



St Mary's Catholic College Wallasey

Behaviour Policy

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SMCC Behaviour Policy

Introduction

At St Mary's, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

We are Trauma Informed, Attachment Aware and strive for the best relational practice.

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and a sense of importance for poor conduct.
- To help pupils self regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To reduce exclusion and increase inclusion.

Rules (Ready, Respectful and Safe)

Ready, Respectful and Safe are the three rules which underpin our behaviour policy.

'Ready' - Ready to learn, ready to listen, ready to participate etc.

'Respectful' - Respect for themselves. Showing respect to their peers, to adults, to our environment.

'Safe' - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Ready	Respectful	Safe
<ul style="list-style-type: none">● School uniform● Full equipment● Listening● Be on time	<ul style="list-style-type: none">● Listen to others and expect to be listened to.● Appropriate language and tone.● Look after the building, displays and equipment.● Represent St Mary's at its best, both in and out of school.	<ul style="list-style-type: none">● Be in the right place at the right time.● No physical contact.● Stay safe online both in and out of school.● Report any problems to an adult.

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

Classroom Support

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

Reminder

Take up time
.....

Warning

Take up time
.....

2 mins + last chance

Script

Lots of take up time
.....

Triage

Removal from lesson is a sanction

Teacher's choice

(Quick catchup, restorative conversation, imposition, detention, or natural consequence)

Serious Breaches

Students who commit a serious breach will be triaged immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, supply/possession of drugs.

Any student removed to Triage will automatically be recorded by the Triage Manager and team. The class teacher leads the **behaviour** in the classroom using the Classroom Support Plan. This can be recorded on ClassCharts.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not pander to attention seekers. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and warning** of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Scripted approaches at this stage are encouraged:

"I've noticed that...You know the school rules ready, respectful, safe. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Low level behaviour that results in a student being removed to Triage may need no more consequences. However, it is very important, to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate.

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

3. Imposition

Work that was not done in the lesson taken home, signed by a Parent/Guardian and returned before the start of the next lesson. Impositions are ideal for students who have not completed work due to their poor behaviour.

