

ST PETER'S RC HIGH SCHOOL

BEHAVIOUR POLICY

June 2021

Mission Statement

St Peter's RC High School is a community founded on mutual love and care for the individual in which the Faith of the Church underpins all our activities. Christ is our model in striving for excellence in all that we do and in valuing the unique contribution and gift of every member of our school community. St Peter's is committed to working with home and parish to enable all pupils to succeed in life.

Achievement



Responsibility



Love



Diversity

1. THE SCHOOLS MISSION AND AIMS

- 1.1 The school mission statement seeks to establish a worshipping Catholic community based on the love and care of the individual. Therefore, whilst recognising the needs of the whole community, the response to disciplinary or other issues of concern must be based on reconciliation and healing.

The policy aims to:

1. educate pupils within the Catholic ethos and create an ordered, secure and safe environment where pupils can learn and teachers can teach;
 2. respect each pupil and deal with each incident with consistency, justice and compassion;
 3. involve parents and give every opportunity for reconciliation and healing to take place between school, pupil and family;
 4. Re-integrate the pupil in the school community as soon as possible unless the pupil is permanently excluded or placed in off-site provision.
- 1.2 All staff are responsible for promoting and sustaining the highest standards of behaviour for learning and discipline within the school. Pupils must be given the opportunity to learn and understand the importance of the school's rules, code of conduct and positive behaviours for learning and the school values, to themselves and to the rest of the school and wider community.
- 1.3 Rather than highlighting bad behaviour, good pupil behaviour should receive constant recognition. **The foundation for this is our rewards system and other incentives. See Rewards Policy**
- 1.4 Inappropriate behaviour should always be corrected and sanctions implemented without the pupil being humiliated. Unnecessary use of sarcasm may lead to resentment and cause further problems. Staff are expected to model appropriate language and strategies when modifying pupils' inappropriate behaviour.
- 1.5 Guidance for parents about the school's expectations are found in the Home/School Admission Agreement pack, which is signed by the school, parent and pupil pre-admission to St Peter's, and is also on the school website.

- 1.6 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 parents might be asked to meet with a Head of Year or another senior member of staff. Parental permission will be sought before any outside agencies are involved.
- 1.7 As a truly inclusive school this policy should be applied fairly and without bias to all members of the school community and with due regard to protected characteristics.
- 1.8 The school is committed to involving pupils in regular discussion around the behaviour policy.

2. CONTEXT

- 2.1 Staff at St Peter's work with many pupils who have complex needs and exhibit challenging behaviour. These pupils benefit from working within clear guidelines and consistent expectations from all staff.
- 2.2 After consultation with staff, pupils, parents and governors the following visual representation of our school behaviour policy has been created and is displayed in every learning space.

3. THE GOVERNING BODY – BEHAVIOUR POLICY

- 3.1 The Governing Body 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.
- 3.2 It wishes to see an harmonious school founded upon mutual respect between teacher and pupil, united in the common purpose of striving to establish a community based on love for the individual, in which the Faith of the Church gives implicit meaning to all the community's personal and collective activities.

