

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 OLCHS Mission Statement)*

Reviewed: Autumn Term 2023
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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 policy
- Care and Control of Pupils policy
- SEND policy
- Spiritual, Moral, Social and Cultural Development 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, staff or member of the public- this includes the use of social media or
- Could adversely affect the reputation of the school.

School staff have the right, not to be subjected to harassment at any time in their professional or private lives.

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 never accept any racist, genderist, homophobic, disablist or deliberately hurtful comments about other members of our school community. This includes commenting negatively about pupils who try hard in class. At our school these pupils belong to the 10th protected characteristic; 'pupils who try hard'. Such behaviours will always result in an immediate referral from class.

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 Synergy. Their line-manager for classroom issues is their Principal Teacher.

Learning Managers

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 Synergy 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, recorded on synergy
- 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

Our Lady's is first and foremost a catholic school. To help our pupils to be successful at our school, we ask our parents to:

- support the school's distinctive Catholic Ethos;
- ensure that their child attends school regularly and punctually;
- support the school's policies for achieving high standards of work, behaviour and appearance;
- notify the school of their child's absence;
- make school aware of any concerns or problems that might affect their child's work or behaviour;
- attend parents' evenings and any individual discussions about their child's progress or behaviour;
- support the school in implementing its Behaviour and Uniform Policy;
- support their child in homework and other opportunities for developing potential;
- take responsibility for their child's use of social media outside of school hours and ensure this does not impact on school life;
- ensure discussions and any concerns relating to school are kept confidential and discussed only with the school and refrain from making negative comments on Facebook or other social media sites;
- conduct themselves politely and appropriately whilst on school premises, or when in contact with school, behaving in a way that sets a good example to their children;
- supporting the respectful ethos of the school by setting a good example with their own speech and behaviour towards all members of the school community;
- Uphold and model behaviour at home which is reflective of our 'Being One Of Ours' virtues;

Pupils will

- respect the school's distinctive Catholic ethos;
- attend school regularly, punctually and with the required equipment;
- show self- respect and always respect others in the school community;
- work hard at classwork and home learning and always strive to achieve to the best of their ability;
- make school aware of any concerns or problems that might affect work or behaviour;
- prepare thoroughly for all test and assessments and keep to deadlines;
- keep the school's rules regarding behaviour, appearance and respect for others;
- care for all school property and the school environment;
- demonstrate behaviour which is reflective of our 'Being One Of Ours' virtues;

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.

The range of sanctions used will include:

- Verbal correction.
- B4L Stage warnings and referral system
- Immediate referral (for incidents where B4L warnings are not appropriate)
- 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.
- Fixed Term Suspension 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 suspension 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. 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 (e.g., 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 15:30.
- 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 and suspensions

The Headteacher decides whether to suspend a pupil, for a fixed term or permanent exclusion, 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.

Permanent exclusion will only be used as a last resort in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. A decision to exclude a child permanently is a very serious one and will only be taken where the basic facts have been established on the balance of probabilities. It will usually be the final step in a process of dealing with disciplinary offences following a range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff – including online.
- sexual abuse or assault.
- supplying an illegal drug.
- carrying an offensive weapon.

The school may inform the police where a criminal offence may have taken place. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Parents have the right to make representations to the governing body (or discipline committee) about a permanent exclusion and the governing body must review the permanent exclusion decision. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools have a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period suspension 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 suspended pupils during the first five days of any suspension (although there is no legal duty to do so).

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 suspension. 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 suspension.

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

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
- Pastoral Improvement Plan implemented by our Pastoral Mentors triggered by a pupil reaching a Level two on our Behaviour For Learning system
- Responsibilities offered
- Multi agency approach
- Vulnerable pupil tracking
- Careers support
- Managed moved
- Alternative provision

Behaviour on corridors and communal spaces:

Pupils will:

- actively walk on the left-hand side of corridors and stairwells
- speak Eloquently with an acceptable volume
- are to be Discerning in their choice of the quickest route to their lessons
- are Loving towards one another by respecting personal space
- are Prophetic in the excellent behaviour example they demonstrate to others

Pupils may be issued with a central detention should their behaviour choice not follow our corridor conduct.

Behaviour on School Transport

On the school buses

- Pupils should board the bus in single file, with pass/money ready, and be seated immediately.
- Pupils should stay seated at all times, except when disembarking the vehicle.
- Pupils should conduct themselves in such a manner which does not distract the driver.

The same level of conduct and behaviour is expected on the school buses. The use of foul language, vapes, smoking and unpleasant behaviour towards others will not be tolerated. Reports of poor behaviour on the buses is taken very seriously.

On receipt of a complaint of anti-social behaviour on home to school transport, the following procedure will apply:

1st Incident: Verbal/written warning

If this is a low-level incident and is the first time a pupil is involved in antisocial behaviour, the pupil/s will be issued with a central detention. Parents/carers will receive a letter, notifying them of this behaviour.

2nd Incident: Acceptable Behaviour Contract and meeting with parents/carers.

Repeated poor behaviour on school transport services or a higher-level incident would advocate a meeting/phone call is made between school and the parent/carer to discuss behaviour and the pupil will be required to sign a behavioural contract. Appropriate school sanctions may also be issued, depending on the severity of the behaviour or the frequency of persistent poor behaviour.

3rd Incident: Suspension from services

If the poor behaviour continues, pupil/s will be suspended from all home to school services. Depending on the nature of the behaviour and incidents, this may be for a fixed period of time, or permanent. It will be the responsibility parents/carers to ensure their child gets to and from school. Appropriate school sanctions may also be issued, depending on the severity of the behaviour or the frequency of persistent poor behaviour.

Toilets

At the start of the school day, breaktime, lunchtime, and the end of the school day, pupils are not permitted to use the toilets of a year group younger than their own. For example; Year 11 pupils are not allowed to use Year 7 toilets. Should a pupil use a younger year group's toilet without permission, they will spend a day in our internal exclusion room.

During lesson time, pupils can seek permission to use the toilet, and should use the toilet closest to the classroom they are currently in. Permission to use the toilet during lesson time is at the teachers' discretion. If a pupil has permission to use the toilet during lessons, a note of this is made in a pupil planner. Toilet passes may be issued to pupils who have a medical condition. Such passes are reviewed regularly.

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, the day after confiscation, 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.