



OUR LADY & ST. BEDE

CATHOLIC ACADEMY

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STUDENT BEHAVIOUR AND DISCIPLINE POLICY



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Legal Framework:

DfE guidance, 'Behaviour and Discipline in Schools' (2014), has been taken into consideration when producing this policy. It outlines that:

- 'Teachers have power to discipline pupils for poor behaviour which occurs in school and, in certain circumstances, outside of the Academy.
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. 'They must ensure that arrangements are made to safeguard and promote the welfare of pupils.'

Our Mission:

Our History

Our Lady and St Bede is a Catholic School whose origins date back to before 1850. Starting life as a school for pupils of all ages in the parish of St Mary's, Catholic education in Stockton expanded across the town forming St Bede's and St Mary's secondary schools which came together to create Our Lady and St Bede.

Today we carry on the dedicated work of the Sisters of St Paul, the De La Salle Brothers, lay staff, pupils and the wider community.

Our Aims

With the history of our school at the forefront of our minds;

- We will embrace our motto daily: 'To know God is to know oneself'.
- We will invite everyone through the Catholic tradition into a life of faith.
- We will aim to be the best in all we do.

Our Values

Together, we will continue our history and live out our aims through what we believe are our most important personal values of:

- Integrity
- Hard Work
- Compassion

Aims:

Teachers should demonstrate their own adherence to the underlying Christian values of the Academy by the way they promote good behaviour and in their responses to students. In exercising their authority staff should be honest, fair and just. Setting a good example will result in students feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that students complete assigned work
- regulate, as appropriate, the conduct of pupils

Core Principles:

Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you.

(Colossians 3:15-16)

- Children have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff
- Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of students. **STAFF AND STUDENTS SHOULD BE COURTEOUS AND RESPECTFUL AT ALL TIMES.**
- Rewards are more effective than punishment in motivating students. Good behaviour and achievement must be rewarded.
- Discipline should be constructive in nature and staff attitudes must be consistent.
- Discipline works best when enforced immediately. Standards must be met or referrals made. A rigid code of consistent conduct is necessary for the vast majority of students but should ensure that the small minority of disruptors are aware of the rules and sanctions that will be imposed.
- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Students with behavioural issues will be supported through the pastoral system.
- The Academy acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities

Systems and procedures

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident. Where examples are mentioned it is important to remember that they are not exhaustive lists.

Behaviour Expectations

Leadership

The behaviour of the pupils is led in three ways. The lead person responsible for the pupils' behaviour is the class and form teacher. In support of each teacher the Heads of Department and staff with additional responsibility also have a role to play in ensure exceptional behaviour in each subject. Finally the pastoral staff, as another layer of support ensure exceptional behaviour across the year group. For this system to work well all staff need to be crystal clear as to the professional expectations in this area as specifically outlined below.

Pupil Behaviour

We believe that alongside high quality teaching and learning the management of the pupils' behaviour is the bedrock of what we do. We adopt a very traditional and common sense to behaviour management which centres round each member of staff taking the lead responsibility for the behaviour of each pupil in our classes. Our approach outlines the strategies we have available and the support we can call on both during our efforts and if in exceptional cases we need additional support.

Section 1 – Aims and Objectives

Classroom Climate

- Teachers are responsible for establishing and maintaining high expectations of pupil behaviour in all of their lessons.
- Pupils are expected to follow the behaviour expectations as outlined in the document entitled 'Pupil Behaviour Expectations' and these should be clearly displayed in every classroom.
- Teachers should ensure that all pupils in all lessons follow our school expectations and teachers should invest the time necessary to establish consistent adherence to these routines.
- Teachers are to ensure that pupils are kept in classrooms unless an urgent situation arises that requires them to leave.

Sanctions Available to all Staff to support the behavioural climate

- Quiet word/Verbal warning.
- Stand outside of lesson for a maximum of 3 minutes. If this is the case a follow up sanction involving a break/lunchtime detention must be issued depending on the nature of the incident by the class teacher using a C2 within ClassCharts.
- Class Teacher Detentions: Breaktime/Lunchtime/After School. The C2 system automatically places the pupil on whole school detention.
- Isolation: departments may organise a departmental isolation timetable. This should be used for part of a lesson only and then the pupil should be put back in their original class. Any pupil who is isolated must receive an automatic C3.
- 'On Call Team': in extreme cases (refusal to follow instructions, abuse of a member of staff, endangering other pupils) simply give the student a C4 and a member of Team who is 'On Call' will attend immediately.

All staff are expected to use the behaviour management system to record all incidents of pupil behaviour and the subsequent action taken. Staff are urged to use their professional judgement on whether an incident needs recording eg. A pupil who is late on a single rare occasion compared to a pupil who is regularly late (i.e more than once over a short period of time).

