St Mary's Catholic College
Wallasey

Behaviour Policy

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SMCC Behaviour Policy

"Be kind and compassionate to one another, forgiving each other, just as in Christ God has forgiven you"

Paul's letter to the Ephesians 4:32

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. (A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning).

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 shift the narrative from tackling antisocial behaviour to promoting prosocial behaviour
- 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
• School uniform • Full equipment • Listening • Be on time	• 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.	• 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.

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.

Behaviour Curriculum

We have a behaviour curriculum in our school to ensure that all students understand and consistently demonstrate the values, expectations, and social skills needed to create a safe, respectful, and inclusive learning environment. By explicitly teaching positive behaviours, we help students develop self-discipline, responsibility, and empathy, which support both academic success and personal growth. A clear and consistent behaviour curriculum also promotes fairness, reduces disruptions, and helps build a strong, supportive school culture where everyone can thrive.

Recognition

Arbor is the school's central platform for recording and monitoring all aspects of positive recognition. All staff use this system consistently to award positive points to pupils in recognition of their effort, behaviour, and contributions to school life.

This data is regularly reviewed by pastoral teams to identify top-performing pupils within each year group. These pupils may then be nominated for additional rewards, such as 'Hot Chocolate Friday' with the Headteacher which is a key initiative to celebrate and reinforce positive behaviour.

Below is a summary table of the positive recognition recorded across the school. This is shared with parents via an email at the end of each week showing what post they have received that week:

Recognition board point	Teachers award positive points in the classroom when pupils are acknowledged on the Recognition Board for demonstrating outstanding behaviour, work or meeting expectations. This celebrates moments when pupils are "caught getting it right" in line with school values.

Positive postcard	Once per week, staff nominate a pupil to receive a physical praise postcard as part of their lesson. This postcard recognises exceptional effort, attitude, or contribution. The recognition is followed up with an
	email home to parents/guardians, identifying the subject and staff member who issued the praise.
Positive phone call	All teaching staff, including form tutors, are expected to make a minimum of one positive phone call home each week. These calls highlight a pupil's achievement either in their academic work or wider school contribution, strengthening the home-school partnership and reinforcing positive behaviour.
Extra circular recognition	Pupils who participate in extra-curricular activities are recognised for their wider contribution to school life. This reinforces the importance of holistic development and celebrates engagement beyond the classroom.
Hot chocolate friday nomination	Each year the team reviews recognition data weekly and nominates two pupils per year group for 'Hot Chocolate Friday' with the Headteacher. This is a celebratory event where pupils are personally acknowledged for their positive behaviour, achievements, and contributions to the school community.

Celebrating Achievement Across the School Community

Classroom Displays of Excellence: High-quality pupil work is regularly displayed in classrooms to showcase achievement and effort. This visual recognition reinforces high standards and encourages pride in learning.

Recognition in the College Newsletter: Pupil achievements are also celebrated through the college's termly newsletter, which is shared with all parents, guardians, and the wider community. This ensures that success is recognised beyond the classroom and strengthens community engagement.

Termly Celebration Assemblies: At the end of each term, every year group takes part in a celebration assembly. Subject departments nominate two pupils per year group to receive a Subject Certificate Award. These are presented in front of peers, recognising academic achievement, effort, or progress in a public and meaningful way.

St Mary's Behaviour Support Stages & Consequences

	Description	Consequence	Failure to follow consequence
Reminder	Low Level disruption in class/corridors: • Calling out • Lack of focus • Not following instructions • Off task • Uniform	• Reminder of expectations • Warning and take up time within the classroom	Escalate to Stage 1
Classroom Support Plan			
Stage 1	Repeated Disruptive Behaviour: • Calling out • Lack of focus • Not following instructions • Off task • Lack of homework • Out of class behaviour • Disrespectful language	• Log on Arbor	Escalate to Stage 2
Stage 2	Failure to comply with classroom teacher	• SLT call out made and removal to HOD • Classroom Teacher detention to include a restorative conversation. Escalate to HOD detention if not attended • Phone call home via Class teacher	Escalate to Stage 3
Stage 3	Failure to comply with Head of Department	• Contact home from HOD • SLT Call Out made and removal to The Hub • SLT detention to include a restorative conversation	Escalate to Serious Breach

