

Behaviour Management Policy

‘Seek Ye First the Kingdom of God...’

Matthew 6: 33

“The ultimate goal of classroom management should not be on simple obedience, but on having pupils behave appropriately because they know it’s the right thing to do and because they can understand how their actions affect other people” (Hardin, 2008)”

Introduction

At St Patrick's Catholic College our aim is to provide a high quality education based upon the teachings of Christ; where all pupils are valued members of our community and able to develop their talents to the full.

True Catholic education is concerned with academic success and is also about helping all young people to grow and appreciate their own worth and value. It is our responsibility to help pupils realise their dignity and discover their own purpose.

We acknowledge that each person is a unique individual and therefore, we strive to respect each individual irrespective of circumstance, gender, race or creed. We will encourage everyone to develop their unique personality and educate the whole person within a loving and caring Christian environment. To this end we will promote a happy and caring environment within which each individual can fully develop their potential.

Children achieve their maximum potential in an environment which is safe, secure and supportive of their needs. The vast majority of pupils know how to behave in an appropriate manner, and do so consistently. Our firm belief is that most pupils will behave appropriately when staff adopt a consistent, calm and fair approach to managing their behaviour and when lessons are purposeful, well planned and pitched appropriately.

We know that pupils generally respond in a positive way to positive feedback, and we encourage staff to praise pupils for good work, good effort and good behaviour. We understand that there will be times when some pupils will behave in an inappropriate manner, and will make poor behavioural choices.

We also recognise that there can be complex underlying reasons for a pupil's misbehaviour and by creating a supportive and caring ethos within our school, we strive to minimise the impact of poor behaviour on other pupils' learning.

With regard to delivering high standards of *behaviour for learning*, the SLT will take the lead role in behaviour management, with an Assistant Head taking overall responsibility – AHT (Behaviour). It is expected that the SLT will:

- model expectations (to staff and pupils);
- give a clear and consistent message (through words and deeds);
- give total backing to staff decisions (including justifying actions to parents);
- allow staff ownership / flexibility of class management within school guidance.

Legal Basis for Management of Poor Behaviour

The Education and Inspections Act 2006 introduced for the first time a statutory power for teachers and certain other school staff to discipline Pupils. Subject to the school's Behaviour Policy, a teacher may discipline a pupil for any misbehaviour when the pupil is:

- Taking part in a school-organised or school based activity.
- Travelling to or from school.
- Wearing a school uniform.
- In some other way, identifiable as a pupil from the school.
- Misbehaving at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another pupil or member of the public and in doing so adversely affecting the reputation of the school.

At St Patrick's Catholic College all teaching staff, including student teachers, have the right to impose a range of sanctions up to, and including, an after-school detention should a pupil's behaviour warrant such a measure. The sanctions should be applied in accordance with the school's Behaviour Management Policy.

The use of this range of sanctions is extended to certain support staff who are in frequent contact with pupils – Teaching Assistants, Learning Managers & Cover Supervisors. Other support staff i.e. dinner supervisors, caretakers, cleaning staff – have the right to impose sanctions up to and including a lunchtime detention.

Regular visitors to the school and outside agencies (MGFA staff for example) also have the right to impose sanctions up to and including a lunchtime detention, having first discussed the incident with a member of the SLT.

Any member of staff, who feels that a pupil's disruptive behaviour warrants a sanction beyond their remit as outlined above should seek the advice of the AHT (Behaviour).

Only the Headteacher may recommend a *Permanent Exclusion* (PEX). Fixed Term and internal exclusions may be imposed by members of the SLT with the agreement of the Headteacher.

In accordance with the Education and Inspections Act 2006, the school reserves the right to impose sanctions, if warranted, on a pupil who is misbehaving while not on the school premises but who is under the charge of a member or members of staff, for example, a pupil who is misbehaving on

a school trip. The range of sanctions would be up to and including an after-school detention. If it was felt that a pupil's behaviour warranted a more serious sanction, the supervising teacher should discuss the matter with a member of the SLT. All sanctions would take place on the pupil's return to school.

St Patrick's Catholic College is committed to giving all pupils the best possible opportunity to succeed in education. Our aim is to support all pupils in the school to achieve academic excellence. This Behaviour Management Policy has been introduced to eradicate low level disruptive behaviour in all learning places and to give teachers and pupils '*disruption free*' learning environments, as well as to improve outcomes for all our young people.

