keep to the right on two way corridors
- No food or drink inside buildings
- Be on time for all lessons
- No running inside the buildings
- No noisy/silly behaviour
- Don't block the corridors

Any member of staff seeing pupils break these rules will record it on the standards card. Failure to accept this will result in a standards detention on Friday evening.

Managing movement around school (including classroom entry and exit)

All staff are responsible for this to establish a routine which will in turn reduce the need to enforce sanctions. All teachers should:-

- Meet, greet and dismiss classes in a timely and orderly manner. This helps to monitor and be a presence on the adjacent corridor
- Pupils should be reminded of one way system where appropriate on leaving the classroom
- Pupils should be challenged when they are not acting appropriately in the corridors. Use the Standards Card (inform Form Tutor/Head of Year via yellow slip to be placed in next Standards detention)

Time out/Pastoral support

Pupils who are given agreed time out by either the teacher or pastoral staff should be given a note which has the agreement stated (e.g. stand outside the classroom for 5 mins to cool off or go to a particular member of staff). If a pattern arises the pupil should be asked to make up the time at break/lunch or period 6 and parents informed. Complete yellow slip.

Pupils going to the toilet during lessons

Pupils are not to be allowed to go to the toilet or fill up water bottles during lesson time unless they have a medical note. It is the pupil's responsibility to go to the toilet at break or lunch time. Any pupil who is seen near the toilets during lessons will be sent back to class.

Managing behaviour at social times

Duty staff are responsible for managing behaviour at break and lunchtime. Try to be proactive in managing behaviour to prevent silly behaviour escalating to more serious behaviour. See guidance below for managing behaviour:-

Low level poor behaviour

E.g. Dropping Litter, silly or rowdy behaviour, leaving table untidy - asked to tidy up theirs and at least one other.

Pushing and shoving in line

Initial action:-

Stand with duty staff for 5/10 minutes and a reminder.

Tidy up mess or pick up litter for an agreed period of time

Follow up:-

Not automatically necessary but if the behaviour was deemed to be an on-going issue or sufficiently disruptive – complete a yellow slip and pass to FT for information.

Instances of repeated or serious poor behaviour

Including refusal to accept the sanction for low level poor behaviour or first instance of more serious poor behaviour e.g. throwing food, fighting, bullying, dangerous and reckless behaviour, damage to school property, etc.

Initial action:-

- Time-out (stand with duty teacher for a short period of time)
- If persistent or more serious send to G9 for social isolation
- Afterschool detention issued phone call made by duty teacher or via admin/pastoral managers. Communicate via yellow slip and detention slip to pupil (admin/pastoral managers will support with this)
- Emmaus in particularly serious cases (following discussion with member of SLT) pupil remains until 5 pm

Follow up:-

Yellow slip passed to FT and HOY logged by admin. Detention issued via note in planner.

Possible social time isolation for a period of time. This needs to be clearly communicated to pupil and parent via Head of Year/Form tutor

Guidance when dealing with poor behaviour at social time.

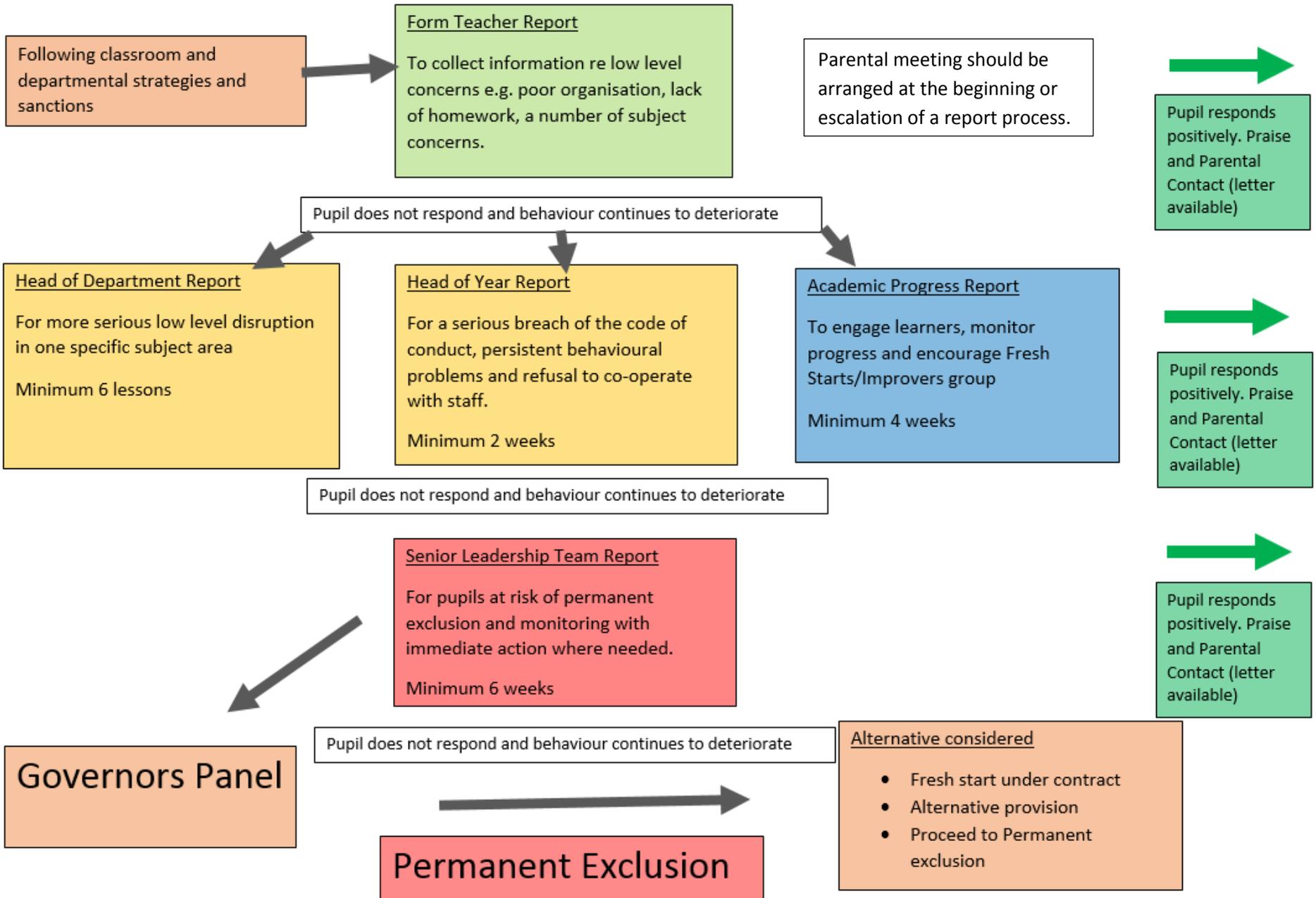
Proactively manage situations to avoid and intervene before poor behaviour escalates e.g. younger pupils can be asked to stand with you for a cooling off period, use this time to explain why their behaviour is inappropriate, etc.