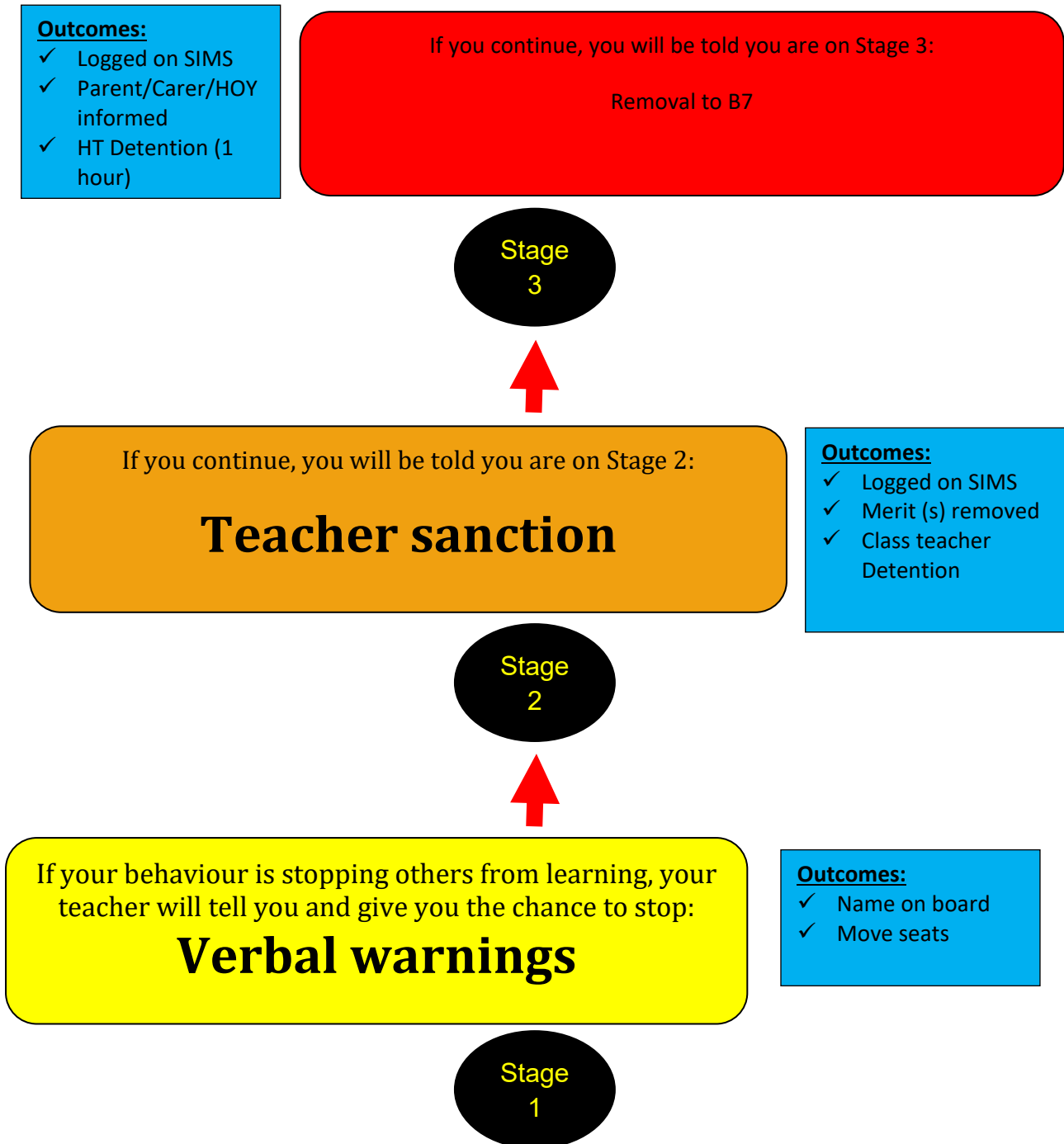
4. DISCIPLINARY COMMITTEE

responsibilities are discharged, meetings convened and guidance provided.

- 4.2 A panel of three governors is appointed each year by the full governing body as the school's Disciplinary Committee. This panel has full delegated powers to deal with all disciplinary matters on behalf of the governing body. Other governors may sit on the committee should the need arise. Governors 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 well being of other pupils in school.
- 4.3 Governors expect that staff, operating within the guidelines set down by the headteacher, will respond to all situations that arise in school. All staff are fully trained in safeguarding procedures and recognise that peer on peer abuse must be reported and will be acted on. Any unlawful behaviour will be reported to the police or Children's Services as appropriate in line with the Safeguarding policy. An exhaustive list of behaviour that is unacceptable in school is not possible as from-time-to-time new issues arise. The following broad guidance may, however, be helpful:
- Violence and abusive behaviour against any member of the school community is totally unacceptable and may result in fixed period or permanent exclusion.
 - Any abusive or derogatory language aimed to humiliate a person on the grounds of their protected characteristics. This includes racist, misogynistic or homophobic language aimed to demean or hurt
 - Any sexualised behaviour for example inappropriate touching of other pupils
 - All activities that are unlawful may not be performed in school.
 - Pupils are not allowed to bring into school or to have in their possession any type of offensive weapon or any item that could be used to hurt or harm another person
 - Persistent disruptive behaviour that prevents learning and may lead to fixed period or permanent exclusion
 - Cyber bullying – the use of modern communication technologies to embarrass, humiliate, threaten or intimidate an individual in the attempt to gain power or control over them (e.g. sending inappropriate images and/or text) – may result in fixed period or permanent exclusion whether this takes place on or off the school site. In cases when a crime may have been committed, the Police will be notified
 - Pupils are not allowed to bring into school food, drink or other articles for sale or re-sale within the school or school grounds. Such items are prohibited by the school and will be confiscated and disposed of by the school; such behaviour will result in disciplinary action being taken.
 - Persistent internal and external truancy continuous in school and /or in lessons

5.1 To ensure an effective climate for learning, the highest standards of behaviour are expected at all times. An agreed policy based on offering pupils choices and clear consequences has been agreed and shared with all pupils and staff. This policy is clearly displayed in all classrooms and referred to regularly during assembly and registration. Behaviour incidents are recorded on Sims and data subsequently analysed by a range of staff.