Serious Breach	• Failure to attend SLT detention • Truancy • Swearing at a member of staff • Threatened / actual physical violence • Smoking / Vaping • Possession of a banned / inappropriate item • Physical aggression towards another pupil (fighting) • Inciting a fight / violence • Aggressive confrontation with a member of staff • Racist abuse • Use of homophobic language	• Contact home via HOD for classroom incident or Pastoral team if outside of lesson	At the discretion of the Head Teacher: • Internal Suspension - Reflection Room Referral • Internal Suspension - Head Teacher's Office • Suspension • Permanent Exclusion
	biphobic or transphobic language • Sexual harassment • Refusal to hand in mobile phone • Health & Safety Breach • Failure to meet College expectations		

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

Behaviour that results in a student being referred to the hub 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 the next lesson is a fresh slate. (This could take place with the pupil at the end of the day, on the yard, through a Google Classroom message or phone call home. This may also be discussed and coordinated through the departmental Push / Pull meeting)

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. This work could be set and completed on Google Classroom.

4. Detention

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. Detentions for as little as 1 minute in length can have a considerable positive impact on future behaviour.

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?

<u>What happens in the Hub?</u>

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.

How is a student referred to the Hub?

A student can be referred to The Hub by the Head of Department via Arbor. 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. Staff will request an SLT call out from staff on call to assist with a pupil which may result in the pupil being taken to the Hub.**

End of day - Push / Pull briefing held with all departments to share the day and plan next actions for any students who have struggled and been unable to regulate. Does there need to be any further support offered? Update CPOMS if required. During this time HOD's should meet with their teams to ensure that any incidents that may have occurred during the day are followed up appropriately. Any actions should be logged on Arbor.

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. **See Appendix 1 .** We

view coaching as a way of building relationships and Restorative Justice as a way of repairing relationships.

Coaching Support model

Recognising Achievement

HFCMAT

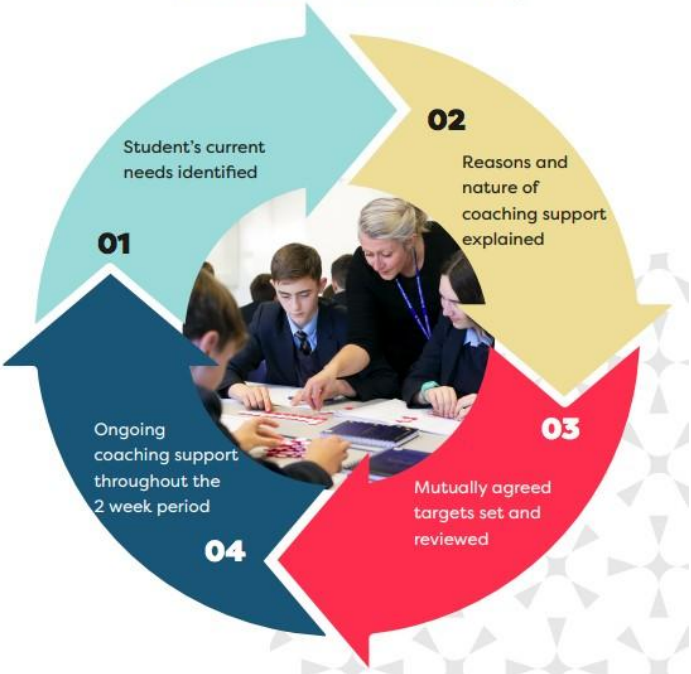
Holy Family Catholic Multi Academy trust is committed to recognising the achievements of all our young people.

We want happy, successful students who love coming to school and we have a behaviour policy that focuses on catching them getting it right! We deliberately exploit every opportunity to acknowledge our students being successful through recognition boards, positive phone calls and hot chocolate Friday to name a few.

