



Bishop Walsh
Catholic School



Behaviour Policy

“Love one another as I have loved you.”

Reviewed and Ratified by full Governors July 2018

Behaviour Policy July 2018

Reviewed by	Date
Belinda Dunphy Deputy Head	July 2018
Presented at Full Academy Committee	July 2018
Presented at Curriculum and Ethos Committee	n/a

This policy should be read in conjunction with the following policies:

Anti-Bullying Policy
Substance Misuse Policy
Safeguarding Policy
Special Educational Needs and Disabilities Policy
Equality Policy
Attendance Policy
Assessment, Recording and Reporting Policy

Philosophy

Bishop Walsh Catholic School is committed to ensuring the right of every individual in our school to develop their full potential in our Christian community. Our Mission Statement is rooted in the words and actions of Jesus, whose greatest commandment was, 'Love God and your neighbour'. Our wish is therefore to create a caring Catholic community, where all members of the community work together to build positive relationships based on mutual respect, justice and forgiveness.

We recognise that the most powerful means of teaching good behaviour is to model Gospel values of love, peace, forgiveness, honesty and justice in our dealings with each other and with pupils, parents and the wider community. We seek to model and build positive relationships, to be inclusive in our dealings with pupils, to have good knowledge of individual pupils and to allow for individual needs, to support vulnerable pupils, to teach responsibility and to have high expectations of all pupils. Our behaviour as teachers should avoid labels, condemn behaviours but not pupils, and anticipate, pre-empt and manage behaviour before it becomes a problem. Our aim is to be approachable and to support each other by being consistent. In order to support the rehabilitation of offenders through reconciliation with the victim/s and community as a whole restorative justice is encouraged.

Aim of the Policy

1. Create a safe, orderly, caring and inclusive environment where all pupils can make a positive contribution to our community;
2. Encourage positive behaviour in pupils through the modelling of Gospel values;
3. Respect the dignity of the individual and respond to incidents with compassion and justice;

4. Foster a sense of justice through the appropriate use of sanctions;
5. Use systems and strategies aimed to bring about reconciliation and rehabilitation between victim/s, offenders and the community as a whole.
6. Ensure that all sanctions applied serve the common good.

Our behaviour policy recognises the right of **every individual** in our community to teach and to learn without disruption, and to be given opportunities to develop his or her talents in a caring and supportive environment.

2. Statutory Guidance

Education and Inspections Act 2006

Behaviour and Discipline in school: Advice to head teachers and school staff : DFE Feb 2014

Keeping Children Safe in Education September (2016) then new one in September 2018

3. Pupil rights:

Pupils have the right to be treated with respect and care.

Pupils have the right to be protected from discrimination, and bullying and intimidating behaviour.

Pupils have the right to be treated fairly.

Pupils have the right to a fresh start.

Pupils have the right to be told the truth and to be listened to.

Pupils have a right to learn in peace, free from distracting and disrupting behaviours.

4. Good behaviour belongs to everyone.

The promotion of positive behaviour and achievement by appropriate application of rewards and sanctions is a core responsibility for all staff. All members of staff at Bishop Walsh have an important role to play in helping pupils to achieve the aims of this policy and in ensuring that teaching and learning contribute to the spiritual and moral development of our pupils. Those who hold specific responsibility for managing pupil behaviour will support all staff to these ends.

5. Responsibilities

5:1 Parental responsibility

Bishop Walsh Catholic School will ensure that parents are kept informed of all aspects of their child's education. This includes their attendance, academic progress, work ethic and behaviour. Parents are asked to support the school in its Mission Statement and to uphold the teachings of the Church. Parents and pupils are asked to sign a Home-School Agreement as an indication of their support for the school ethos and its Code of Conduct.

5:2 Pupil responsibilities:

Pupils should treat each other fairly, giving everyone an opportunity to contribute, and with respect and care.

Pupils should be considerate in their actions towards others, and refrain from behaviour which humiliates or hurts others. Pupils should recognise, tolerate and celebrate their individual differences

Pupils should show empathy to others, consider others' feelings and

Pupils should forgive others and not bear grudges.

Pupils should tell the truth at all times.

