



BLESSED HUGH FARINGDON CATHOLIC SCHOOL

BEHAVIOUR FOR LEARNING POLICY

All that happens in Blessed Hugh Faringdon Catholic School occurs within the context of the school's Mission Statement (in accordance with the Trust Deed for the maintenance and advancement of the Catholic religion).

Written: September 2018

Updated: October 2021

Adopted: October 2021

Persons Responsible: SLT and Headteacher

Committee: Curriculum and Personnel

Review Due: Annual

Blessed Hugh Faringdon Catholic School is 'Committed to Gospel Values'. The Gospel of Jesus Christ invites all who follow its teaching to the fullness of life. Discipleship in the Gospel is a life-long journey of faith coming to complete fulfilment only in the presence of God in heaven. The entire life of a disciple is marked by learning and growth. We believe that Jesus is present in the day-to-day life of our school, that each member of our community has a divine origin and an eternal destiny. We believe that through his Incarnation, Jesus affirmed us as whole people and redeemed us through his resurrection. We believe therefore that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law. These beliefs underpin our approach and thereby commit us to encouraging all members of our community, staff and pupils alike, to grow towards human wholeness.

A Positive Culture of Learning

Incorporating the Behaviour for Learning Policy

1. The Principles

All teachers have the right to teach and all pupils have the right to learn, in a mutually respectful environment.

This policy is written whilst taking into account the Governing Body's "Behaviour" Principles Statement. At Blessed Hugh Faringdon Catholic School, we believe that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

It therefore seeks to create an inclusive, caring, learning environment in the school by:

- Promoting good and positive behaviour through the adherence to the Gospel Values and the BHF way.
- Promoting desired behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority with positive relationships based on mutual respect
- Ensuring equality and fairness of treatment for all
- Providing a safe environment; free from disruption, violence, bullying and any form of harassment
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Promote a culture of aspiration
- Ensuring pupils' behaviour promotes courteous and positive conduct, in this Catholic Community and beyond
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

2. Roles and Responsibilities

The Governing Body has agreed, in consultation with the Head teacher to adopt the "Behaviour for Learning" policy for the promotion of desired behaviour and to keep it under review. It will ensure that this is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of pupils and staff.

The Assistant Headteacher, with responsibility for Behaviour and Attitudes, will be responsible for the implementation and day-to-day management of the policy and procedures.

Teachers, support staff and site staff will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour for learning policy is essential. Staff have a key role in advising Senior Staff on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head teacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their children both inside and outside the school. The school will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

3. Expectations for Staff

The development of a positive culture of learning is the responsibility of all staff in the school. All staff will be expected to show high levels of professionalism when managing pupils in the school and the following is expected of every teacher:

- Pupils must line up outside the classroom before a lesson
- Staff must greet the pupils and position themselves close to the doorway, checking uniform whilst greeting the pupils
- At the end of the lesson, pupils must be dismissed formally with the teacher close to the doorway to supervise pupils leaving the classroom
- For sixth form pupils, staff should use their professional judgement
- At break time staff must ensure that pupils behave well
- At the end of break and lunchtime, all teaching staff are required to be outside their teaching room and supervising pupils making their way to lessons
- Staff are expected to arrive promptly for duties and model the behaviours expected of pupils, including maintaining a calm approach, especially in the manner of speaking to pupils.

Our approach focuses on positive attitudes embedded in Gospel Values and the BHF Way, which support learning. We will actively promote, celebrate and reward pupil achievement and acknowledge the unique gifts that every child has. There will be the promotion of a positive culture of learning and Gospel Values and the BHF Way through the following:

- Retreat programmes
- Positive teaching styles
- Charitable activities
- The curriculum • Assemblies
- PSHE
- Clear and consistent expectations and rules with pupils, for classrooms, around the school and in the community.
- Leading by example
- Sharing and displaying expectations and rules prominently in the school
- Celebrating pupil achievement in the school and with pupils and parents

A positive culture to learning needs to be at the heart of the school. A positive culture that promotes courtesy, cooperation and consideration for all members of the community and the wider community is the foundation of the school.

As a Catholic community, teachers need to consider the cause as well as the effect of poor behaviour. It is an expectation that as a Catholic community we will provide support, understanding and guidance for all pupils and their family.