We also know that as children journey through their time in secondary school they may need individual support at specific times. When barriers arise we respond quickly and in a supportive manner to ensure that our students can express themselves and work with staff to overcome those barriers. We use our staff / student coaching model to ensure that this process is collaborative and supports our students to achieve their potential.

"Every conversation is an intervention - we coach children as a matter a course".

When a student is identified as needing support we surround them with Class teacher or Form tutor coaching.



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 receiving coaching support from a subject / pastoral leader, the parents must be informed and involved in the conversation. A weekly phone call home to update would be appropriate for most students.

Special Educational Needs and Disability (SEND) consultation - It is important to ensure that should inappropriate behaviour continue that there is a discussion with the **Special Educational Needs and Disability Coordinator** (SENDCO) to explore any additional needs. This could include an observation, gathering of staff feedback or a discussion through GAS and AIM. From this consultation, referrals may be made for further support and a pupil centred profile or support plan created.

Guidance and Support (GAS) /Additional Intervention Meetings (AIM) - GAS meetings are held every two weeks with key pastoral staff. These meetings are focused on support required for specific pupils. During AIM meetings which are held termly these GAS actions are reviewed by key pastoral staff and SLT. During these meetings further interventions may be considered and the SENDCAR updated.

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 student will be discussed at GAS or AIM meetings and following this, information will be shared at a staff Spotlight briefing to provide information and strategies that **must** be implemented to support the pupil. This information will be shared when needed during weekly staff briefings to support pupils and provide support strategies for staff.

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 Suspension / 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.

Suspensions

The Headteacher has the authority to exclude pupils guilty of misconduct or gross disobedience as outlined in Statutory Suspension and Permanent Exclusion Guidance (2024) 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 suspension 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.

Arbor

Arbor will be used to log both positive and negative incidents of behaviour.

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 the big read. Should a student use their mobile phone throughout the day it will be confiscated and must be collected from the canteen at the end of the day.

Use of reasonable force

Staff are advised to avoid the use of physical intervention where possible. The use of non contact de-escalation strategies should be attempted before resorting to the use of reasonable force. It is important to recognise however that there are some circumstances where the use of reasonable force is in the best interests of a child or staff member. When such incidents arise it may not have been possible to attempt the use of non contact alternatives.

The decision on whether or not to use reasonable force or employ restrictive physical intervention when dealing with 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 requires restrictive physical intervention 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.

• Restrictive physical intervention 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 restrict them physically.

• 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. Staff will undertake a dynamic risk assessment whenever any use of Restrictive physical intervention is required. They will immediately risk access to the best of their ability, considering they are 'in loco parentis' responsibility for the wellbeing of all of the students in their care.

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 cigarette papers, vapes • 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