Pupils should do their best for themselves and for the community, use their talents to help others, show appreciation and humility.

Pupils should trust in justice.

5:3 School responsibilities

• Classroom Teachers

Classroom teachers are responsible for:

Being punctual to lessons

Ensuring that classrooms are stimulating learning environments, that teaching and learning is carefully matched to the needs of all pupils, and that pupils have an opportunity to contribute positively to their learning.

Classroom teachers are responsible for the management of classroom behaviour, using agreed classroom management and behaviour strategies.

Teachers should familiarise themselves with information provided about specific pupils with additional needs.

All teachers should ensure that pupils are aware of the rules, consequences and rewards that operate in the classroom. Classroom teachers are responsible for the completion of report cards and supervision of detentions where appropriate.

In the case of a student disrupting the learning of others and themselves, procedures outlined in the Sanctions Code should be followed.

If a pupil presents a serious health and safety risk a responsible student should be sent to the main office, and ask for SLT assistance.

• Heads of Department

Heads of Department are responsible for:

Monitoring teaching and learning in their department, ensuring that lessons are well-planned and that teachers use appropriate differentiation strategies.

They should support their subject teachers in the management of classroom behaviour and ensure that departmental rewards and sanctions are applied as appropriate.

Use of Head of Department report.

Every department should have in place a system of referral whereby a pupil can be removed from class and placed under the supervision of another teacher within the department.

Heads of Department should also ensure that work is provided for pupils who have been excluded or who are working in the Damascus Room.

• **House Tutors**

House Tutors are the first point of contact for our pupils and have an important pastoral role. House Tutors are responsible for:

Monitoring attendance and punctuality, and for establishing routines to monitor equipment and uniform. House tutors should

Regularly revisit the Behaviour Policy with pupils and should set high expectations of each and every member of their House group in terms of behaviour for learning, uniform and attendance.

House tutors where appropriate may issue daily reports and monitor pupils' progress on report.

• **Heads of Year**

Heads of Year have a key pastoral role and are responsible for:

Ensuring the highest standards of behaviour and achievement within their year group in co-operation with parents/carers.

Support house tutors in the daily monitoring of pupils.

Use Head of Year report to monitor individual pupils.

In conjunction with the Assistant Principal or the Vice Principal, will arrange additional interventions when necessary.

• **The Learning Support Department**

The Learning Support Department provides additional support for individual pupils by identifying those cases where behaviour may be a symptom of significant underlying problems, including learning and /or social and emotional difficulties.

• **Assistant Principals and SENCO**

Assistant Principals and SENCO has specific responsibility for:

Year 6 transition of SEND pupils and inclusion and works with the Vice Principal, heads of year and learning mentors in the daily management of behaviour issues.

This includes applying appropriate intervention strategies and the involvement of outside agencies, as well as the application of appropriate sanctions.

• **Vice Principal i/c learning and wellbeing**

It is the duty of the Vice Principal to:

draft and to regularly review the Behaviour Policy. This must include consultation with staff, pupils, parents, academy representatives, Family Support Services and other stakeholders.

The policy should encourage positive behaviour and regular attendance, discourage bullying and promote race equality.

It should set out the more detailed measures (rules, rewards, sanctions and behaviour management strategies) that make up the school behaviour policy.

The Vice Principal has overall responsibility for:

the implementation of the Behaviour Policy, and works with the Assistant Principals, heads of year, SENCO and learning mentors in the daily management of behaviour issues.

This includes applying appropriate intervention strategies and the involvement of outside agencies, as well as the application of appropriate sanctions. The Vice Principal should ensure that regular pastoral reviews, including behaviour and attendance, take place, and should report regularly on behaviour and attendance to the Senior Leadership Team. This should include detailed analysis of attendance and exclusion data.

• **Principal**

The Principal is responsible for:

Ensuring that the school has in place an effective Behaviour Policy that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality.

The Principal is responsible for:

determining the more detailed measures (rules, rewards, sanctions and behaviour management strategies) that make up the school Behaviour Policy.