4. Expectations for Pupils

Pupils are expected to:

- Comply with the rules of the school
- Honour the school's ethos of Gospel Values
- Follow positive examples
- Cooperate with all staff in the school
- Cooperate with each other
- Support the evident positive environment at the Blessed Hugh Faringdon Catholic School

5. Inappropriate Items

The general power to discipline (as described in the "Discipline in Schools - Teachers' Powers" Department for Education Feb 2014) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

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, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

6. Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Force cannot be used to search for these items which, though banned by the school, are not on the list of prohibited items [above].

The well-being of the child is paramount, and the school takes steps to ensure reasonable adjustments are made to avoid the need to use reasonable force on children with SEND, where possible.

7. School Gates

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

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

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Rewards

Staff are encouraged to reward outstanding examples of good academic work or contribution to lessons and school life by issuing House Points and recording all examples of positive behaviour on SIMS. In addition to House Points being issued, departmental certificates are issued on a termly basis for both Progress and Effort in addition to Positive Postcards home. Other rewards include nominations for 'Headteacher's Student of the Week' and awards issued for the schools' Annual Rewards Evening.

9. Sanctions

The Behaviour for Learning policy is designed to support the classroom teacher in reducing inappropriate behaviours. To avoid sanctions having a negative impact on poor behaviour, the following principles must be remembered:

- Focus on the behaviour and not the pupil

- Always consider the dignity of student, by using private reprimands wherever possible and avoid public put downs
- Be consistent when implementing the Behaviour for Learning Policy
- Ensure that you apply the Behaviour for Learning Strategy:

It is important to make the pupil aware that once a sanction has been imposed that the incident is over and they can make a fresh start.

The initial responsibility for dealing with pupil behaviour will generally rest with the classroom teacher taking the lesson.

It is an expectation that classroom teachers resolve any discipline issue as they arise. Some circumstances of misbehaviour will make it necessary to be supported by more experienced colleagues within the department. In the first instance behaviour issues should be passed to the Subject Leader.

All incidents of poor behaviour need to be logged on SIMS. Year Leaders and senior management will regularly review the reporting mechanism and perform an analysis of the data on this.

The Behaviour for Learning Policy has six levels that includes:

- C1: First Verbal Warning
- C2: Final or second Verbal Warning
- C3: Detention given to the pupil by any adult in the school
- C4: Direct challenge to the authority of an adult working in the school
- C5: Fixed-term external exclusion • C6: Permanent exclusion (headteacher only)

10. Applying the Sanction System

The school runs after-school detentions Monday - Thursday, with two-hour detentions held on Mondays only. Additionally, same day punctuality detentions are held each evening after school for 30 minutes.

The detentions are held in the school canteen. Each detention is managed by teaching staff, with the Key Stage 3 and 4 Pastoral and Achievement Co-ordinator managing the second hour. For pupils who fail to attend an initial one-hour behaviour detention, those sessions will be extended to a two-hour detention. During the detention, pupils will be permitted to complete homework or be given academic work to do.

Information on detentions are issued to pupils by the member of staff issuing the sanction, in the first instance. This is then reinforced by Tutors in morning registration and Period 6 teachers. A Group Call text message is sent to the Primary Parent/Guardian contact, where the detention is set for the next day. This does not preclude the school from holding same day punctuality detentions.

All detention information is inputted by the issuing teacher on SIMS accurately, with appropriate detail. The detention is then set as close as possible to the original sanction.

Staff will be expected to ensure that uniform is correct and that all pupils sit in silence and are respectful during the duration of the detention. No pupil is permitted to leave the room without permission or communicate with other pupils during detention.

11. Behaviour for Learning Strategy in Practice

STAGE ONE Class Teacher -Immediate Intervention

In the first instance the classroom teacher should deal with any pupil misbehaviour, employing a range of strategies and sanctions. There is no substitute for good teaching to inspire learners. It is expected that classroom teachers deal initially with minor incidents such as:

- Punctuality • Equipment and organisation of work
- Removal of outside clothing
- Removal of earphones
- Talking in class
- Rudeness
- Care of the school environment
- Bad language
- Any other breach of school expectations as outlined in every room

Serious incidents may require referral to senior staff without the need for warnings. However, for normal behaviour management it is expected that all classroom teachers ensure that they issue Consequence 1 and 2 formal warnings to a pupil and clearly letting them know that they are not meeting expectations before finally issuing Consequence 3(C3) which is a whole school detention of 1 hour.

A C4 referral will be issued to students by members of staff in school for any direct challenge to the authority of any adult working in the school. A C4 referral is resolved by the KS3 or KS4 Pastoral and Achievement Co-ordinator in conjunction with the Year Leader and/or Senior Member of staff. A C4 will either result in a Focus Room sanction, a withdrawal from subject or a resolution, depending on the circumstances. All parents must be contacted regarding a C4 referral, within 24 hours of the referral being issued.