Typical features of poor behaviour include the following actions by pupils:

- Talking unnecessarily or chatting.
- Calling out without permission.
- Being too slow to start work or follow instructions.
- Showing a lack of respect for each other and staff.
- Not bringing the right equipment.
- Using mobile devices.

Expectations for pupils

All members of St Patrick's Catholic College community are expected to help maintain a positive atmosphere for learning in the classroom, and a respectful manner to all members of the school community during social times.

Conduct in lessons

Pupils who are ready for learning at St Patrick's Catholic College will:

- Line up quietly outside the classroom prior to the start of the lesson (in the school yard prior to registration in years 7-10) or as instructed.
- Sit silently whilst the register is taken.
- Listen in silence whilst the member of staff leading the lessons speaks.
- Raise their hand to ask a question without calling out.
- Work hard without disrupting the learning of other pupils'.

Conduct in the corridors & during social times

During lesson change overs, and when moving around the school at social times, all pupils will act appropriately. This includes walking purposefully around the school, no running, shouting or whistling in public places in school.

During social times (Break times & Lunch time) pupils are expected to behave in the following ways:

- To sit/ stand with their friends before school, break, lunch and after school in designated places
- To eat only in the Dining Room or other designated area at break and lunchtimes, not in the corridors.
- To be polite and respectful to all staff and pupils and follow all reasonable requests made by an adult
- Pupils who fail to follow these rules will spend their social times with a member of the Senior Leadership team (SLT), or in the Behaviour Support Unit at the discretion of the AHT (Behaviour), if a significant issue has occurred.

The journey to and from home

Pupils are expected to demonstrate a high standard of conduct on the journey to and from school as they are ambassadors for the college in our local community and role models for future generations of children who will attend St. Patrick's Catholic College. With this in mind, pupils are expected to:

- Arrive at school promptly and in full uniform
- Use the pathways and roads in a sensible and safe manner at all times
- Respect our neighbours and all local residents

General conduct in and around school

A pupil will always be issued with a Fixed Term Exclusion, or placed in the BSU, if they:

- Swear at a member of staff (even under their breath).
- Defy a member of staff by walking off when being spoken to/reprimanded.
- Physically attack another pupil or member of staff.
- Throw an object in a dangerous manner or situation which may cause harm.

Parents/Carers must attend a meeting with a member of the Pastoral team following the Fixed Term Exclusion. Failure to attend a meeting will result in the pupil remaining in the Shalom (Behaviour Support Unit) until the meeting has taken place.

Specific Defined Incidents

Sometimes, pupils make poor choices regarding their behaviour and certain actions will be taken by the school, where a pupil's behaviour falls short of expectations, particularly with regard to:

Deliberate Vandalism of School Property

Any pupil who is found to have deliberately vandalised school property will receive a sanction considered appropriate by the Assistant Headteacher (Behaviour), ranging from a detention through to Isolation or Fixed Term Exclusion depending on the severity of the incident.

In all cases parents/carers will be billed for the cost of making good the damage.

Alcohol

Any pupil who brings alcohol on to the school premises will receive a Fixed Term Exclusion for a period of between 3 – 5 days.

If the pupil brings alcohol on to the school premises a second time, a recommendation of permanent exclusion will be made.

Smoking

No pupil will smoke on the school site. Any pupil who smokes on or near the school premises will have all smoking paraphernalia confiscated from them (which will be destroyed) and will be placed in isolation. A referral will also be made to the school nurse re: joining a smoking cessation program.

Weapons

A pupil bringing a weapon on to the school premises is likely to be permanently excluded. A judgement will be made as the level of threat the weapon itself represents to the health and safety of the other pupils. In all cases of a weapon being brought on to the school premises, the police will be informed through contact with the school's Police Community Support Officer.

Illicit Substances

All incidents relating to the use of/ selling of/ sharing of illicit substances will result in permanent exclusion. In all cases the police and the pupil's parents/carers will be informed.

This list is not exhaustive and these are merely examples.

Expectations for Staff

It is the expectation that all staff will follow the Behaviour Management Policy rigorously to ensure that the highest standards of behaviour are achieved throughout the college. The policy covers the responsibility that staff have both inside and outside of the classroom.