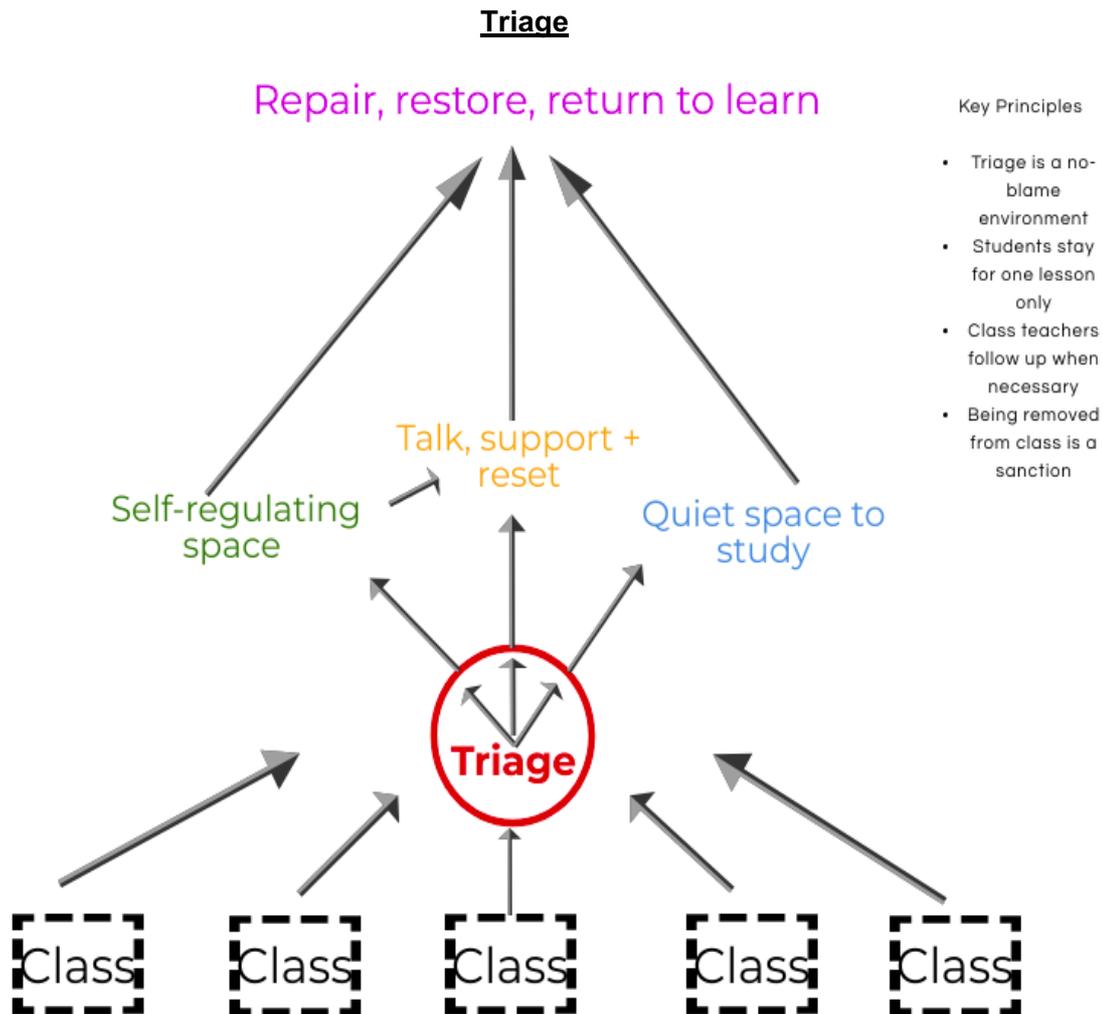
4. Detention

5 minutes at breaktime or 10 minutes to think about what happened at lunch or the end of the day can be enough. Lengthy detentions served days after the incident don't make the point or teach anyone better future behaviour. Any detentions should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

5. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction in itself. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'. As part of the resolution you may wish to have a restorative meeting using the 'The restorative 5'- What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?



How is a student referred to the Hub?

A student can be referred to The Hub by the Head of Department via ClassCharts. This is the first stage of the process of **repair**. **This may be from a classroom teacher if it is not suitable for the student to be sent to the HOD / TLR holder. This should be when all other departmental strategies have been exhausted.**

End of day - Briefing held with all Hub staff to share the day and plan next actions for any students who have struggled and been unable to regulate - Hub Manager to contact HOY/ class teacher/ HOD to move relationships on. Does there need to be any further support offered? Update CPOMS. Parental contact will be made by the hub manager.

What happens in the Hub?

1. Self regulating space
2. Opportunity to talk, access support and reset
3. Quiet place to study

The area is managed by pastoral staff based in this area rather than their individual offices.

Repair - Self regulating space

Initial contact with a member of the pastoral staff to determine whether there needs to be some time in this area. This is a quiet space using sensory aids/blackout tent/headphones/happiness boxes (for regular attendees) until the student is ready to talk and access support to help regulate their emotions.

Restore - Space to talk, access support and reset

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying in the Hub for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

Pastoral staff would be responsible for the restorative actions and following up with HOD. Also, arranging any further support and/or assessment. Restorative 5 questions.

Return to learn - Quiet space to study

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some students may be placed into this area quite quickly after arriving in the Hub, if for instance their removal was a one off and by means of being removed from the situation they had calmed and self regulated. They would then return to their next class ready for learning.

Recognition

1. Every teaching space has a Recognition Board/mechanism that is used throughout the lesson to acknowledge students who are going over and above. This will be displayed at the front of the classroom.
2. Catch them getting it right.
3. Hourly recognition boards - perhaps followed by a round of applause at the end of lesson for those who appear on it.
4. Positive notes- credit card size- teachers, SLT, support staff, visitors.
5. Over and above postcards home/and or/ wristbands or stamp for hot chocolate Friday.
6. Display good work in the classroom.
7. Share good news stories from each year group each week - focus for assembly and all department briefings - good work/good news - this is then brought to whole school briefing and one good news story shared by the Head or one of the AHTs.

8. Focus shift on assemblies - positives - have team captains to share their match reports/encourage students to share about clubs and achievements regularly to build a culture of recognition and positivity- student focused and led by students (this really needs to shift as our students generally do not want achievements recognised publicly).
9. Instant positive marking- stamp in books when circulating where appropriate.