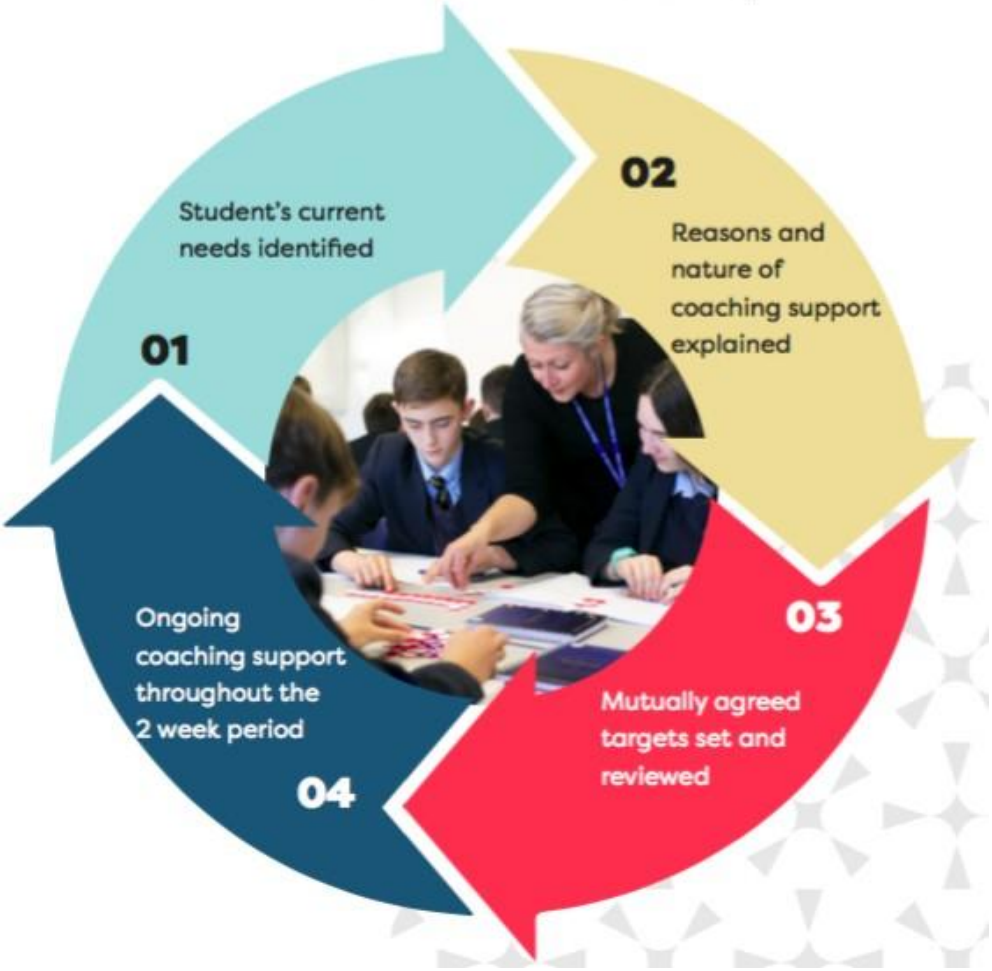
We will analyse our behaviour incident records to look for patterns and ensure that, in its operation, it is not discriminating against particular groups of pupils.

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.

Appendix 1 - Coaching Support Plan -

SMCC

Coaching Support Plan



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?

Pupil Name:	**Teacher / Form Tutor / HoL/Y / HOD:**

Target(s) (agreed with pupil)	- To avoid distracting myself and other pupils in the lesson
Date: 24.2.21 Mrs Hanley - Great work today Johnny - much more settled in class JM - Thanks - I'm pleased with how I've done.	Date:
Date:	Date:
Date:	Date:
Date:	Date:
Date:	Date:

Appendix 2 - Home/School Agreement

The St Mary's Way

At St Mary's our students, staff, parents and visitors will work in partnership with one another to succeed together

In the classroom we will:

- Show respect and kindness to everyone we meet
- Show determination by working to the best of our ability
- Show pride by presenting our work neatly and carefully and following the expectations outlined in the front of our books
- Show courage by participating in class discussions, answering questions and showing resilience when learning new skills
- Show compassion by listening to the teacher and our classmates when they are contributing to the lesson

On the corridors we will:

- Respect our school and our community by: o Walking calmly but quickly to our lessons o Being safe
    - Using respectful and positive language
    - Speaking at a reasonable volume

- Take pride in our school by:
    - Wearing our uniform with pride o Placing all litter in bins o Looking after our displays
    - Making a positive contribution to our College Community

- Show compassion by: o Following the one way system to ensure the corridors are safe for everyone

    - Holding doors open and giving way to people o Treating each other with kindness

- Show courage by:

    - Being an upstander and discouraging and reporting any behaviour that is unkind or disrespectful

In the community we will:

- Wear our college uniform with pride, be polite, and use respectful and positive language to everyone we meet when travelling to and from school

- Show compassion by being helpful and kind to those we meet on our way to and from school and within our community

Name of Student	
Signed (Student)	
Signed (Parent)	
Signed (Form Tutor)	