The Principal must be consulted when serious sanctions such as fixed-term exclusions are to be applied, and must be kept informed of other serious sanctions such as internal exclusion and Senior Leadership Team Friday night detention.

• **The Senior Leadership Team**

The Senior Leadership Team support all staff in the application of the Behaviour Policy. To this end they are responsible for:

regularly dropping into lessons to monitor behaviour and ensure that the policy is being applied consistently and fairly.

They should also be a visible presence around the school, particularly at critical times of the day such as lesson changeover, break and lunch times and at the end of the school day on bus duty.

The Senior Leadership Team should ensure that staff are fully involved in the consultation process and therefore have a sense of ownership of the behaviour policy, thus ensuring that all staff take collective responsibility for the implementation of the policy.

6. Roles and Responsibilities

6;1 Parents responsibilities

Specifically, parents should:

- encourage their child to aim for excellent attendance and punctuality and reinforce the importance of good attendance at school;
- ensures that their child wears correct uniform;
- impose appropriate boundaries at home that encourage good self-discipline;
- ensure that pupils make a positive start to the school day by eating a healthy breakfast;
- establish good routines at home that allow children to be organised and able to complete homework and/or revise;
- ensure that pupils are equipped for school;
- ensure that pupils complete all homework set and inform teachers if there is a genuine difficulty in completing homework;

- help ensure that their child follows reasonable instructions by school staff and adheres to school rules;
- respect the school's behaviour policy and disciplinary authority of school staff;
- teach personal responsibility and encourage their child to make a positive contribution to school life;
- ensure school staff are aware of any issues that may have an adverse effect on a child's behaviour;
- be prepared to work with the school to support their child's positive behaviour;
- attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour;
- if their child is excluded from the school, to ensure that the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

6:2 Teachers should:

- be treated with respect, free from discrimination, intimidating and bullying behaviour;
- teach without distracting and disruptive behaviour and
- sanction those who do not adhere to the behaviour policy.
- adhere to the behaviour policy and be consistent in its application;
- encourage positive and equal contributions in the classroom from all member of the class;
- encourage pupils to develop their talents for the good of the community;
- encourage opportunities to contribute to the school, parish, local and global community;
- listen to pupils;
- wherever possible, give pupils a fresh start;
- build trust through mutual respect and ensure justice through consistency.

Inevitably, we will come across pupils who have complex needs and who exhibit challenging behaviour. Whilst we have little control over many of the issues that cause behavioural difficulties; we can only teach, model and seek to influence young people in the right way. All pupils benefit from having clear guidelines and expectations from all staff, and to this end we aim to encourage in all pupils effective Behaviour for Learning.

Behaviour for learning

Pupil responsibilities

Language

Pupils should

Listen carefully to teachers and others

Obey instructions

Ensure they know how they can achieve the lesson objective

speak politely use proper forms of address
say please and thank you

Resources

Pupils should:

Be equipped to learn

Respect others' equipment
issues

Use homework diaries appropriately

Remain in their seats unless asked to move

be on time

Independent learning

Pupils should:

Take responsibility for their learning

Recognise that making mistakes is a healthy

Have confidence to say the wrong answer

Respect others' opinions

Ask for help

Be constructive in assessing their own and
and others' work

be respectful of others' opinions and allow
others to contribute

Teachers should

give clear and explicit instructions,
Using positive language
repeat instructions when necessary

set a clear lesson objective

use first names
model courteous behaviour

Teachers should:

model good organisation

check equipment and address any

check that homework diaries are used
appropriately

adhere to a seating plan

Consider how room arrangements
and environmental conditions may
affect behaviour

Have high expectations of pupils and
establish clear routines

make use of ICT communication

Teachers should:

ensure that independent learning is
an Inherent feature of teaching and
learning

encourage positive risk taking

encourage contribution from all

allow time to process, think and
answer

create regular opportunities for self
peer assessment

engage pupils through effective and

complete homework even if not in lesson

meaningful Assessment for Learning

Pupil support 7:1 Rewards

Good behaviour should receive constant recognition.

