

# Our Lady's Catholic High School

## Behaviour Policy

*'Our Lady's is first and foremost a Catholic school. It follows from this that the ethos of our school should reflect the values proclaimed by Christ in the Gospels and recognise the unique value of each individual. Everyone at Our Lady's has the right to be treated with respect at all times'.  
(from OLCCHS Mission Statement)*

**Reviewed: Autumn Term 2020**  
**Review date: Autumn Term 2021**

## **Principles on which the policy is based, expanding on the Mission Statement.**

### **This Behaviour Policy is based upon a commonly held set of values:**

- the unique value of each individual
- the fact that Our Lady's is committed to exercising care for its pupils and building their self-respect
- respect for the rights of others
- respect for authority
- respect for property
- honesty
- fairness
- courtesy

## **Mission Statement**

Our Lady's is first and foremost a Catholic School. It follows from this that the ethos of our school should reflect the values proclaimed by Christ in the Gospels and recognises the unique value of each individual.

Our Mission is to be a Faith Community which, through following Gospel Principles, acts as a positive example, both within our own and our extended community.

## **Core Principles**

Everyone at Our Lady's has the right to:

- **develop their faith in a supportive context**

At Our Lady's this means we remain true to the teachings of the Holy Catholic Church while respecting the traditions of all faiths. We look to support all people in developing a love of God and their fellow people both within and outside of our school community

- **work and learn to the best of their abilities**

At Our Lady's this means that pupils should be well prepared for lessons by bringing the correct books and equipment. In class pupils should help others to learn by trying hard, listening well and being aware of the learning needs of others. Staff should be well prepared by planning appropriate, challenging lessons and providing regular feedback on progress. Everyone should value their gifts given by God and contribute to the life of our school

- **be treated with respect at all times**

At Our Lady's this means that we should speak in a way that supports others and helps each individual to grow and feel a welcome part of our school community. Opportunities, help and support will be given to all pupils and staff regardless of their gender, faith, race or background.

- **feel safe**

At Our Lady's this means that disagreement should always be resolved through discussion. The behaviour of everyone should contribute toward creating a calm and peaceful community. People who have worries about bullying behaviour should be taken seriously, their concerns investigated and appropriate action taken in line with our schools' anti-bullying policy. Everyone should look out for others and report any concerns.

### **Context**

This policy has been developed with consideration and links with the following policies:

- Safeguarding policy
- Attendance policy
- Anti-bullying policy
- Equality and Diversity policy
- Care and Control of Pupils policy

### **Scope of this policy**

This policy applies to all pupils when in or near school, travelling to and from school and on Educational Visits.

Staff may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

Staff may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

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

### **Acceptable behaviour is clearly spelled out and communicated effectively to pupils.**

Rules should be expressed in positive constructive terms that include the reasons for the rules.

These rules are expressed in our:

- Core Principles
- Code of Conduct
- B4L System
- Policy on Care & Control of Pupils

### **We will try to prevent misbehaviour by:**

- defining what behaviours are and are not acceptable
- modelling good behaviour
- recognising and rewarding good behaviour
- applying consistent and clearly explained sanctions for misbehaviour
- ensuring effective delivery of the curriculum
- having adequate levels of supervision
- encouraging excellent punctuality

- ensuring good levels of communication
- careful monitoring and tracking

## **Roles and Responsibilities**

### **The Governors**

The Governing Body are responsible for setting the general principles and expectation of excellent behaviour. The Governing Body have a responsibility to hold Senior Leaders to account for the accepted standard of pupil behaviour.

### **The Headteacher**

The Headteacher is responsible for ensuring behaviour standards are understood by staff, pupils and parents, and that staff consistently follow and apply these standards.

### **All staff**

All staff will follow the school's published B4L Behaviour Management System. This will include referral systems being followed, a graduated level of appropriate sanctions and support being applied, effective communication and parental contact and involvement.