If pupil blatantly refuses to follow instructions – afterschool detention should be issued (pastoral managers/admin can support with this).
 Very serious incidents e.g. endangering themselves or others can be referred for an immediate internal isolation

School level intervention for pupils who persistently display poor behaviour

| Level | Trigger | Consequence |
|-------|---|---|
| 1 | Three Stage 3 referrals within a half-term, or one serious Step 5 incident. | One day in Isolation Unit and parents called in for meeting with PSM and Form Tutor. Placed on FT Report Card for one or two weeks |
| 2 | Six Stage 3 referrals from class within a half-term, or one further serious incident. | One day in Isolation Unit and parents called in for meeting with PSM and Head of Year. Placed on HOY Report Card for one or two weeks. |
| 3 | Nine Stage 3 referrals from class within a half-term, or one further serious incident. | One day in Isolation Unit and parents called in for meeting with PSM and Head of Year. Continue on HOY Report and loss of social time |
| 4 | Twelve Stage 3 referrals from class within a half-term, or one further serious incident. | One day in Isolation Unit and parents called in for meeting with Head of Year and Key Stage Manager, Senior Leader or Head teacher. At this stage the student will attend an Intervention panel meeting and a PSP will be produced. Behaviour Contract signed. Placed on Senior Manager Report Card for two or three weeks. Managed Move discussed. |
| 5 | Fifteen Stage 3 referrals from class within a half-term, or one further serious incident. | Two days in the Isolation Unit and parents called in for meeting with Governors' Pupil Disciplinary Committee. PSP and Behaviour Contract reviewed. Possible managed move, fixed term exclusion or permanent exclusion |

Report and Referral System



Communicating sanctions with parents

Please note that pupils are responsible for informing parents about detentions usually by showing note in planner. School will only text/phone if the sanction is on the same day. Please note that whilst school needs to communicate the detention, parental consent is not required.

| Sanction | When | Mode of communication |
|---|--|---|
| Break or Lunchtime Detention | Break for 10mins or lunch from 12.45 pm until 1.10pm | Issued by Classroom Teacher via note in planner |
| Departmental Afterschool Detention | 3.35pm until 4.30pm | Issued by Classroom Teacher or Subject Leader via note in planner (text/phone call must be made if same day) |
| SLT Detention | Friday 3.35 to 5pm in G5 | Issued via note in planner by Head of Year, Subject Leader or Senior Leader. Phone call will be made by Pastoral manager. |
| Planned Internal isolation in Emmaus Room | Planned (9 to 4pm). | Pupil informed. Letter sent home with pupil. Pastoral Manager, Head of Year, Subject leader or Senior Leader |
| Immediate Internal isolation in Emmaus Room | Immediate (until 5pm) | Phone Call made by person who is 'On Call' or by Pastoral Manager. |
| Standards Detention (5 standards infringements in a row). | Tuesday 3.35 – 4.30 | Issued by Form tutor via note in planner. Deadline 3pm Monday. (Text/phone call must be made if same day). |
| Social time isolation | 30mins in G9 | Via note in planner |