At Bishop Walsh we recognise that the best means of encouraging good behaviour is to reward good behaviour. Feedback for good work should be given as soon as possible, and so the following rewards will continue to be used for pupils who work hard and try their best:

- Verbal praise
- Aspire stickers
- Stickers
- Postcards home
- Letters home
- Vouchers at end of term for Attitude to Learning

In addition, staff, pupils and parents have drawn up the following system of rewards to reward those who work hard, behave well and have excellent attendance and punctuality. To this end we will use a points system based on information from the traffic light reports and award points as follows:

Attitude to learning marks 1 – 4 will be added up and a rank order of pupils in the year group produced. The top 10% of pupils in a year group with the best attitude to learning will be sent a letter home from the Head of Year. Similarly the bottom 10% of pupils with a poor attitude to learning will also be sent a letter home.

At the end of each term all the top 10% will have their name put into a random selector and a pupil from each year group will be given a voucher.

In line with the Attendance policy, pupils will also be rewarded for their attendance as follows:

Heads of Year may provide a reward such as a box of chocolates to the best attending form. Also certificates are awarded on an individual basis termly.

Discretion will be used where pupils have genuine and documented illness.

7:2 Pupil support/ Behaviour Intervention strategies.

At Bishop Walsh a number of intervention strategies are employed to prevent behaviour problems becoming critical, to allow pupils an opportunity to make better choices in terms of behaviour, and where appropriate to avoid exclusions. These include:

- regular pastoral reviews to identify pupils most at risk;
- contact with parents in the early stages of a problem;

- House tutor or Head of Year reports to monitor behaviour;
- referrals for specialist advice from agencies linked to the school; These include, School nurse, the Educational Psychologist, CASS, Early Help Assessment, School Chaplain, CAT, GAP, YMCA Young carers, Police Liaison Officer and SENAR (Special Educational Needs Assessment Team)
- referrals to Learning Support for a short period of additional support outside the usual classroom environment;
- referrals to key stage mentor;
- referrals to Damascus Room;
- Isolation in Damascus
- Initiating an Early Help Assessment/ CASS referral
- temporary placement in another school in their isolation /pupil referral centre;
- alternative provision; this will include the East Birmingham Network Free School;
- parent/carer meetings with Vice Principal/Principal/Academy representative/s to discuss strategies where a pupil is at risk of permanent exclusion;
- a managed move to another school to give pupils an opportunity to reflect on their behaviour or have a fresh start in another school.

The Education and Inspections Act 2006 gives all teachers and other staff in charge of pupils a power to discipline pupils for breaches of school rules, failure to follow instructions, or other unacceptable behaviour provided that the sanctions are reasonable and proportionate to the circumstances.

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal, or reminding a pupil of a rule, are all that is needed. Pupils should be given an opportunity to apologise for and correct an incident of low-level behaviour where this is appropriate. Before applying a sanction, staff should also consider whether an apparent behaviour difficulty is in fact an indication of unidentified learning, social and/or emotional difficulties, or other type of special educational need.

All cases of misbehaviour must be carefully investigated before any disciplinary measures are taken. Parents must be informed and involved in the process when

dealing with serious disciplinary matters. In cases of serious or persistent misbehaviour there will be liaison with the Assistant Principals, SENCO, Head of Year, Vice Principal or Principal. Parental permission will be sought before outside agencies are involved.

Reports

House Tutor reports are the responsibility of the house tutor for low level issues they are aware of as form tutors such as lateness, uniform, organisation. This is intended to last no longer than one week.

Head of Year report is for more serious issues such as poor behaviour or failure to improve on house tutor report. This requires a discussion with parents at least on the phone. The length of this depends on the individual and the issue. A period of isolation is possible, input of other services to support families, same night detention may be necessary. The use of "Exclusion out of school hours" sanction can be used so a pupils' education is not affected may be the option chosen instead of a fixed term exclusion at home where appropriate.

Following all the intervention to improve behaviour if there is not the required improvement the Senior Leadership Team may have to consider further action such as a managed move, time at another school provider, alternative provision.