Duties

Directed time has been used effectively to ensure that there is a staff presence around to support pupil behaviour before, during and at the end of the school day. Staff have two directed break time/ end of day duties each week. However, staff are expected to complete the following every day:

08.40 – 08.45	Y7, 8, 9 & 10 Tutors; Learning Leaders (LLs) and a member of SLT on the yard. Y11 Tutors corridors/classroom doors.
11.05 – 11.25	All staff to have 2 duties per week in designated area.
	Period 2 teaching staff at doors of classroom.
12.25 – 13.05	Designated staff on lunch duty.
13.00 – 13.05	Period 4 teaching staff of Y7, 8, 9 & 10- yard collection.
13.00 – 13.05	Period 4 teaching staff of Y11 corridors/classroom doors.
15.20 – 15.30	All staff in corridors or designated duty area

Uniform / Homework / Punctuality

These policies are separate from the Behaviour Policy and should be dealt with as such by the pastoral team or department concerned. However, should issues persist and the pupil become defiant then this could be classed as a behavioural issue.

Class Charts

The class charts program should be used by ALL teaching staff to 'comment' on each pupil at the end of each and every lesson. Only one 'comment' is required and there should not be a build-up of incidents. A gentle reminder to staff that parents **can** read the comments that you type in.

'Comments' can be positive or negative and could be for a variety of (non-exhaustive) reasons which will be tarified accordingly. The positive/negative ratio of these class charts figures will determine whether a pupil is eligible for participation in any reward events. 'Comments', both positive and negative, are weighted accordingly.

Effort, progress or achievement during a lesson	+1
On task	+1
Exceptional work in class	+2
Representing the school in the community	+2

Contributing to school community – help at parents evening etc.	+3
Head of dept/faculty or Learning Leader award	+3
SLT award	+3
Head Teacher award	+5
Special contribution award	+5
Behaviour leading to formal warning	-1
Behaviour leading to withdrawal	-2
FTE	-3

This list is by no means exhaustive.

It is an expectation that all teaching staff use class charts (not necessarily for every pupil) for all lessons taught.

Through a log in system, all pupils, parents/carers and staff have the ability to track behaviour through the live update system.

Likelihood of Permanent Exclusion

Permanent exclusion from St. Patrick's Catholic College is the final sanction and this will only apply in exceptional cases. The school expects all pupils to adhere to this Behaviour Management Policy at all times but repeatedly breaking this policy or being involved in a 'one off' extremely serious incident could lead to a permanent exclusion. An indicative but not exhaustive list would include:

- Swearing/aggressive behaviour to any member of staff.
- Persistent swearing at a member/s of staff.
- Bringing alcohol, recreational drugs or paraphernalia into school.
- Being in school under the influence of alcohol or drugs.
- Bringing a weapon of any sort including pen knives and BB guns.
- Persistent bullying.
- Persistent disruption of lessons.
- An unprovoked physical assault on another pupil or a member of staff.