### **Classroom Teacher**

Matters of classroom discipline are the direct responsibility of the class teacher. Classroom teachers are responsible for applying the Behaviour For Learning system consistently and recording stage 3 and referrals (including failed and SLT referrals) on PARS. Their line-manager for classroom issues is their Principal Teacher.

### **Learning Mangers**

Learning Managers have a responsibility for each child in their year group. This includes monitoring and dealing with incidences of misbehaviour which occur outside of the classroom, and behaviours which trigger our level system. Learning Managers record these incidences on PARS and implement support strategies where necessary.

### **Form tutors**

Form teachers should contribute to the monitoring of pupils in their form and for communicating with the Learning Managers when they feel that there is a cause for concern.

**Staff should try to be positive in their dealings with children**, wherever possible, drawing attention to successful behaviour and work. The Mission Statement, incorporating our Core Principles, should be used as a focus, displayed in all classrooms, in all Homework Planners and regularly referred to by staff. Our core principles apply to all members of our school community.

The following means of reward and praise are expected:

- B4L rewards system
- Commitment to school life/star badges system
- the use of green writing/stamps in Planners (this is compulsory for all teachers)
- using positive comments in class
- display of exemplary work
- recognition in assembly/school website/corridors/classroom
- contacting home using a variety of methods
- Recognition of academic achievement through celebration assemblies

## Parents and Carers

Parents and carers must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).

Parents and carers must also ensure that their child attends the suitable, alternative, full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents and carers are expected to attend a reintegration interview following any fixed period exclusion.

## Sanctions

Sanctions should:

- be as identified in our B4L system and consistently and fairly applied
- aim at correcting behaviour
- not be degrading or humiliating
- be proportionate to the offence
- where possible, have the support of parents

Whole groups should not be punished for the offence of a few.

If a persistent problem is emerging the measures taken must be linked to the Special Needs Code of Practice – Stages 1 and 2 (see SEN Procedures).

The range of sanctions used will include:

- Verbal correction.
- B4L Stage warnings and referral system
- Additional writing to be completed at home.
- Detention at break, lunch (will be allowed lunch - no notice; will have to bring packed lunch - 24 hours of notice), after school (no notice needs to be provided but we would always inform parents).
- Placement in an alternative class for a fixed period of time.
- Time spent in our supervised internal Exclusion Unit.
- Removal of privileges such as invitation to attend reward trips/activities; removal of the opportunity to play for school teams or take part in representative activities for school.
- FT Exclusion from school (at home) for a fixed number of days up to a maximum of 5. Pupils will be allowed back to class when a successful readmission meeting has taken place with parents/carers and SLT.
- Direction to attend another local school for a fixed number of days up to a maximum of 10.
- Managed move to another school.
- Where appropriate, before deciding to Permanently Exclude a pupil, a 5 day Fixed Term exclusion may be issued to allow representation to be made to the Headteacher to ensure that all relevant information has been considered before a final decision is made.
- Permanent Exclusion, in line with LCC practice. A governor meeting will always take place to consider the decision of the Headteacher.

Where a pupil is removed from a lesson due to unacceptable behaviour they will only be allowed to return following an acceptable approach toward reconciliation with the member of staff.

Where pupils have been involved in unacceptable behaviour toward each other they will only be allowed to return to school life following an acceptable approach toward reconciliation between each other. The sanctions apply to all pupils and special exceptions will not be made which favour some pupils over others (eg moving an after-school detention to a lunchtime; applying a different sanction because of a pupil's previous history).

Sanctions are, therefore non-negotiable and the refusal to comply with a school sanction, whether supported by a parent /carer or not, will ultimately lead to the suspension of a pupil's timetable until the sanction is deemed to have been completed appropriately.

Examples:

- If a pupil fails to attend a Central Detention he/she will have to complete a full day in the exclusion room until 4.00 pm.
- If a pupil fails Exclusion part way through the school day, he/she will have to complete an extended full day in Exclusion before returning to class.
- If a pupil refuses to enter our Exclusion room he/she will be excluded from school, or directed to another school, for a fixed period and on his/her return will have to complete the time originally set in our Exclusion room.
- For all sanctions the pupil will be expected to behave exactly as directed by the school or the sanction will be deemed to be 'failed' and must be repeated until it is completed correctly.