The Damascus Room

This room serves two purposes:

1. To withdraw pupils who find it difficult to cope in mainstream lessons. For these pupils withdrawal to the Damascus Room is intended as a supportive measure, to pre-empt and prevent episodes of poor behaviour and allow pupils to work in a calm and quiet environment supported by a Learning Mentor, Teaching Assistant or other teacher. Pupils will take part in group work activities to improve social interaction, and will follow structured courses in behaviour improvement that will include self- esteem, anger management and personal learning and thinking skills.
2. As an alternative to fixed-term exclusions, or following any period of exclusion, pupils will spend time in Damascus. Pupils referred to the Damascus Room as a sanction will:
 - a) Spend an appropriate length of time in Damascus with the option of arriving at school at 9.30am and leave at 4.00pm.
 - b) Hand in mobile 'phones, Ipods and MP3 players.
 - c) Take part in a programme to reflect on their behaviour and revisit what is meant by Behaviour for Learning.
 - d) Be expected to work in silence, except when taking part in structured programmes of behaviour improvement with the Learning Mentor. Pupils

will be supported in reflecting on their removal from class, and will revisit expectations.

- e) Break and lunchtimes will be at different times to the usual school day. Pupils will be taken to the area outside the science laboratories at lunchtime.
- f) It is hoped that the peaceful atmosphere of the Damascus room and the secluded area outside will encourage reflection on behaviour, and inspire in pupils a desire to amend their ways, to 'turn around' and be filled with a genuine desire to rejoin the school community.

These pupils will be separated from pupils who are working in the support zone. Heads of Department will supply schemes of work in advance to the Damascus room. A supply of reading material will also be available.

8.Sanctions.

See last page

10. Confidentiality

All staff are involved in maintaining good discipline and if investigating an incident will be respectful of the confidentiality of all pupils involved where necessary.

11. Staff Training

All staff will know of this policy at induction and through pastoral meetings or staff inset. Staff will receive updated information about behaviour measures and actions and be supplied with appropriate resources. Staff have a professional responsibility to maintain their competence in responding appropriately to any behaviour incidents and to seek further advice and support from a senior colleague if needed.

Staff who are identified as requiring extra support will be offered support through the senior management team and this may include shadowing, reflection, internal/external training etc

12. Monitoring of Policy

The effectiveness of this policy will be monitored through:

- Pastoral Management meetings (HOY with tutors/HOY with Assistant Principal/ SLT)
- Analysis of the pupil conduct log on SIMS (HOY/SLT)
- Pupil questionnaires (HOY and tutors/ HOY and Vice Principal/ SLT)
- Discussion at School Council meetings
- Pastoral meeting with Academy representatives
- Principal safeguarding report to the Academy Committee including an analysis of exclusion data

The Governance of the School

The Governance of the school has the responsibility to ensure that policy and practice on disciplinary matters is in keeping with the school's foundation as a Roman Catholic School and its Mission Statement.

The Academy Committee

The Academy Representatives with a pastoral emphasis recognise that from time to time young people behave in a manner which is unacceptable to their teachers and counter to the school's guiding principles. It may be that an individual's behaviour is dangerous to himself or herself, and to others; or, it may be that the behaviour of an individual is detrimental to the education and wellbeing of other pupils in school. The Governance expect that staff, operating within the guidelines set down by the head teacher, will respond to all situations that arise in school. It is in particularly serious cases that the governance will be called upon.

Exclusions

The Principal may exclude a pupil for a **fixed** period of up to five days to allow a cooling off period, without involving any Academy Representatives. The Academy Committee should be informed of all exclusions over five days, and of all managed moves and referrals to alternative provision. On all occasions where a pupil is excluded, work has to be provided for the pupil to complete at home.

Where a **Permanent Exclusion** has been made by the head teacher, the Academy Disciplinary Committee meets.

- The Academy Committee expect the Principal to present his reasons for the exclusion. This will take the form of a full written report of the incident or incidents which documents all measures that have been taken to avoid the exclusion. Any supporting information, such as reports from outside agencies, should also be made available to the Academy Representatives. The Principal should present an oral report to support the written documentation.
- In all cases a report on progress within the school curriculum should be available.
- This may well take the form of a recent school report, but may well necessitate an up-to-date report from subject teachers. Any extra curricula involvement should also be noted.
- Where a pupil has an Education Health Care Plan or the pupil has special educational needs, the Academy Representatives should be informed.