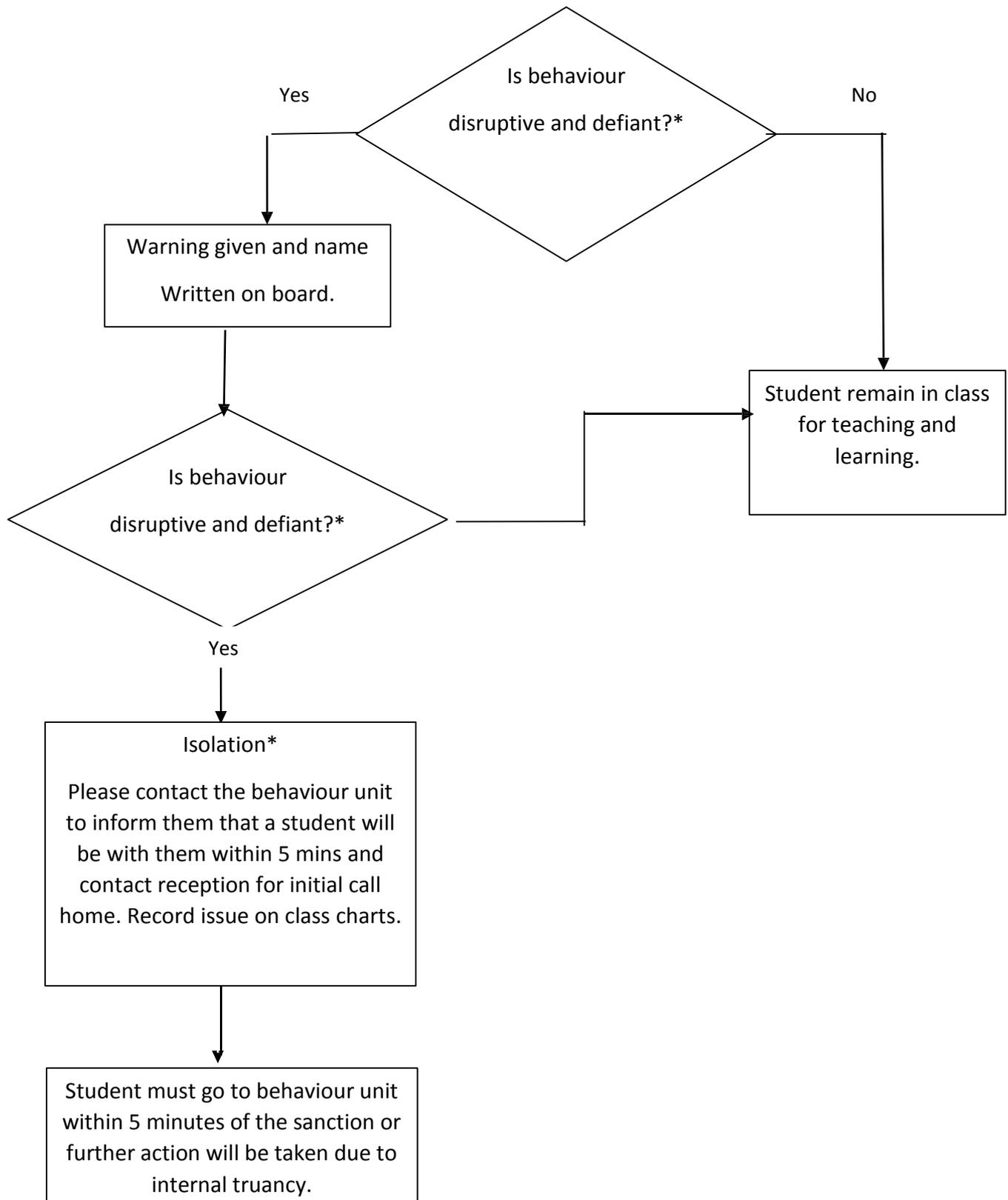
Where it is believed that a criminal offence may have taken place, it is the policy of St. Patrick's Catholic College, that the police will always be informed.

Only the Head Teacher may permanently exclude a pupil from school. The decision to exclude will only be taken after:

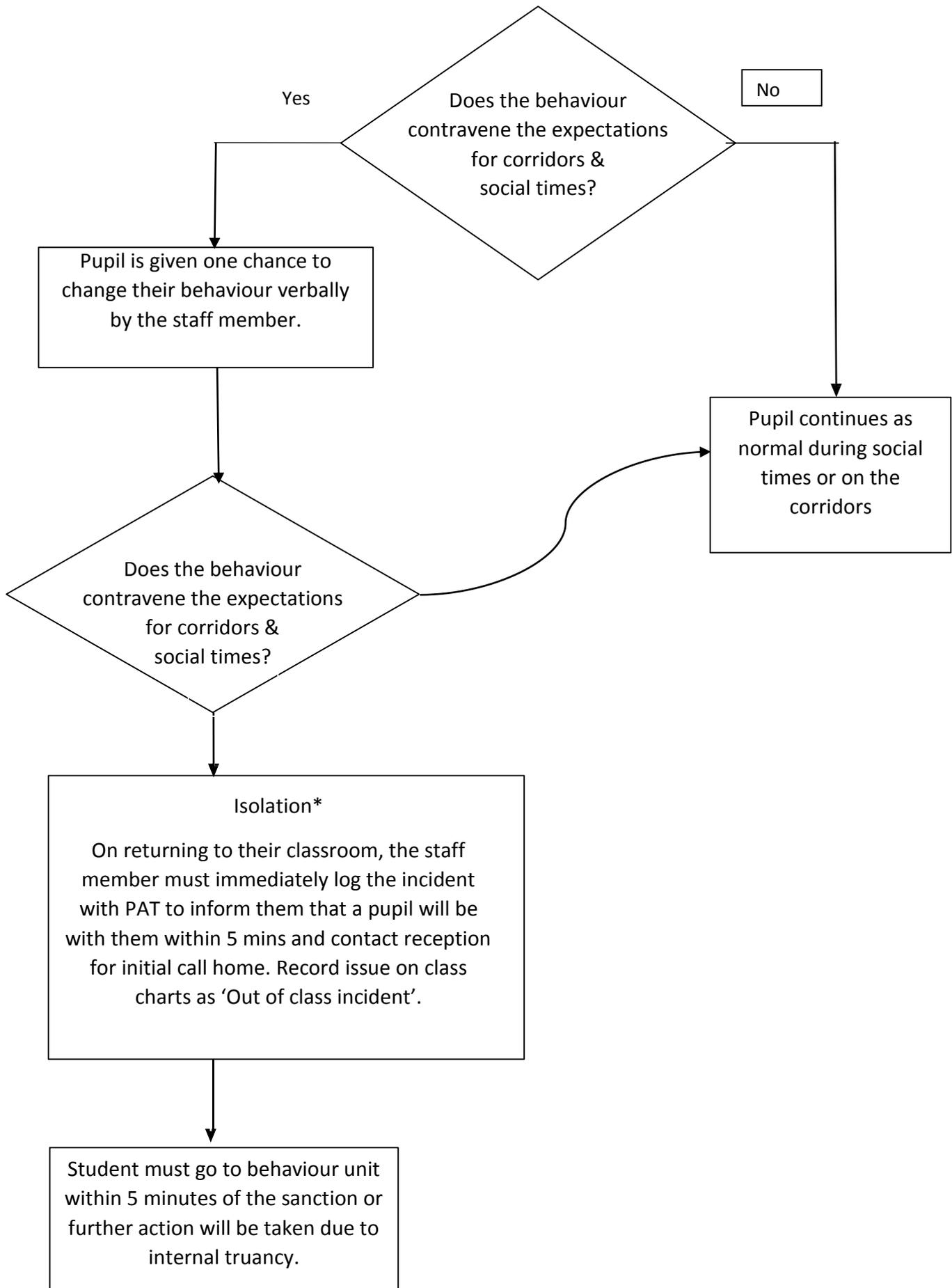
- A thorough investigation.
- Evidence available to support the allegations has been considered, taking account of the school's behaviour and equal opportunity policies and Anti-Discrimination legislation where applicable.
- The pupil has been allowed to give his/her version of events

Where a pupil engages in persistent disruptive behaviour and all sanctions short of exclusion have been applied, parents will be informed that exclusion will follow if their child's behaviour does not improve. This may be done at the Individual Pastoral Support Plan meeting, or sooner if necessary. In such cases, the relevant Learning Leader will consult with the Headteacher before informing parents. All behaviour incidents leading to exclusion will be fully documented.

Classroom Behaviour Management Flowchart



Social time Behaviour Management Flowchart



What Happens Next?

There are a number of things that will happen once a pupil has been sent to the Shalom (Behaviour Support Unit). The following is a simplified version of this process:

1. **The pupil arrives at BSU:**

- The pupil is then given pre-set work to complete or work will be sent from that pupils classroom teachers.
- At the end of the day the pupil is expected to engage in a restorative conversation with the class teacher that sent them to the BSU.
- The pupil remains in the BSU the next day until the time they were sent out of lessons (e.g. sent out P3 means that the pupil will remain isolated until the end of P3 the following day).
- If the pupil does not engage with any of the above expectations they will be given up to 5 days fixed term exclusion (FTE) and will be required to repeat the day in the Shalom (Behaviour Support Unit) on return.

2. **Parents will be contacted by the Pastoral Administration Team to inform them their child has been isolated:**

- A member of the Pastoral Admin Team will email the teacher concerned to remind them to attend the restorative conversation and contact home at the end of the day.
- The teacher will have a restorative conversation with the pupil.
- The teacher will then contact home to explain/discuss the incident.
- Refer to FAQs for further information about this stage.

Restorative Conversation

The restorative conversation is an opportunity to rebuild the relationship with the pupil that has been sent to isolation. The conversation is not to be used as another telling off/administration of punishment – that has been done by sending the pupil to isolation. This conversation will take place at the end of the school day by the teacher who took the decision that the pupil could not remain in the class after they had failed to heed the initial warning.