Higher level pastoral support

Nurture sits at the heart of higher level pastoral support. Children will be supported in their self regulation. There is no evidence that increasing levels of punishment are effective with students who struggle to regulate their behaviour. Teachers will have excellent communication about the agreed plan and should expect to be part of the plan for improving behaviour and relationships. At all times the team will be focused on positive outcomes for the student, teacher and indeed the right for the rest of the class to learn in a disciplined environment. Our Higher Level Pastoral Support will ensure the child is not passed between adults in the search for 'higher authority'. Instead the team around the child will sharpen their focus with increased coaching, negotiated target setting and nurture.

All interventions as part of Higher Level Pastoral Support must be recorded on ClassCharts.

Class Report

Led by the class teacher, this report monitors class behaviour over 5 lessons and is copied to the Form Tutor, HOD and Parents. The report balances positive reflections and poor behaviour. It is not an evidence gathering exercise to pass the issues further up the chain of command but a genuine attempt to intervene in repeated poor behaviour in class. Students are able to contribute to the report if they wish. Heads of Department may support this process. All teachers will also check SEND for any information regarding additional needs.

For students who do not manage to adjust their behaviour or who would benefit from further monitoring the Head of Department may choose:

Positive behaviour report - A positive behaviour report used to catch the pupil being good and to encourage them to follow the rules. This is also a chance for staff to offer praise and support to the pupil and build positive relationships. Lessons where no positive behaviour is acknowledged should leave the report blank. This report may be paper based or digital and might last 5 or 10 days at the discretion of the subject leader.

Subject Monitoring Report - digital report that is not shown to the student at the end of each lesson but discussed with the HOD/Learning Coach/HOY at the end of the day. This more formal monitoring will include positive behaviours as well as targets that have been agreed.

Same day behaviour interventions

In the event a pupil is removed to Triage on 2 or more occasions in one day:

1. The Form Tutor, HOY and Progress and Aspiration Coach is informed by Triage
2. Progress and Aspiration Coach intervenes
3. Teachers who will be teaching that child later in the day are informed.
4. Discretion is afforded to the Progress and Aspiration Coach to keep that student out of lessons for up to an extra hour.

A same day intervention should be swiftly addressed by the Progress and Aspiration Coach. Support for the pupil and time to try and unpick the reasons for the poor behaviour choices should be explored and strategies offered to try and overcome these.

Departmental Behaviour Intervention

In the event of a pupil being removed to Triage from the same lesson, twice in a week...

1. The Head of Department is informed by Triage
2. Student is placed on Class Report
3. Parents are informed that a Class Report has been initiated.

Parental meeting - Meetings with parents are always very powerful to address ongoing concerns. In these meetings it is important to highlight where things are going well and try to identify solutions where problems are occurring. If a student is reporting to a subject leader, the parents must be informed and involved in the conversation. A weekly phone call home to update would be appropriate for most students.

SEND observation - It is important to ensure that should inappropriate behaviour continue that there is an observation by the SENDCO to rule out any underlying SEN. From this observation, referrals may be made for further support and a pupil centred profile or support plan created.

360 Review Meeting - For students at risk of Fixed Term Exclusion where all angles are explored. The meeting will involve the student, Parent/Guardian, Trustee, Senior Leader, Progress and Aspiration Coach and SENDCO. It is an opportunity to find a way forward and address the poor behaviour that has led to this point. It is not a search for heavier sanctions or the development of more punitive measures. There will be agreements that emerge but no contracts or 'last chance red lines'. The role of the Progress and Aspiration Coach will be critical here in building the relationship with the student and sustaining the coaching over the medium term. The approach to the meeting will be restorative.

PCP - A Pupil Centred Profile is created by a member of the pastoral team to support the pupil to identify their own strengths and weaknesses in their own words. This is shared with staff to allow them to implement appropriate strategies to encourage a RRS learning environment for the pupil.

PSP / ASP - A Pupil Support Plan / Achievement Support Plan - is created by the pastoral team and in agreement with the pupil and parents. The purpose is to try and sharpen

the pupil's focus and longer term aspirations using short term targets for both the pupil and staff. An Achievement Support Plan will identify other resources which might be needed to support the pupil to achieve these targets.