At the end of the meeting the Academy Representatives will consider whether to uphold the Principal's decision or to re-instate the pupil. The precise procedures for the timing, format and conduct of these meetings is set down in legislation and is followed by the Disciplinary Committee. Where an exclusion is upheld, parents may appeal against this decision to an independent body. Again copies of such procedures are available from the Principal and the LA.

Instances which will lead to permanent exclusion are of such a serious nature that the Principal has decided that the pupil concerned and the school community would be best served by the pupil leaving the school. The Academy Committee will consider each case on its merits, but it is in cases where the conduct of a particular pupil runs counter to the principles upon which the school is based that they will uphold a permanent exclusion. Such serious cases which have the potential for permanent exclusion are rare and include violent assault and the use of drugs. It could be, however, that refusal to heed repeated warnings by the Principal and by the Academy Representatives has led to permanent exclusion.

Sanctions

Any activity of a criminal nature will involve informing the police and the possibility of other services such as social services.

If a pupil fails to turn up to a Senior Management detention the pupil will be excluded for a day. The introduction of an "out of hours" exclusion covers events like the above or other incidents in Level 4 whereby the pupil will serve their punishment on such days as INSET days or weekend days or days when the rest of the pupils are not in school.

Poor behaviour that happens out of school may still be dealt with by school depending on the nature of the behaviour

- An offensive weapon means any article either:
 - a) Made or adapted for use for causing injury to the person; or
 - b) Intended by the person having it with him for such use by him or by some other person (s 1(4) Prevention of Crime Act 1953)

Articles in category (a), such as knuckle dusters and flick knives and disguised knives, are always offensive weapons. An article in category (b), such as for example a milk bottle, only becomes an offensive weapon when the person carrying it has the intention of using it to cause injury to the person.

Bishop Walsh Catholic School Sanctions

Code	Behaviour	Possibly one of a range of Sanction/ support
Level 1	Behind in coursework	Warning
	Chewing gum	Before school 8.15am meeting with SLT on duty if missed break detention for lateness
	Inadequate work	Chance to complete work
	Late	Chance to put right/ remove
	Missed detention	Detention – break/lunch /after school (15 - 30 mins)
	No homework	Litter duty
	Poor effort	
	Uniform issue – nail polish, top button, unacceptable footwear, make up, jewellery	
Level 2	Answering back	Detention – break/ lunch/ after school (30 – 60 mins)
	Persistent lack of equipment	Report – House tutor/ Head of Dept/ Head of Year
	Persistent lack of homework dairy signed	SLT Friday night detention
	Persistent low level defiance	
	Continued missed detention	
	Continue lack of homework	
Level 3	Disruptive behaviour	Detention
	Insolence	SLT detention
	Refusal to carry out a request	Report –House Tutor /Head of Dept/ Head of Year
	Truancy	Parent contacted – time limit to correct hair
	Uniform – extreme hair or refusal to put right eg change into school shoes	Isolation
	Vandalism	Community service
		Internal or external fixed term exclusion An“exclusion out of school hours” exclusion.
Level 4	Bringing school into disrepute	Parents informed and meeting
	Bullying	Isolation
	Defiance	An “exclusion out of school hours” exclusion
	Homophobic behaviour	Internal or external fixed term exclusion
	Inappropriate language/ sexual language	Time out at another school’s isolation unit
	Prejudice / discriminatory behaviour	Managed move
	Racist incident	
	Smoking or possession of smoking paraphernalia /or looks like it	
	Being in the company of someone smoking	
	Swearing	
	Theft	
	Verbal abuse to a member of staff	
	Misuse of social media	
Verbal abuse to a pupil		
Level 5	Illicit substances	Parents informed and meeting
	Physical assault	Police possibly informed
	Sexual behaviour	Fixed term exclusion
	Threatening/ physical; intimidation of a member of staff	Permanent exclusion
	Weapons	Managed Move

Throughout all the levels pupils are given the opportunity to reflect on how to bring about the healing and forgiveness process. Opportunities are put in place to bring about restorative justice.