The conversation should:

- Help the pupil reflect on their behaviour.
- Move the pupil on from that behaviour.

Reflecting on what has been done:

- Why do you think you were sent to isolation?
- How were you behaving when you were sent to isolation?
- Why were you behaving that way? (See difficulties below)
- How can we/you make things better when you are back in the lesson?
- How can I support you when you are back in the lesson?

Moving on from the behaviour incident:

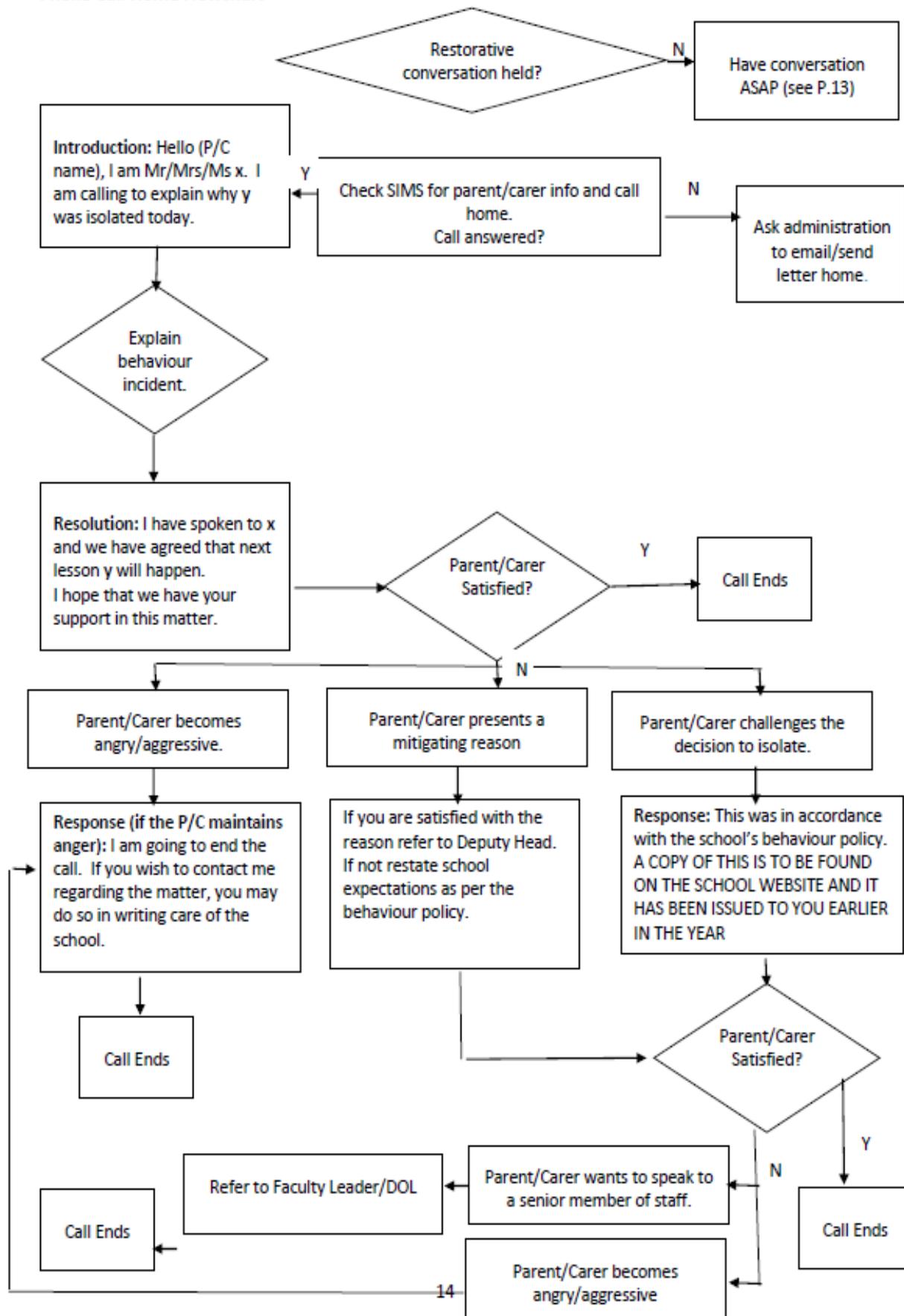
- Reinforce your expectations for behaviour in the lesson.
- How could you improve next lesson?
- Reinforce positive aspirations.
- Provide support for positive behaviours.
- Agree on a strategy to improve the pupil's behaviour in your lesson over the long term.
- Agree on a change that may benefit the pupil (level of difficulty of work, change the seating plan etc.)