### **The use of exclusions**

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

### **Pupil Support Systems**

The school adopts a wide range of strategies for supporting pupils who show consistently disruptive behaviour and have not responded to the usual range of rewards and sanctions. There are set triggers to ensure that intervention is early and consistent for all children. Reasonable adjustments are made to our Behaviour For Learning system for SEND pupils, as outlined in our SEND policy.

The range of possible support systems are as follows:

- Form tutor support/mentoring
- Positive report cards
- Behaviour Improvement Plan implemented by our Exclusion Unit manager triggered by a pupil reaching a Level two on our Behaviour For Learning system
- Responsibilities offered
- Counselling
- Multi agency approach

- Vulnerable pupil tracking
- Careers support
- Managed moved
- Alternative provision

## **Searching & Confiscating**

All school staff have the right to ask pupils to allow them to search them for any item banned under the school rules and then to search them and their possessions.

Members of the SLT, Pastoral Leaders and Principal Teachers have the statutory right to search pupils or their possessions without consent where they suspect a pupil has prohibited items.

School staff can confiscate any item found as a result of a search which they consider harmful or detrimental to school discipline. This is a personal search, not an intimate search.

### **Carrying out a search**

When searching a pupil two members of staff should be present and the one carrying out the search should be the same gender as the pupil being searched. When searching a pupil's possessions, the pupil must be present and the pupil informed of why a search is being carried out. It is a condition of having a locker in school that pupils consent to have these searched for any item whether or not the pupil is present.

A search may take place on the school premises or where the member of staff has lawful control or charge of the pupil (e.g. on an educational visit).

Clothes, possessions, bags and lockers may be searched.

Parents/carers do not have to be contacted before a search takes place.

### **Refusal to allow a search**

Where a pupil refuses to allow a member of staff to carry out a search of their person or possessions they will be isolated and supervised until their parents have been contacted and come to school. The parent will then be asked to carry out or witness the search. No pupil will be allowed to return to his/her lessons until the search has been carried out.

### **Grounds for a search**

In order to carry out a search without consent there must be reasonable ground for suspecting that a pupil may have in his/her possession a prohibited item (other pupils overheard talking about the item is, for example, reasonable grounds).

School staff can view CCTV footage in order to make a decision as to whether to conduct a search.

### **Confiscation**

A member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty when reasonable to do so. Parents/carers will be informed when items are confiscated. Staff have no liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

Make-up will only be returned in person to a parent/carer.

Weapons, stolen goods (unless returned to the owner), extreme or child pornography, controlled drugs will be passed to the police. Alcohol will be disposed of.

### **Mobile Devices**

Any device which can be used for communication has to be switched off and not visible.

Mobile devices cannot be used inside the school buildings at any time, with the exception of the restaurant before school.

Pupils attending after school clubs or revision must go outside of the building to use a device or be under the direct supervision/instruction of a member of staff running the club or revision lesson.

Mobile devices used or seen will be confiscated.

Mobile devices will be returned to pupils upon receipt of a note from a parent/carer requesting its return, or directly to the parent or carer if they come into school at the end of the school day.

### **Smoking**

The term 'smoking' includes all versions of related activity, such as 'vaping'.

Pupils who are associated with an incident of smoking will be isolated at lunch for a period of 5 days. Pupils who fail to cooperate will have the period of five days extended. Where there is full cooperation, the period of five days will be reduced. Throughout the period of five days, any further involvement in smoking in school or on the way to or from school, will result in the pupil being removed from class until a parental meeting has taken place. All smoking/vaping paraphernalia will be confiscated and disposed of.

### **Reasonable force**

Please refer to the 'Care and Control of Pupils' policy.

### **Complaints**

Complaints about searches will be dealt with through the school's complaints procedure which can be found on the school website and in the Complaints Policy.