Our Behaviour System in Summary

1. Establish and maintain high expectations by the class teacher
2. Proportionate and immediate action by the class teacher: C2
3. Escalation of action by the class teacher: C2
4. Ongoing recording of incident and subsequent actions taken by the class teacher: C2
5. Referral to Head of Department: C2x3
6. Referral to Head of Year: C2x3
7. Referral to Assistant Headteacher: C2x3
8. Referral to Headteacher: C2x3

Section 2 – Roles and Responsibilities

Responsibility of Form Teacher

- To carry out a brief full uniform check during morning form period. Any pupil not in full uniform is to be sent to the Uniform Stock Room, located in the Textiles/Catering corridor, where they will be issued with the necessary

uniform to fulfil our expected standards. This system will help us to identify any long term uniform issues which may indicate a more serious pastoral concern and will be dealt with the Head of Year directly.

- To carry out a brief standards check. Any pupil wearing nail varnish, should be sanctioned in the normal way following our behaviour system, ranging from a warning for the first offence up to C2 for repeated infringements (this will replace staff having to use up valuable time finding and using nail polish remover). If staff are unsure about whether other make-up is excessive, please alert the Head of Year for further guidance. Once clarity is established for an individual pupil with regards to the expectations on makeup the responsibility for the maintenance of this standard remains with the Form Tutor following our behaviour system.
- To remind pupils that outdoor coats should not be worn inside the school building.
- To carry out a brief check on the pupil planner. Any pupil without their planner should be provided with a temporary planner sheet. Pupils who regularly fail to have their planners or do not use them appropriately should be sanctioned in the normal way following the behaviour system.
- Basic equipment: Form Tutors are expected to check that the pupils have the following basic equipment: 2 pens, 2 pencils, a ruler, a rubber and ideally colours / highlighters etc in a pencil case. Any persistent problems should be dealt with following the school behaviour system.

Responsibility of Classroom Teacher

- To ensure a healthy classroom climate, all teachers must have the highest of expectations with the pupils in their lesson.
- To teach interesting, vibrant and highly structured lessons which engage all pupils for the whole lesson.
- To have the highest of expectations of what pupils should do and complete in a lesson. Pupils should work hard and quickly.
- If any behaviour falls short of our expectations it is the classroom teachers responsibility to take proportionate action to remedy the situation and support the pupil in class from behaving in this way by following our behaviour system.
- Classroom teachers are asked to take reasonable, proportionate actions and escalate when necessary.
- After each incident please record briefly on the behavioural management system. This should contain a brief description of what has happened, sticking to the factual information. Please now also use a subtitle: ACTION and briefly outline the action taken eg. C2 given. This is essential for Head of Department and Head of Year if they subsequently need to offer further support with behaviour management and in terms of communication with parents.
- Once a member of staff feels they have exhausted all reasonable options (i.e. sanctions have been escalated and there have been a number of detentions eg: C2x3 this is automatically referred to the Head of Department.)

Responsibility of Head of Department

- The Head of Department assumes overall responsibility for the classroom climate in their department.
- The Head of Department and members of department should be in regular dialogue about behaviour, individual pupils and action taken. This way the Head of Department can provide ongoing support for the class teacher.
- Once a Head of Department takes over a behavioural case, sanctions should be intensified. These should include an immediate parental meeting, the pupil being placed on departmental report and a series of after school detentions (C2) with a pupil perhaps having to be seated at the back of a revision class, or suitable alternative, should a clash occur. All these actions should be recorded on the school behavioural management system.

Responsibility of Head of Year

- The Head of Year assumes overall responsibility for the behavioural climate in the year group/key stage.
- The information in the behavioural log will be checked daily.
- When pupils are causing difficulty for staff across many areas of the curriculum, the Head of Year will intervene. This intervention will not take the place of the actions outlined above by departmental staff, but will provide an additional level of support. Once a Head of Year supports a behavioural case, sanctions should be intensified. These should include an immediate parental meeting, the pupil being placed on a Head of Year report, a series of daily lunchtime pastoral detentions and a series of after school pastoral detentions.

- The Head of Year will liaise with various agencies with regards to an individual pupil where necessary.
- On the behavioural log the Head of Year will also record any action taken to provide a full picture. The Head of Year will also communicate with subject staff to inform them about the subsequent action taken.

Responsibility of Leadership Team

- Assistant Headteacher Pastoral assumes overall responsibility for the behavioural climate of the school.
- In the weekly meeting between the AHT Pastoral and the Heads of Year, behaviour will be discussed and reported back to the HT on a weekly basis.
- When pupils are continuing to cause difficulty for many staff and the Head of Year, AHT Pastoral will intervene. Once AHT Pastoral supports a behavioural case, sanctions should be intensified. These will include an immediate parental meeting, the pupil being placed on LEADERSHIP TEAM report and a series of break, lunch and after school detentions.