Other agency support - In the event that school based strategies are not having an impact, referrals may be made to a number of outside agencies for additional support and interventions. This may include behaviour outreach, HSIS, CAMHS, youth worker, SALT, etc.

Spotlight - Should a student's behaviour continue to deteriorate the pastoral team will speak to colleagues about what works and that could feed into the Spotlight. The pastoral team will convene an Additional Intervention Meeting (AIM) to identify further support than can be provided. Following this, information will be shared at a staff Spotlight briefing to provide information and strategies that **must** be implemented to support the pupil.

Alternative Provision / Managed move - In the event that a pupil is showing no improvements to their behaviour the Headteacher may suggest the pupil should attend Alternative Provision or initiate a managed move process to another school.

EHCP - During higher level interventions the SENDCO should be informed at all stages and these pupils should be priority discussion at GAS and AIM meetings. Interventions may be used to initiate a statutory assessment for the pupil in the event that school strategies do not work.

Exclusions & Governing Body Disciplinary Panel

In the event of a serious breach/no improvement as a result of the behaviour support that has been implemented the Headteacher reserves the right to issue a Fixed Term Exclusion / Permanent Exclusion.

For permanent and fixed term exclusions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body Disciplinary Panel, which must be held within a 15 school-day period.

For fixed term exclusions of between 6 and 15 days, governors must meet if requested by parents and carers.

In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting. A behaviour plan and meeting with the governing body disciplinary panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Headteacher after all reasonable steps have been taken to improve a student's behaviour.

Fixed Term Exclusions

The Headteacher has the authority to exclude pupils guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2017) of reasons for exclusion. The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the exclusion begins.
- Parents will be informed in writing of the exclusion. Information regarding the right to appeal will be contained in the letter.
- Pupils will have the opportunity to respond to the allegations.

- A plan for reintegration will be established and work will be provided for the pupil whilst they are excluded.

Permanent Exclusions

The Headteacher has the authority to permanently exclude pupils for violation or gross misconduct. Examples of these acts include, but are not limited to: physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, drug possession/dealing and persistent disruptive behaviour.

In all cases, the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Headteacher, Deputy Headteacher or Assistant Headteacher.
- Pupils will have the opportunity to respond to the allegations.
- Procedures for appealing against the exclusion will be explained to the parents.
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion.
- The Pupil Discipline Committee will be notified of the Headteacher's decision and a meeting will be convened, where parents are invited to discuss the case.
- If the decision is upheld, a formal letter will be sent to parents and the LA.
- This will include details of how to appeal to an Independent Panel.

Class Charts

Class Charts will now be updated to allow staff to log a SLT callout or triage. Incidents can be logged under the following headings both positively and negatively - Ready, Respectful and Safe.

Travelling to and from school

St Mary's expects exemplary behaviour when travelling to and from school and will deal with any concerns raised using any of the above interventions.

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable."

At St Mary's we will impose reasonable sanctions for any pupil taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school. This may also apply to pupils that pose a threat to another pupil or member of the public or could adversely affect the reputation of the school. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.

Mobile phones

Mobile phones must be switched off when pupils enter through the school gates. Staff are asked to remind pupils to switch their phones off during their 1st lesson. Should a student use their mobile phone throughout the day a SLT callout should be made, the phone will be confiscated and must be collected by a parent.

Use of reasonable force

The DFE believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact.

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. All members of school staff have a legal power to use reasonable force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain.

This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them. •

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. It is unlawful to use force as a punishment.

What happens if a pupil complains about the use of force?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: • 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.

Force cannot be used to search for items banned under the school rules.

Staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex to them and / or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately.

Malicious allegations

Where, after investigation, it is identified that an allegation made against a member of school staff was malicious then the sanctions detailed above will be considered. As with the application of other sanctions careful consideration will be given to our knowledge of the individual pupil and their mental health.

Ensuring Equality

We will analyse our behaviour incident records to look for patterns and ensure that, in its operation, it is not discriminating against particular groups of pupils.

As a school we fully acknowledge our legal duties under the Equality Act 2010 to consider the safeguarding of our pupils and considering any special educational needs before any decisions are made regarding sanctions. In doing so we recognise that some pupils require a more sensitive and differentiated approach.