Difficulties you may face:

- Prepare for a difficult or challenging answer. A CP issue may be a mitigating factor in the behaviour and you may need to raise this with the AHT (PC&G) or other Safeguarding Lead. There may be another revelation that you may have to address. Always pass on any safeguarding concern no matter how small.
- Prepare to apologise. You may have missed something or sent the wrong pupil out.
- An apology can be a vital tool for building a strong relationship in the classroom.

The teacher should then make the call to the pupil's parent/carer.

Phone Call Home Flowchart



What happens if?

I can't get in touch with home?

The Admin team do update pupil contact details regularly. If these are not accurate when you do try to contact home, record the attempt to contact home and inform Mrs. Dorsi; Mrs. Fisk & Mrs. Gallagher, via email, that the details are incorrect. Then, send a text to say you have tried to contact and either:

- a) ask administration to send a letter home or
- b) try again the day after the incident in question.

I have an after-school duty and can't make it to the restorative conversation?

Pupils will be required to stay in school until 3:50pm, or until the staff member has spoken to them, on the day they have been isolated. If this is not enough time, you may need to see the pupil during break, lunch or a free period. However, you must go and meet with the pupil at the end of the day after duty if necessary.

I have missed the restorative conversation?

- The first missed conversation will result in your Head of Department having an informal conversation with you.
- The second missed conversation will result in the AHT (Behaviour) having a more formal conversation with you.
- The third missed conversation will result in a formal conversation with Deputy Head Teacher, accompanied by a formal letter.
- The fourth missed conversation will result in a formal proceedings and guidance from Head Teacher which will remain on your file for one year.
- The fifth missed conversation will result in disciplinary action.

A pupil persists with negative behaviour in my classroom?

If you have been following the system then the pupil will be picked up by the Shalom (Behaviour Support Unit) for a three day referral. If the negative behaviour still continues there will be a longer time spent in the Shalom (Behaviour Support Unit) and you should speak to your Head of Department, Learning Leader or AHT (Behaviour).

Behaviour Hierarchical Protocol

For a pupil to become deemed at risk of progressing to Phase 2 of the program they will have:

- Had 5 isolations in a term or
- Had 3 Fixed Term exclusions in a term

Phase 1	<u>Stages</u>	<u>Who/When?</u>
Pupil receives 3 FTE or 5 Isolations during a term.	Pupil will be identified by the Learning Leader or AHT (Behaviour) through weekly reviews of the behaviour system.	Weekly.
	Identify interventions put in place to support pupil.	AHT (Behaviour), Learning Leader (LL).
	<p>A pupil who is at risk of progression to Phase 2 will have had a 'sharing concern' phone call with the LL, pupil and parents/ carers. This will take place after 3 isolations or 2 fixed term exclusions.</p> <p>On the 4th isolation parents/carers, pupil and LL meet and a warning is given.</p> <p>On the 5th isolation or 3rd fixed term exclusion the pupil will attend school with parents to meet the AHT (Behaviour) to sign a contract of engagement with the Behaviour expectations. A plan will be drawn up to support the pupil in achieving these expectations.</p> <p>A formal letter is sent home from the Headteacher to inform parents that their child's behaviour is not acceptable and that they are starting Phase 2 of the Behaviour Management protocol.</p> <p>A pastoral support program will be set up by the LL where the pupil's behaviour will be reviewed every 2 weeks for a 6-week period via a fortnightly meeting with parents, pupil & LL.</p>	<p>Learning Leader / Pastoral Administrator phone call.</p> <p>Learning Leader / Pastoral Administrator assessment warning meeting.</p> <p>AHT (Behaviour)</p> <p>Headteacher</p> <p>Learning Leader</p>