Section 3 – Specific Behaviour Guidance

Uniform

- Pupils are expected to wear full school uniform smartly at all times.
- Form Tutors are asked in the morning to do a very thorough full uniform check.
- Any pupil not in full uniform is to be sent to the uniform stock room, located in the Textiles/Catering corridor where they will be issued with the necessary uniform item to fulfil our expected standards.
- Any pupil who is wearing nail varnish, earrings etc should be sanctioned in the normal way by the form tutor following our behaviour system.
- Pupils are not permitted to wear outdoor coats inside the school building.
- Subject staff are also expected to do a brief uniform check before pupils leave the classroom to ensure pupils are wearing the full uniform properly eg) shirts tucked in and blazer arms rolled down. Any pupil missing a uniform item during the school day should be sent to the Pastoral Office located in B Block next to S4 (at breaktime and lunchtime only) so that staff can access the uniform stock room and issue the pupil with the necessary uniform item to fulfil our expected standards.
- If by any chance a uniform issue has 'slipped through' the system described above, or a pupil decides for example to break the rule by changing back in trainers, there are two options. If the act is deliberate simply follow the behaviour system as the class teacher. If it has slipped through the pastoral system, please advise the pupil about the break and lunch uniform facility and inform the Head of Year.
- See Pupil Behaviour Expectations

Lessons

- Staff are asked to support the learning climate in their teaching area by standing by their door, in the corridor at the start and end of lessons.
- Lessons should start and end with formal routines to ensure we can all enjoy the best climate for learning in all our classes and around the school. Pupils should come straight into the classroom, stand behind their chairs (while getting equipment ready) and wait for the lesson to formally begin within 3 minutes. Similarly at the end of the lesson, pupils should stand behind their chairs and be dismissed a row at a time after a brief uniform check.
- Pupils should remain in class for the whole lesson. Only in exceptional circumstances is it permitted for a pupil to be let out of class. Exceptional circumstances include genuine illness and the genuine need to go to the toilet. To keep this area tight, we ask that staff record briefly on the behaviour system if permission is given for a child to go to the toilet (more than once in a half-term) so Head of Year can subsequently support these children. Under no circumstances are pupils to leave the class without official permission as outlined above.
- In any such exceptional circumstances (i.e. illness) pupils should be sent to the main school office. No pupils should be sent to Head of Year, Pastoral Learning Mentors or First Aiders at all during lessons.

Punctuality

- Pupils who are late for school on a morning, without a valid reason, will be issued with an immediate break and lunch detention on that day, followed by an after school detention for the following day, run by the pastoral team each night.
- Lessons should begin within 3 minutes.
- A pupil who is late, should be recorded by staff on SIMs and the necessary action taken by the subject teacher following our behaviour system. Staff are asked to use their professional judgement on whether a specific punctuality incident needs recording and sanctioning e.g. a pupil who is late on a single rare occasion compared to a pupil who is regularly late (i.e. more than once over a short period of time or if the whole class is late because of some specific exceptional circumstance).

Attendance

- The pastoral team are responsible for monitoring and working to improve the attendance of individual pupils and this will be reviewed on a weekly basis by AHT Pastoral and HT.
- Staff are simply asked to keep an accurate record on SIMs each lesson. This should be done within 5-10 minutes of the start of the lesson to help monitor any potential in-school truancy.
- In the case of key pupils, staff are asked to keep any missed work along with simple instructions, so that we can support pupils to catch up on work missed during absence.

Extreme Serious Behaviour

- There are times when very serious behaviour occurs in school. This may include: vandalism, endangering the safety of pupils and staff, assault, serious bullying etc.
- In such extreme circumstances this must be reported verbally to a Head of Year/Leadership Team immediately with a brief outline of what has happened.
- Such incidents must also be written up later as part of the immediate investigation.
- These incidents are considered a 'drop everything' moment with Head of Year and Leadership Team cancelling all scheduled arrangements to deal with the serious issue. It is therefore essential that vital information is passed verbally to a Head of Year/Leadership Team and not simply put down in an email.

Behaviour out of Academy:

Carmel Education Trust is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students on Academy premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from Academy during educational visits
- Good behaviour on the way to and from school. In the event of poor behaviour reported on Academy buses, the Academy, and in some cases the LA, has the right to withdraw travel passes
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

Incidents off-site:

Under the Education and Inspections Act (2006), the Academy has the right to exercise discipline beyond the Academy premises. This includes misbehaviour:

- on activities arranged by the Academy such as work experience, educational and sporting events
- on the way to and from Academy (including on the buses)
- when wearing the Academy uniform in a public place
- which could have repercussions for the orderly running of the Academy
- poses a threat to another student or member of the public

- which could adversely affect the reputation of the Academy

In response to **non-criminal** bad behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the Academy will investigate the incident, communicate with parents and discipline students accordingly.