STAGE TWO Intervention

If a pupil receives what is considered a high level of C3's and C4's then further support will be put in place for the child. This will include involvement of the KS3 or KS4 Pastoral and Achievement Co-ordinators, Year Leaders and/or the SENCO.

At this stage, a decision will be made to place the pupil onto a Pastoral Support

Programme (PSP). This is a twelve-week programme where the pupil will be monitored far more rigorously. It is expected at the end of this programme that the pupil has managed to move their behaviour forward. If they are successful, they will move on the

next stage called "Moving Forward". This is monitored by the Year Leader to monitor that the pupil is continuing to meet the expectations of classroom teachers with behaviour and attitude to learning.

STAGE THREE - Final Intervention

Members of the Senior Leadership Team will discuss instances of repeated instances of negative behaviour with the Head Teacher when all other stages have been exhausted with a concise and precise record of the concerns.

The intervention could come in the form of fixed term exclusion, referral to other outside agencies, an alternative curriculum or managed move to another school. An update of the pupil's behaviour record and a parental meeting will be included in the final stage. At this stage all pupils will be at risk of permanent exclusion. The Head Teacher will inform the Governing Body

12. Issuing External Exclusion

A permanent exclusion may be imposed for:

- A single act of dangerous, violent, harmful or reckless behaviour including sexual harassment, abuse or violence.
- Violence, including sexual abuse or violence, especially where it seems the perpetrator has planned the violence, or has caused a significant injury, or has behaved in a recklessly dangerous way, or has ignored warnings to desist.
- Threats of violence, including threats of sexual violence, particularly those which are persistent, or which are intended to subvert the school's discipline policies by intimidation, harassment or which involve calling in a third party, or which are intended to cause fear and anxiety.
- Persistent expression of racist views, racist actions or other discriminatory behaviour
- Bringing drugs or other banned or toxic substances to school, using them on any school occasion, supplying them to other pupils or encouraging other pupils to use them.
- Bringing a weapon to school, or anything intended to be a weapon.
- Bringing fireworks to school, or any other potentially dangerous item [see footnote]

A list of banned and toxic substances cannot be exhaustive. It will include any substance whose supply or possession is unlawful. Banned substances therefore include all controlled drugs – Class A, B and C drugs – as defined by the Misuse of Drugs Act 1971. Pupils may not bring any alcoholic drink to school. They may not bring any substance whose misuse is harmful to others. Examples of this are: glues, propellants, cleaning fluids and bleaches, methylated spirits and solvents, prescription drugs [unless for their own use and with the consent of parents]; mood-changing plants such as 'magic mushrooms'. Pupils may not bring to school, or supply another pupil with any substance, which will affect mood or physical state. In all of these cases, it will aggravate the offence if a pupil induces another to use or ingest a substance without consent or understanding.

- Letting off the fire alarm [or issuing threats/alarms] without good cause, or other misuse of firefighting or safety equipment.

- Extreme public misbehaviour, especially when it brings the school into disrepute
- Theft, especially when it is openly perpetrated or premeditated
- Persistent bullying, including sexual harassment, abuse or violence.
- Persistent failure to observe acceptable standards of behaviour

Fixed term exclusions may be given for:

- Disruption of lessons
- Refusal to follow instructions or explicit refusal to obey a school rule
- Verbal abuse against another person of any type including name calling and the use of sexual language
- Disrespectful or insolent behaviour to staff
- Racist or otherwise discriminatory behaviour or language
- Fighting
- Gross disobedience including failure to attend detentions
- Students using any technology to make, or attempt to make, covert audio or visual recordings of other students, staff or visitors will be in serious breach of the behaviour policy. This will constitute a gross invasion of privacy as well as a misuse of technology.
- The use of technology to bully, harass, threaten or coerce another student or group of students
- And for any action from the 'Permanent Exclusion' list for which a permanent exclusion is not imposed.

In excluding pupils, the school will take account of the following factors before making a decision.

- The possibility of discrimination on the grounds of disability
- The possibility of discrimination on the grounds of ethnicity
- Special educational needs
- Language fluency
- Age and maturity
- Other mitigating factors

13. Other School Policies

This policy is to be used in conjunction with all other school policies, including:

- Safeguarding Policy
- Anti-Bullying Policy
- Peer on Peer Abuse Policy