Classroom Behaviour Stages



SERIOUS ISSUES WILL BE REFERRED IMMEDIATELY TO SLT, WHICH MAY RESULT IN FURTHER SANCTIONS, FOR EXAMPLE ISOLATION OR FIXED TERM EXCLUSION

- 5.2 Pupils who are sent to **Remove** through this process of classroom management are monitored and parents are informed. Pupils may also be sent to Remove without following the stages if the behaviour is severe. Pupils may also be sent to remove for poor behaviour outside the classroom.
- 5.3 Where a more serious incident has occurred a pupil may be placed in internal **Isolation, by a senior member of staff**, the following day, or days. When **Isolation** is used, parents are fully involved.

6 Exclusions

- 6.1 The school adheres strictly to Law in relation to exclusions and has taken into consideration appropriate guidance issued by the Secretary of State for Education. Where a very serious incident occurs, or there is an ongoing problem, the pupil may receive a **fixed** period exclusion.
- 6.2 The headteacher or delegated senior staff may exclude a pupil for a **fixed** period of up to five days without involving governors.
- 6.3 On all occasions where a pupil is excluded, work has to be provided for the pupil to complete at home.
- 6.4 Where a **Permanent Exclusion** has been made by the headteacher, the governors' Disciplinary Committee meets:
- Governors expect the headteacher to present his reasons for the exclusion. This will normally take the form of an oral report to support correspondence sent to parents and his written report.
 - In addition, where a serious incident has occurred, governors require a full written report of the incident to be available along with any supporting information which may be beneficial to them.
 - 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 curricular involvement should also be noted.
 - Where a pupil is statemented or the pupil has special educational needs, governors should be informed.

- Staff reports, such as those on the school's behaviour log, may be presented to governors.

- 6.5 At the end of the meeting governors will consider whether to uphold the headteacher'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 headteacher and the LA.
- 6.6 The actual instances which will lead to permanent exclusion are of such a serious nature that the headteacher has decided that the pupil concerned and the school community would be best served by the pupil leaving the school. Governors 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, the use of drugs, persistent disruptive behaviour and behaviour that undermines the Catholic mission of the school. It could be, however, that refusal to heed repeated warnings by the headteacher and by governors has led to permanent exclusion.
- 6.7 Governors' offer pastoral support to the school. Members of the governing body may meet with pupils, parents and staff, upon the request of the headteacher to help resolve particularly difficult situations where their objectivity and authority may prove effective.

7. Pupil Referral Unit

7.1 In certain situations a pupil's a referral to a Pupil Referral Unit may be made upon a case by case analysis of a pupil's behaviour and specific needs and context. Delegated members of staff will discuss this with the headteacher as appropriate.

Behaviour policy: coronavirus addendum

St. Peter's RC High School

Approved by:	Andrew Montrose	Date: 24.08.20
Last reviewed on:	24.08.20	
Next review due by:	21.09.20	

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1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the appropriate Year Head if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Based on government guidance, we have made some changes to some of our operational procedures, and to our behaviour Policy, as follows:

- Routines for pupils arriving and leaving the school premises – these will be detailed in a separate letter to all parents. Pupils must adhere to these new procedures to ensure the integrity of the Year ‘bubbles’.
- Enhanced hygiene procedures – pupils must sanitise their hands on entry to the premises each day, and on entry into every classroom throughout the day
- Pupils are able to socialise with other pupils from their own Year group only. Changes to the timings of break and lunch will facilitate this.
- When moving around the school, pupils must adhere to the one-way system. There are clear and frequent arrow signs to remind pupils of this system.
- Sneezing and coughing – pupils to adhere to the ‘catch it, bin it, kill it’ advice, using =g tissues provided by staff or their own tissues. Pupils should avoid touching their mouth, nose and eyes with hands
- Pupils should inform a member of staff if they are experiencing symptoms of coronavirus
- Pupils should not share any school equipment or frequently used items such as pencils or pens.
- Any intentional coughing or spitting at or towards any other person will result in pupils being sent home immediately.

2.2 Sanctions for not following rules

We expect all pupils to follow these rules at all times.

However, if pupils fail to follow these rules, we will:

Use our established Behaviour Stages to deal with pupil misbehaviour or failure to follow rules. At Stage 3, pupils will be removed to another classroom to stop them disrupting learning. If poor behaviour continues, the Year Head will liaise directly with the link Assistant Headteacher for that Year group and a decision will be made about sending the pupil home.

2.3 Other rules

- Expectations for attendance – we will be reverting back to our normal expectations for attendance and punctuality.
- Expectations for uniform – normal school rules regarding uniform will also be adhered to.
- Pupils will be expected to wear a face mask whilst on corridors and in class rooms. This must be a plain face mask. If any pupils wear a face mask which is considered inappropriate in any way, they will be asked to remove it.

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

- Be contactable during required times
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will contact parents/carers in the first instance. Year Heads and other staff will monitor any problems and ensure there are appropriate resolutions.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every four weeks by Mr. A. Montrose, Deputy Headteacher responsible for behaviour. At every review, it will be approved by the Governors.