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites):

Mobile phones must **not** be used inside the building. The use of defamatory or intimidating messages/images inside or outside of the Academy will not be tolerated. Disciplinary sanctions will be applied to perpetrators.

Disciplinary action against students found to have made malicious accusations against staff and other adults working in the Academy:

In order to fulfil its commitment to the welfare of children, Carmel Education Trust has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school reference can also be made to the Carmel Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Carmel Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Head Teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Body and Directors of Carmel Education Trust.

Any student found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Rewarding good behaviour:

In school we have a reward system that acknowledges and celebrates the achievements and successes of all our pupils. Across the school – inside and outside the classroom- staff consistently practice a system that provides our pupils with opportunities to be recognised and praised for their academic achievements, progress, contributions to the school community, behaviour and attendance. The role of rewards in recognising and promoting our schools values is a key part of developing the potential of our pupils by giving encouragement and praise. We celebrate our rewards through:

- Certificates
- Personalised letters to parents
- Whole school Celebration Assemblies
- Departmental reward postcards
- Prizes/ vouchers

The school also uses class charts to award positive points to pupils. It is important, that if it is to be effective, the class chart system is used consistently and frequently as a tool to promote desirable behaviour. All staff are strongly encouraged to give at least two positive points per class, each lesson. Positive points can be awarded for the following:

- Academic Achievement
- After School Clubs
- Assisting at a school event
- Excellent effort in class
- Excellent groupwork skills
- Excellent effort in homework
- Excellent research/ initiative skills
- Good progress
- Helping out at club or practice
- Kindness
- Excellent attendance at lunch time clubs
- Representing the school
- Excellent attendance

At the end of each half term, year group assemblies take place to celebrate the achievements and successes of all our pupils. Certificates and prizes/ vouchers are issued to the pupils with the highest amount of positive points for that particular half term. In addition, once per half term a member of staff may issue one particular student a 'golden ticket'. This will be to a student who has done something exceptional in terms of their academic achievement, progress or contributions to our school community. This golden ticket will be presented by the Head of Year and a letter will go out to parents.

Sanctions and interventions:

Sanctions are more likely to promote positive behaviour if the students see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the students
- impose sanctions fairly and consistently
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour'
- attempt to link the concept of sanctions to the concept of choice, so that the students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour
- avoid whole group sanctions that punish the innocent as well as the guilty
- never issue a sanction which is humiliating or degrading

The Academy will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately** and will draw from a range of strategies including:

- **One to one admonishment**
- **Withdrawal from classroom**
- **Behaviour/Monitoring reports**
- **Multi agency assessments**
- **Withdrawal of access to the Academy IT system** (e.g. if the student misuses it)
- **Confiscation of property** - the Academy reserves its right to confiscate, retain or dispose of a student's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against

the Academy's uniform rules/an item which poses a health or safety threat/illegal items). It also has the power to search without consent for prohibited items including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, caused personal injury or damage to property
- Any item banned by Academy rules such as chewing gum, aerosol sprays, e-cigarettes, energy drinks.

Records of confiscated items will be kept and items will be stored safely and returned to the student and or parent as appropriate – normally at the end of the Academy day. However, illegal items will be handed over to the police

- **A variety of forms of detention (e.g. break and lunchtimes)**
- **Withholding participation in a school event/trip/sporting activity**
- **Withdrawal of break or lunchtime privileges**
- **Carrying out a community/useful task in the Academy**
- **Restorative approaches**
- **Internal exclusion** - In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a student is on internal exclusion, it will be for a limited period only (as defined by the Academy) and appropriate work will be set. The Academy will ensure that students are kept in isolation no longer than is necessary and that their time spent there will be used constructively.
- **A fixed period exclusion** (note: students excluded from Academy for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion – see also DfE and LA guidance. Permanent exclusions will be considered for:**
 - Serious actual or threatened violence against another pupil or adult;
 - Sexual abuse or assault;
 - Supplying an illegal drug;
 - Carrying an offensive weapon
 - Persistent and defiant misbehaviour
 - Bullying

Use of reasonable force- see also MAT Policy

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

Associated Policies and/or reference documents

- Safeguarding
- Anti-Harassment and bullying
- SEN and code of Practice
- Use of Reasonable force - MAT
- Exclusions guidance LA and DFE
- Pupil Behaviour Expectations



Pupil Behaviour
Expectations.docx

- Behaviour in Lessons : System



Behaviour In
Lessons.docx

- Uniform Expectations



Uniform
Expectations.docx