<p>Phase 2</p> <p>After returning to lessons, the pupil receives another 3 FTE or 5 isolations during a term.</p>	<p>If a pupil is unable to rectify their behaviour, a series of warnings are strategically placed to allow pupils, the opportunity to change their behaviour.</p> <p>On the first isolation/fixed term exclusion the LL speaks with parents to explain the stages that the pupil is likely to go through and the need to immediately rectify behaviour.</p> <p>On the 5th isolation parents and pupil meets with the AHT (Behaviour) where the pupil's next steps are discussed and an individual contract is signed regarding improving behaviour in lessons, and/or around school.</p> <p>A formal letter is sent home from the Headteacher to inform parents that their child's behaviour remains unacceptable and that they are starting Phase 3 of the Behaviour Management policy.</p>	<p>LL / PAT Phone call</p> <p>AHT / confirmation letter given outlining possible placement details</p> <p>Headteacher</p>
<p>Phase 3</p> <p>Following an unsuccessful phase 2, pupils will be reintroduced into lessons.</p>	<p>If a child's behaviour still does not improve, a managed move will be discussed and offered by LL/AHT to parents/ carers and the pupil.</p> <p>If pupil receives another 5 isolations or 3 FTE during a term:</p> <p>A managed move will be offered. Should the opportunity for a Managed Move not be appropriate, or should it be declined by the parents, the pupil will move to Phase 4.</p> <p>Should the Managed Move go ahead, behaviour will be reviewed every 2 weeks for a period of 6 weeks as negotiated with host school. Stockton LA <i>Managed Move protocol</i> will be followed throughout.</p>	<p>LL / PAT / AHT (Behaviour)</p> <p>LL / PAT</p> <p>Attendance & Exclusions Manager will oversee Managed Move</p>
<p>Pupils will be based within the Shalom (BSU) until the managed move begins.</p>		

<p>Phase 4</p>	<p>When a pupil reaches Phase 4, the school will immediately start to negotiate the possibility of a placement at the Bishopton Centre (PRU) should the pupil's behaviour not improve.</p> <p>On the first isolation/fixed term exclusion the LL speaks with parents to explain the stages that the pupil is likely to go through and will state that a placement is now being brokered at the Bishopton Centre.</p> <p>On the 2nd isolation/fixed term exclusion, parents/carers and the pupil will meet with a representative from the Bishopton Centre where possible, to talk about next steps should their behaviour not improve. AHT (Behaviour) confirmation letter is given.</p> <p>On the 3rd isolation parents and pupil meets with the AHT (Behaviour) where the pupil's next steps are discussed as becoming a reality.</p> <p>If a pupil receives 5 isolations or 3 more fixed term exclusions then they will be placed on a behaviour placement with the Bishopton Centre asap. Until this placement can begin, they will remain in the Shalom (BSU). AHT will meet with parents/ carers to discuss the placement. Placements will be for two weeks only.</p> <p>A comprehensive review will take place during the first week of the placement; should it be deemed appropriate for the pupil to return to school after the first week then this will be arranged.</p> <p>A formal letter is sent home from the Headteacher to inform parents that their child's behaviour is remains unacceptable and that they are starting the final phase of the Behaviour Management policy.</p>	<p>LL / PAT phone call</p> <p>AHT (Behaviour)</p> <p>AHT (Behaviour)</p> <p>AHT (Behaviour)</p>
<p>Phase 5</p> <p>Following an unsuccessful Alt Education placement.</p>	<p>Pupils will be re-integrated through a phased re-integration timetable and parents/carers will meet with the Headteacher and the AHT(Behaviour).</p> <p>The AHT(Behaviour) will contact parents/ carers directly if the pupil is placed in either the Shalom (BSU) or receives a fixed term exclusion.</p>	<p>Monitored by LL / LM</p> <p>AHT (Behaviour)</p>

	A final written warning letter will be sent by the Headteacher when the pupil is 1 isolation/ fixed term exclusion away from end of phase 4. This letter will result in a permanent exclusion meeting.	HT / AHT
	If pupil still fails to comply they will be asked to attend, with parents, a Permanent Exclusion Panel where the permanent exclusion will be discussed and, if appropriate, upheld.	HT / Governors

Review

This policy will be reviewed annually in the summer term by the full Local Management Board.

Reviewed & amended: **August 2017**

Approved by Governors: **September 2017**

Review Date: **August 2019** (or sooner if necessary)

Chair of Governors:

Headteacher: