

# St Mary's CE High School

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*"Everyone is equal: Everyone deserves the best"*

## **Behaviour for Learning Policy**

**Academic Years 2022-25**

**Reviewed: Summer 2022**  
**Date of next review: Summer 2025**

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*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where*

***Through God's love, we are the rich soil where seeds flourish and roots grow,***  
*based on the Parable of the Sower, Mark 4: 3-9*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best,** and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher

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# **St Mary's CE High School**

## **BEHAVIOUR FOR LEARNING POLICY**

The Behaviour for Learning policy, and all other school policies, are communicated to parents and students in a number of ways. Refer to the document Communicating Standards & Expectations.

### **INTRODUCTION**

At St Mary's CE High School we are committed to high standards of behaviour for learning. Our Behaviour for Learning Policy supports all members of the school community in achieving the highest possible standards of behaviour for learning linked to within a Christian ethos. It will also encourage high quality or strong relationships so that teaching and learning can be effective and achievement and progress optimised in a safe, calm and positive teaching and learning environment.

Excellent standards of behaviour for learning are crucial to a student maximising their attainment and progress. The school will work to provide opportunities to allow student behaviour to be positively managed through the provision of clear boundaries and the consistent application of expectations and supporting action. A strong partnership must be built between the parents/carers and staff, students and other appropriate support agencies to establish common expectations and shared practice regarding student behaviour for learning.

Behaviour for Learning is about the creation of an environment where every member of the learning community demonstrates a positive and proactive attitude to learning. It applies as much to staff and their relationship with students as much as it applies to the students themselves. The Physical Intervention policy should also be referred to as part of the Behaviour for Learning policy. Refer to APPENDIX 1

### **SAFEGUARDING STATEMENT**

**The Governors of St Mary's have made safeguarding a fundamental priority and are committed to ensuring that safeguarding of children and young people remains at the core of their work. For this reason, the principles of excellent safeguarding practice are integral to the culture of St Mary's and every aspect of the school's work. This policy supports this commitment to safeguarding and should be read in conjunction with other school policies as appropriate.**

**It is every person's responsibility to safeguard and promote the welfare of children and it remains a paramount concern of all who work in and who are part of the St Mary's community. A referral to outside agencies to support the safeguarding and welfare of a student where it is felt their behaviour indicates they are at risk of significant harm will be made.**

**Governor principles – established to promote behaviour and discipline with expectation that the school may exercise its power to use reasonable force when necessary, as advised in the DfE guidance on the use of reasonable force (non-statutory).**

## THE PRINCIPLES OF EXCELLENT BEHAVIOUR FOR LEARNING

### Excellent behaviour for learning:

- Is in accordance with the law
- Based on the school Code of Conduct and founded on Christian principles
- Essential if students are to get the best out of their teaching and learning
- Makes effective teaching and learning possible
- Is essential for raising achievement and maintaining high levels of performance
- Complies with the school's policies and in particular with the Anti-Bullying and Inclusion policies
- Is habit forming, and these habits are developed through a commitment by all members of the school community together
- Demonstrates respect for self and those who teach and support students

### **Excellent behaviour for learning is evident through:**

#### **For Students:**

- Attending school regularly and arriving to lessons on time
- Demonstrating a positive attitude to learning
- Being ready to learn with the correct books and 'the big 5 equipment' (including a green pen)
- An active engagement in the lesson
- Using positive and appropriate language at all times
- Building positive relationships with both teachers and peers
- Completing work/tasks set including extended learning/homework
- Working to the best of ability at all times
- Treating adults and peers with respect
- Respecting resources and the learning environment
- Proactively supporting the learning of others
- Cooperating with staff and following instructions promptly
- Self-management of their behaviour

#### **For Staff:**

- Modelling and having the highest expectations of self and students
- Stimulating and engaging teaching and providing a high-quality learning experience
- Seeing students as self-managers
- Acting as helpers and facilitators
- Using positive language
- Developing positive student relationships
- Recognising positive behaviour for learning and responding / challenging inappropriate behaviour for learning
- Treating students with respect
- Being inclusive of all students
- Choosing to use the least invasive strategy

## EXPECTATIONS

### Roles and Responsibilities

The school is proactive in promoting, improving and maintaining the highest standards of behaviour for learning. High expectations are encouraged, promoted, reinforced through the ethos and culture of the school. Students' social, emotional and behavioural awareness and skills are specifically developed in a structured PSHE programme that is delivered by the tutor teams.

#### **Staff Responsibilities:**

All teaching and non-teaching staff at the school have a responsibility to promote positive behaviour for learning.

All staff have a duty of care towards the students in their charge. There are no times of the day or places in school where the duty of care does not exist. All staff have a duty to act in accordance with the behaviour policy and to ensure that they attempt to be entirely consistent with the recommended practice in the policy and guidelines.

All staff have a duty to be fully aware of the current school procedures for safeguarding children and young people, for child protection and looked after children in public care and to implement these procedures consistently (see Child Protection Policy for more information).

Form tutors have a specific duty of care towards the students in their tutor group and are the first point of reference for any matter involving the behaviour of their form group or individuals in that group.

#### **Staff teaching and supporting students in the classroom have a responsibility to:**

1. Provide appropriate, well planned and stimulating teaching and learning experiences for students
2. Promote the personal development and wellbeing of students whilst supporting students to attain their full potential
3. Use praise and positive feedback whenever appropriate to encourage and motivate students and focus on positive behaviours, including use of the rewards policy, giving of achievement points, contacting parents/carers to inform them of good behaviour.
4. Contact parents/carers about behaviour causing concern, and attend meetings to discuss issues and strategies to support and encourage high standards of behaviour
5. Apply appropriate sanctions as a response to inappropriate behaviour by students. Sanctions will be used in a constructive way and always provide an opportunity for students to know what behaviour was unacceptable and what needs to be done to improve
6. Advise Senior Line managers of behaviour for learning concerns of a serious or persistent nature and provide accurate information promptly
7. Seek support to implement high standards of behaviour for learning if required
8. Complete SIMS reporting systems and log appropriate behaviours on SIMS using the whole school B4L structures

#### **Pre-emptive strategies**

Teachers at ST MARY'S will use a range of pre-emptive strategies to tackle non-compliance prior to issuing a sanction for a lack of discipline. These strategies are essential components of a strong teacher toolkit, enabling a teacher to cultivate and maintain an excellent climate for learning

without depending solely on sanctions. Sanctions play an important role in maintaining strong discipline at St Mary's, but should be used only when pre-emptive strategies have not been effective. All teaching staff are committed to using pre-emptive strategies to proactively, positively and calmly manage classroom climate.

Effective pre-emptive strategies consist of, but are not limited to:

- Positive communication e.g. 'Sit silently' instead of 'stop talking'
- Positive whole group correction e.g. 'I need everyone to be looking at the board.'
- Anonymous correction e.g. 'All eyes on me. Waiting for two more. Waiting for one more.'
- Non-verbal reminder e.g. Holding hand to ear to signify student to talk more clearly

The 'St Mary's Way' details the use of positive strategies in dealing pre-emptively with behaviour (e.g. the use of language by staff) and sits alongside this policy for all staff to follow.

## **SUPPORT SYSTEMS FOR STUDENTS**

All students are considered to be individuals and as such to have individual needs that will require a degree of support. Support is provided as a part of the standard provision for all students at St Mary's.

The school will provide high quality teaching and learning experience and endeavour to use the full range of support systems to ensure that students are able to access their curriculum and optimise attainment. There are a wide range of support mechanisms for students, including those with particularly challenging behaviour and/or special educational needs, and these will be used in collaboration with parental/carer support to optimise opportunities for success of each individual student.

In applying the provisions of this Policy, staff will take the needs and circumstances of individual students into account, including the child's age and any special educational needs that might apply.

The school will work with multi-agencies to assess the individual needs of a student demonstrating behavioural concerns to ensure appropriate provision is being provided. Examples of concerns may be persistent or ongoing disruptive behaviours, undiagnosed SEN, mental health or family problems.

Support available includes:

- Form Tutor; teachers and support staff
- Head Teacher and SLT members
- Directors/Assistant Directors/Lead Student Manager and Student Manager
- The Student Centre and Inclusion Director / Year Leader
- The Hub
  - Behaviour support including IBPs and PSPs
  - Mentoring by Aspire Mentors
  - Learning Interventions coordinated through the Student Centre
  - Learning interventions coordinated through the Study Skills Programme
  - Emotional and Social interventions coordinated through the Hub or the pastoral team of the Year group
  - Adapted timetables and use of Work Experience and Vocational courses
  - Needs assessment
  - LSA Support (in class and withdrawal)
  - Specialist support where behaviour affects learning



- Governors and non-teaching staff
- School Attendance Officer
- Student Mentors
- Support Agencies including Connexions, the Education Support Centre and Enfield Behaviour Support team
- Family Support Workers
- Educational Psychologist and specialist teaching staff
- Referrals to CAMHS and other support agencies e.g. drug outreach and pregnancy support
- LA Advisory Team
- Child Protection Officer
- School Counsellor

**Support is available for students who transition from primary school to St Mary's with known behavioural issues. This will be personalised to the student's needs.**

## SUPPORT SYSTEMS FOR STAFF

All staff remain individually responsible for the students in their classrooms. However, whilst retaining individual authority in the classroom, it is recognised that staff need to be empowered to assert their authority and to have opportunities to refer behaviour related issues on when strategies have been implemented and students have failed to respond.

The line management for behaviour issues are outlined below:

<i>INSIDE THE CLASSROOM</i>	<i>OUTSIDE THE CLASSROOM</i>
<p>Structure of Support offered is through</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Subject Teacher</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Year Lead</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Behaviour Lead</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Deputy Headteacher (SLT)</p> <p>Tutor and/or Subject Director informed as appropriate via the behaviour update</p>	<p>Structure of Support offered is through teacher involved in the incident</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Student Manager/Year Lead</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Behaviour Lead</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Deputy Headteacher (SLT)</p> <p>Tutor and/or Subject Director informed as appropriate via the behaviour update</p>
<p>Examples of negative behaviour include:</p> <ol style="list-style-type: none"> <li>1. Rudeness or lack of respect to staff</li> <li>2. Disrupting learning i.e. talking, calling out</li> <li>3. Fighting or dangerous behaviour</li> <li>4. Abuse of or vandalism to equipment</li> <li>5. Repetition of inappropriate conduct, i.e. continually arriving late to lessons/ chewing/ lack of equipment/ lack of effort/ no homework</li> <li>6. Refusal to do as requested</li> <li>7. <b>Major offences</b></li> </ol>	<p>Examples of negative behaviour include:</p> <ol style="list-style-type: none"> <li>1. Rudeness or lack of respect to staff</li> <li>2. Fighting or dangerous behaviour</li> <li>3. Abuse of school premises</li> <li>4. Truancy</li> <li>5. Smoking (vaping)</li> <li>6. Bring in banned substances</li> <li>7. Refusal to do as requested</li> <li>8. Poor uniform</li> <li>9. Poor corridor etiquette i.e. shouting, running</li> <li>10. <b>Major offences</b></li> </ol>

The school is aware of the provisions set out in the Equality Act 2010 and will make such reasonable adjustments as are appropriate to support a child with characteristics protected by the Act when applying the Behaviour for Learning Policy or who otherwise have a diminished responsibility for their behaviour.

Training is provided to empower staff to manage behaviour in the classroom. There are a range of strategies and support available to all staff including:

- Other colleagues
- Directors and Year Leaders
- Student Managers
- SLT and Senior Colleagues
- The Head Teacher
- The Learning Walk system – used when the school is in session to monitor B4L
- On call system – to respond to serious issues or emergencies
- Wellbeing Lead/Counsellor/Family Support Workers
- Internal exclusion

- Inclusion Director
- External agencies

**This policy, along with all other school policies, are communicated to all stakeholders in a number of ways. Refer to APPENDIX 2 ‘Communicating Standards & Expectations’.**

## **THE ROLE OF KEY STAFF**

### The role of the Form Tutor

Tutors should call in parents/carers of any student where they have reason to be concerned. The tutor may decide to request that the Year Lead issues a cause for concern (CFC) on the student. Parents/carers may be called in earlier at the tutor’s discretion. The Year Lead should be informed of such action prior to it taking place and all meetings and/or telephone conversations should be recorded on SIMS as a parental contact. If there is still no improvement after the meeting with the parents/carers, the case should be referred to the Year Lead for further action.

The form tutor is responsible for:

- Checking in with each tutee at least once a half term
- Carry out The Big 5 and uniform checks every day
- Placing students on Tutor’s Green Report and checking reports on a daily basis to ensure targets are being met.
- Call and/or meet parents/carers to praise the students as well as raise concerns with the parents/carers as required.

### The role of the Year Lead

Year Leads should call in parents/carers for any student where they have reason to be concerned. Year Leads are responsible for upholding and developing strategies to ensure that student support is effectively managed by teachers in the classroom. They should be consistent when checking on behaviour incidents from students within their year group.

Year Leads are responsible for:

- Ensuring that the parents/carers are aware of all behavioural issues in the forms that they are responsible for and the sanctions/interventions received, as well as reviewing data to consider what interventions/support are needed.
- Placing students on Amber Report and checking reports on a daily basis to ensure targets are being met
- Supporting whole school Behaviour Detentions
- Liaising with the Form Tutor and Behaviour Lead to set targets for students prior to an Intervention Meeting
- Organising daily patrol (Duty rota)
- Placing students on an IBP or PSP program following an Intervention Meeting and emailing relevant staff with targets. Parents/carers contacted after six weeks to discuss progress and review targets. The student will meet their Year Lead each week until student can be moved down from the program.
- Contributing to the duty patrol rota.

### The role of the Subject Director

The Subject Director is responsible for

- Ensuring high staff presence in the Teaching and Learning area corridors
- Consultations with Year Leads and Behaviour Lead

- Tracking behavioural patterns of students
- Ensuring that subject teachers are regularly calling parents/carers to share praise and uphold behavioural expectations

#### The Role of the Behaviour Lead

The Behaviour Lead is responsible for:

- Managing the Reflect and Reset room (R&R) to ensure that the room provides a silent, purposeful productive study environment.
- Ensuring that each student placed in the R&R completes the blue reflection sheet and receives a 1:1 support and advice session from them.
- Providing staff with background information about students with behavioural difficulties and strategies that can be used to try and improve behaviour. (Behaviour Lead to meet with Student Managers to discuss students on Additional Needs Register list and strategies)
- Meeting with the SENCO on a regular basis to review students' cases.
- Work with the pastoral teams to review meetings for students on IBPs or PSPs.
- Update the bullying and other major incidents log.

#### The Role of the Senior Leadership Team (SLT)

Severe problems will be dealt with by the Year Leads, SLT and in exceptional cases, the Headteacher. The SLT will support staff in classes and corridors by maintaining a high presence through a daily patrol throughout the school day. They can be contacted in an emergency by radio.

The SLT are responsible for:

- Communicating Daily Behaviour Updates
- Briefing the Head Teacher on behaviour concerns
- Ensuring work is set and marked for suspended students
- Daily patrol
- Holding whole school behaviour detentions
- Liaising with the Director's/Year Lead's, SENCO and Form Tutor to set targets prior to a re-admission meeting
- Leading re-admission meetings following suspensions to produce a Support Programme

#### Rewards

Students are praised when they exceed our basic expectations of them. Rewards are recognised as achievement points and are awarded for a number of reasons giving every student an opportunity to show their best and be successful. In the classroom, this is done verbally through the use of precise and meaningful praise e.g. 'Well done Tom, your opening paragraph is really creative and uses ambitious vocabulary!' Students may be given a positive phone call/postcard home. Our core values are the foundation for rewarding students at St Mary's.

#### Sanctions

St Mary's does not tolerate low level disruption. Whilst we expect exemplary behaviour from all of our students, we are aware that students will still make mistakes. During a lesson, teaching staff will respond to incidents of poor behaviour in a tiered approach.

## **DURING LESSONS**

Staff need to refer to the 'St Mary's Way' which summarises this section:

Students will turn up to lessons on time and sit in silence completing the 'do now' task. This helps to make sure that the start of the lesson is calm and that the climate for learning is purposeful from the beginning of the lesson.

If a student is disturbing their learning or the learning of others, they will be given a 'chance'. This is a chance to improve their behaviour.

[Student name], this is your 'chance' .... You have a chance to *[describe how to improve behaviour]*.

Teacher notes student's name and sanction in a private place.

If the student repeats the behaviour or a different example of disruptive behaviour, they will receive a 'choice'. The process will be repeated exactly as above, but with the phrase 'This is your 'choice''. You made a choice to *[state why student received the 'choice']*. I need you to *[state the behaviour you would like to see]* or your behaviour will result in an exit.'

If there is further disruption, the student will be sent to the Reflect & Reset Room. This should be done by saying the following to a student:

[Student name] your behaviour has now reached 'exit'. Please continue to complete your work/listen until a member of staff comes to collect you.

1. **Chance** - Verbal Warning. No further action and no behaviour points
2. **Choice** - Logged on SIMS and 30-minute Year Lead detention
3. **Exit** - Removal from the lesson (On Call) to Reflect and Reset Room or Buddy class. Logged on SIMS by the Behaviour Team.

## STUDENT REMOVAL FROM LESSONS – The three-step process

If a student does not improve their behaviour following a 'chance' (verbal warning), they are issued a 'choice' (logged warning on SIMS and 30-minute Year Lead detention). The student will receive three negative behaviour points for a 'choice'. If a student receives more than one 'choice' in the same subject in a week, the subject teacher will contact parents/carers to inform them of the poor conduct.

If poor behaviour persists following a 'choice', the student will receive an 'exit' from the lesson (logged On Call). The student will also receive between four to seven negative behaviour points depending on the behaviour. Any student who receives an 'exit' needs to remain in the classroom until they are picked up by On Call unless impossible for health and safety reasons. If a student receives an 'exit', the class teacher must contact parents/carers the same day to discuss the behaviour issue.

Once a student receives an 'exit', the member of staff collecting the student will assess the incident and decide whether the student is to be transferred to the R&R or buddied to another designated classroom within the same subject area.

R&R	Buddy Classroom
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<ul style="list-style-type: none"> <li>The student will enter the Reflect &amp; Reset room and remain there for the rest of the day</li> </ul> <p>Example of behaviour that will lead to R&amp;R transfer include:</p> <ul style="list-style-type: none"> <li>Extreme rudeness</li> <li>Swearing or discriminator language</li> <li>Aggressive behaviour</li> <li>Outright defiance</li> </ul>	<ul style="list-style-type: none"> <li>The student enters the 'buddy classroom' in silence and is directed to the back row</li> <li>The student is given a clear instruction to complete the work set in silence</li> <li>If the above is not followed, the student will be taken to the R&amp;R</li> </ul>
	<p>Examples of behaviour that will lead to an exit include:</p> <ul style="list-style-type: none"> <li>Continued low level disruption</li> <li>Poor quality/quantity of work after intervention from the teacher</li> <li>Calling out after being reminded of to do so</li> <li>Any behaviour that is counter cultural to the school's ethos of teaching and learning</li> </ul>

At the end of the day, the teacher who removed the student must hold a reconciliation meeting about lesson expectations during the 1-hour same day detention received as a result of the On Call.

If a student receives an exit to the R&R three times in a half term, they will have a "Reflect to Improve" meeting with a member of the Year Lead and or Leadership Team to see what other avenues of support can be offered to prevent a suspension.

Category	Types of Behaviour	Sanction
C1 – Chance (Teacher/ LSA)	<ul style="list-style-type: none"> <li>Talking and distracting others (low level disruption)</li> <li>Failing to start work promptly</li> <li>Arriving with an aspect of incorrect uniform (students need a uniform slip from year team)</li> <li>Eating in inappropriate places (including chewing gum)</li> <li>Calling out</li> <li>Off-task chatter</li> <li>Talking over a teacher (or after a countdown)</li> <li>Distracting others</li> <li>Not following 1-way system in corridor</li> <li>Bickering or unkindness</li> <li>Rudeness</li> <li>Refusal to follow instructions immediately</li> <li>Not 'tracking' the teacher when asked</li> <li>Refusal to work</li> <li>Leaving seat without permission</li> <li>Swinging on chair</li> <li>Turning around on seat</li> <li>Failing to sit up straight and pay attention</li> </ul>	<p>No further action, no behaviour points</p> <p>Correction of behaviour expected (uniform, eating, behaviour in corridor)</p> <p>Private reprimand</p> <p>Email to year team regarding persistent failure to have the correct equipment</p>
C2 Choice  You've	<ul style="list-style-type: none"> <li>Repeat of C1 behaviour</li> <li>Walking around the classroom without permission</li> <li>Arriving to lesson without having completed the required extended learning tasks</li> </ul>	<p>Logged on the SIMS system as C2 (Choice)</p> <p>Students can only receive a</p>

made a choice	<ul style="list-style-type: none"> <li>▪ Throwing an object</li> <li>▪ Inappropriate response to a warning</li> <li>▪ Arriving to lesson without all the required equipment (big 5)</li> <li>▪ No equipment for practical subject</li> <li>▪ No lanyard</li> </ul> <ul style="list-style-type: none"> <li>▪ Use or sound of mobile phone / headphones/earbuds</li> </ul>	<p>'choice' following a 'chance'. List of behaviours in 'choice' for reference of escalating behaviours</p> <p>Phone call home by subject teacher</p> <p>All C2 logs generate a 30mins same day detention after school</p> <p>Mobile phone/headphones/earbuds confiscated</p>
C3 - Exit	<ul style="list-style-type: none"> <li>▪ Defiant behaviour by persistently refusing to follow instructions</li> <li>▪ Inappropriate language/comments to other students or staff</li> <li>▪ Homophobic or prejudicial language/comments to other students</li> <li>▪ Walking out of a lesson without permission</li> <li>▪ Continued low level disruption after C2 (choice)</li> <li>▪ Constant disruption in lesson e.g. continued talking, turning around, failure to focus after C1/2</li> <li>▪ Inappropriate behaviour in the corridor (including running, boisterous behaviour, shouting, screaming)</li> <li>▪ Any physical contact</li> <li>▪ Inappropriate language</li> <li>▪ Damaging equipment or property</li> </ul>	<p>Removed from the lesson by on Call</p> <p>The incident and punishment will be determined by the behaviour lead/team</p> <p>The student will miss the next available social time</p> <p>The student will return to lesson the next period (after missing social time) unless deemed a serious incident in which case student will remain in the R&amp;R until 4pm after completing the 1-hour afterschool same day detention</p>

## BEHAVIOUR OUTSIDE OF THE CLASSROOM

### Corridor expectations

- Staff must be on corridors and/or at classroom doors monitoring behaviour to and from lesson (meeting and greeting/ending and sending).
- Students must walk purposefully and calmly to their next lesson and following the one-way system at all times.
- During changeover, students must go directly to lessons and should not visit toilets, the medical room, reception or other staff during this time.
- Students must have an Out of Lesson Pass (card or hi-viz tabard) when on the corridors. If they are not in possession of a pass, they will be sent back to their lesson.
- Students must not eat or drink between lessons or at any time other than designated break and lunch times and in designated areas.
- Staff members must deal with any misbehaviour in accordance with the Behaviour Policy.

### Social times

Students should use break and lunchtime to go to the toilet, eat food (in the designated areas), play or complete private study in the library. Students must behave sensibly during their social times. Students must never 'play fight', nor become involved in any inappropriate form of physical contact. 'Play fighting' is strictly prohibited and will receive an on-call along with negative points.

### Lateness to lessons

- At the end of social times and during lesson changeover, students have 3 minutes to get to lesson.
- Lateness to lessons will result in an increased sanction dealt with by way of detentions. Students will receive a 30 minutes same day detention.
- Teachers log minutes late to lesson after the initial 3 minutes have passed. Year Leads track minutes late per student each week. Students who accrue 15 minutes or more late a week will receive a 2-hour SLT detention.

### 'Non-negotiables'

There are certain behaviours that will not be tolerated and ones for which a student is likely to receive a suspension from school:

- Refusal to go to the Reflect and Reset Room when a student receives an exit
- Swearing at a member of staff
- Swearing in the school
- Defying a member of staff by walking away from them when being spoken to
- Attacking another student (physically or verbally)
- Racism, drugs, homophobia, sexual misconduct, items that can be used to harm others.

### Negative points

All poor behaviour, whether in class, around the school or in the wider community, incurs negative points alongside any other sanction that is deemed appropriate.

Negative points are awarded as follows:

Behaviour	Points	Logged by	Further Sanction(s)
1 Day R&R (return from suspension)	0	Pastoral team	Logged BfL team
1 Day R&R	0	Pastoral team	Logged BfL team
2 Day R&R	0	Pastoral team	Logged BfL team
3 Day R&R	0	Pastoral team	Logged BfL team
4 Day R&R	0	Pastoral team	Logged BfL team
5 Day R&R	0	Pastoral team	Logged BfL team
15 minutes or more late to lessons a week	0	Pastoral team	SLT detention
C1 - log	0	All staff	Chance
C1 - chewing/eating/drinking incorrect area	-1	All staff	Confiscation/chance
C1 - inadequate Work	-1	All staff	Class Teacher log
C1 - Not following 1-way system	-1	All staff	Chance



C1 - Uniform/Jewellery	-1	All staff	Confiscation/chance
C2 - No or lack of equipment (big 5)	-1	All staff	30 minutes same day detention
C2 - late to lesson	-1	Class teacher	30 minutes same day detention
C2 - No equipment for practical subject	-1	All staff	30 minutes same day detention
C2 - No or lack of homework	-1	All staff	30 minutes same day detention
C2 - Post 8:25 late but before 8:40	-1	Pastoral team	30 minutes same day detention
C3 - Post 8:40 late	-1	Pastoral team	1-hour same day detention
C2 - Health and Safety breach	-2	All staff	30 minutes same day detention
C3 - Post 8:50 late	-2	Pastoral team	1-hour same day detention
C2 - Other (Minor)	-2	All staff	30 minutes same day detention
C2 - Disruption in lesson (after chance issued)	-2	All staff	30 minutes same day detention
Phone use	-3	Office staff	Confiscation
C3 - Poor corridor behaviour (comment required)	-3	All staff	1-hour same day detention
C3 - Inappropriate language to a student	-3	All staff	1-hour same day detention
C3 - Theft	-3	All staff	1-hour same day detention
C3 - Social media misuse	-3	All staff	1-hour same day detention
C2 - Defiance/Insolence e.g. red zone after being told	-3	All staff	30 minutes same day detention
C2 - Choice (comment required)	-3	All staff	30 minutes same day detention
C4 - Missed Detention	-3	Office staff	Escalation detention to 1 hour
C4 - Missed 1-hour Detention	-3	Office staff	Escalation detention to 2 hours SLT
C3 - Swearing	-4	All staff	1-hour same day detention
C3 - Play fighting	-4	BfL team	1-hour same day detention
C3 - On Call buddy	-4	BfL team	1-hour same day detention
C3 - On Call 'exit'	-4	BfL team	1-hour same day detention
C3 - Vandalism, Swearing at staff, verbal abuse teacher, racist, drugs, homophobia, sexual misconduct or other (severe)	-5	BfL team	At the discretion of the HT 1-hour same day detention
C3 - Assault – student	-5	All staff	At the discretion of the HT
C3 - Other (serious)	-5	SLT	1-hour same day detention
Truancy	-6	All staff	SLT detention
C3 - On Call all day whole day	-7	BfL team	1-hour same day detention

### Behaviour Boundaries

'Behaviour boundaries' are used to measure the level of support and intervention that a student might need to improve their behaviour. All negative points from 0 – 49 points = no intervention  
Net points are a student's achievement points minus negative points. If a student accumulates a points deficit, they will travel through various 'behaviour boundaries'. Improved behaviour allows students to travel back down the 'behaviour boundaries'.

Boundary	Points	Staff	Sanction	Support/intervention
Behaviour Boundary 6	-500	Headteacher	Suspension or Permanent exclusion would be considered	PSP to Headteacher Extended alternative provision considered Rivers – Orchardside PRU
Behaviour Boundary 5	-400	Deputy Headteacher	Suspension considered Internal exclusion	PSP to Deputy Head Teacher (standards in behaviour) Extended placement at alternative provision considered

			(persistent failure to follow school rules)	Manage move considered Reduced timetable considered Careers interview Final Warning Cause for concern form Red report to SLT
Behaviour Boundary 4	-300	Year Lead and Director	Internal Exclusion (persistent failure to follow school rules)	PSP to Year Lead Red report DHT, developing to PSP Student referred to wellbeing Access to external/internal mentoring if appropriate EP assessment, if appropriate CAMHS referral, if appropriate Referral to school therapist if appropriate Mentored by attached Year Lead HHC Behaviour contract/ Cause for concern form
Behaviour Boundary 3	-200	Year Lead	SLT detention R&R internal exclusion (persistent failure to follow school rules)	Amber report to Year Lead issued X 2 weeks Mentored by attached Student Manager Change/tutor group/house Timetable change Cause for concern form SEN screening which may include a review of literacy and/or language skills
Behaviour Boundary 2	-100	Student Manager	SLT detention	Amber report to Student Manager issued X 2 weeks Parental meeting Student Manager Cause for concern form Anger management Self-Esteem Wellbeing referral
Behaviour Boundary 1	-50	Tutor	N/A	Pastoral team restorative work as appropriate Tutor green report Phone call home

Students receive the sanctions and support from the behaviour boundary that they enter. For each boundary, a letter is sent home followed by a parental face to face meeting. In the meeting, targets are agreed together.

Suggested targets although not limited to:

Target	Possible success criteria
Improve punctuality to school	<ul style="list-style-type: none"> <li>Arrive to school at 8:15am</li> </ul>
Attend lessons on time	<ul style="list-style-type: none"> <li>No excuse for lateness to lessons</li> </ul>
Bring basic equipment to all lessons (big 5)	<ul style="list-style-type: none"> <li>All equipment checked daily by pastoral team at the gate and at tutor time by form tutor</li> </ul>
Sit where directed by teachers	<ul style="list-style-type: none"> <li>On task at least 90% of time</li> </ul>
Raise hand and wait when you wish to speak	<ul style="list-style-type: none"> <li>Calling out to be significantly reduced</li> <li>No calling out during lessons</li> </ul>
Complete set tasks in lessons	<ul style="list-style-type: none"> <li>No detentions for unfinished work</li> </ul>

Complete homework tasks	<ul style="list-style-type: none"> <li>• No detentions for unfinished homework</li> </ul>
Listen to teachers' instructions	<ul style="list-style-type: none"> <li>• Positive comments on report</li> <li>• Successful completion of set tasks</li> </ul>
Avoid "outbursts" in lessons	<ul style="list-style-type: none"> <li>• Receive sanctions calmly and respectfully</li> </ul>
Avoid confrontations with other students	<ul style="list-style-type: none"> <li>• Discussion with Form Tutor or Pastoral Team to resolve any problems</li> <li>• Positive comments on report</li> </ul>
Move around the school in a calm way	<ul style="list-style-type: none"> <li>• Following the one-way system</li> <li>• Walking quietly to destination</li> </ul>
Discuss any problems calmly with a member of staff	<ul style="list-style-type: none"> <li>• Positive comments on report</li> <li>• Discussions with Form Tutor or Co-ordinator to resolve any problems</li> </ul>

## MEETINGS WITH PARENTS/CARERS

In order to support the school's policies on discipline, punctuality and attendance, parents/carers, students and staff are expected to attend all appointments that are arranged by the school to discuss concerns in these areas. All letters or text messages sent to parents/carers asking them to attend these meetings make it clear that failure to attend will result in their son/daughter being isolated from lessons until such time as the meeting has taken place.

## DEVELOPING COMMON LANGUAGE – whole school

To support students with consistency a common, language towards behaviour management has been implemented. This allows all students to understand the situation that they are in and gives them an opportunity to correct their behaviour.

### C1 – Chance

The student receives a 'chance' in response to poor behaviour. Privately remind the student of the expectation. E.g. "This is a 'chance'. I need you to complete the Do Now in silence. You have a chance to do the right thing."

### C2 – Choice

The student receives a 'choice' in response to further poor behaviour. Privately remind the student of the expectation. e.g. 'This is a 'choice'. You made the choice to talk whilst I was talking. I need you to listen in silence.'

### C3 – Exit

Staff to contact on call to remove the student, ensuring that a brief description of the behaviour is given (allowing on call to analyse the seriousness of the incident).

The On Call member of staff will go to the room to support the member of staff.

In private, instruct the student to continue to complete their work/listen until a member of staff comes to collect them.

## ON CALL

On call acts as a triage using mainly Reflect & Reset room (R&R) or other supporting rooms as a base, students are picked up and write a statement regarding their behaviour

Disruption to learning will result in;

- An instant call home to inform parents/carers of their child's disruptive behaviour
- Issuing of a 1-hour same day detention
- Student to return to next period after a social time is missed
- Email to Year Lead regarding behaviour
- Logged on Spreadsheet/Central Log

Serious behaviour incident will result in the student being placed in internal exclusion (R&R) for the day or whilst statements are collected from staff and students. This is limited to two days maximum per incident for poor behaviour.

\*Any On Call will require the member of staff to visit the student in either detention or internal suspension at the end of the day to discuss behaviour and steps forward for the next lesson/day.

## DETENTION SYSTEM

### Detentions

Detentions are centralised at ST MARY'S and always take place the same day after school. They are imposed by a paid member of the school's staff. Students receive a detention for a range of incidents including:

- Late to school
- Late to lessons
- Incomplete homework
- Inappropriate uniform
- Incorrect equipment
- Poor behaviour in the corridors or outside of school

ST MARY'S will contact parents/carers by text message to inform them of their child's detention, taking into account the individual circumstances of the child. Please note that in the DFE guidance '[Behaviour in Schools' \(July 2022\)](#), notification to parents/carers is not always necessary (however, same day detentions are not issued after 1:20pm but rolled over to the next day to allow parents/carers time to arrange transport).

Students' complete homework or reading during detention. School detentions will be located in the main hall. If a student receives more than one detention on the same day, the student completes the longest detention.

## Reasons for detention

### Late (30min - 1-hour)

ST MARY'S is open to students from 07:45. Students need to arrive at school before registration begins at 8:25. Students should aim to arrive at school at 8:15am to avoid any unplanned lateness due to transport etc. If a student is late before 8:40am without reasonable justification, they will receive a 30 minutes same day detention. If a student is late after 8:40am, they receive a one-hour same day detention after school.

### Big 5/poor uniform/ homework (30mins)

Equipment and uniform are checked at the gate upon arrival to school. If a student is missing any of the 'Big 5' equipment or practical subject equipment, it will be logged and they receive a 30 minutes same day after school detention. The student needs to collect missing equipment from their Year Lead during tutor time. The student will return the loaned equipment at detention that day.

If a student is wearing incorrect or incomplete uniform, they receive a 30 minutes same day after school detention.

If a student does not complete their homework or shows a lack of effort in completing it, they receive a 30 minute same day after school detention.

### 'Choice' (30 mins)

A student receives a 30 minute Year Lead detention for receiving a 'choice' in a lesson. If a student receives more than one 'choice' per day, they will complete one 30 minute Year Lead detention.

### 1-hour same day detention (1 hour)

After school detentions are held in a central place until 4pm. Students receive these detentions if they have been On-called during the school day.

### SLT detention (serious offences) (2 hours\*)

SLT detentions are led by SLT on Wednesdays and Thursdays for 2 hours. A student will receive an SLT detention for a serious behaviour incident. A serious behaviour incident will be logged on SIMS. It is important that students are informed of this at the time of the log. Parent/Carers are informed by the Main Office. \*During December and January, the two hour detentions will be split to one hour on Wednesday **and** Thursday to allow students to travel home before it is too dark.

### Failure to attend detentions

If a student misses a detention, they receive a one-hour detention. If the detention missed is a one-hour detention, the student receives a two-hour SLT detention. If a student misses an SLT detention, they complete the 2-hour detention on the next available SLT detention day and complete one day in the R&R.

In order to support the ST MARY'S' policies on discipline, punctuality and attendance, parents/carers need to ensure that their child attends all detentions. Detentions can only be rescheduled for the next day. Please avoid rescheduling where possible. If a student fails to attend a rescheduled detention, they will be isolated from lessons until a meeting with their parent/carers takes place.

Students complete the detention on the same day it is received, unless received after 1.20pm. If a

detention is received after 1:20pm, the student completes it the next day. However, if a direct call is made home the student will complete the detention on the same day with the agreement of the parent/carer.

Students are not permitted to leave detention to collect personal belongings. At the end of period 5, students on the detention list are escorted directly to detention. Any personal belongings from lockers, peers or staff members can be collected after attending detention. Students attending interventions must go to the detention first to register and they will be escorted to their intervention.

Whole school detention system staffed each day by;

1 x SLT (start and end)

1 x Year Lead/Director

2 x members of teaching staff

#### **SLT Detention (To be staffed by Deputy Head Teacher (standards in behaviour))**

SLT detentions will be issued for more serious incidents, or failure to attend a school detention.

SLT detentions will happen on a Wednesdays and Thursdays

SLT detentions will last for 1 or 2 hours, depending on the misdemeanour

## **OFF SITE BEHAVIOUR EXPECTATIONS**

The school may also apply the behaviour policy and may discipline and set sanctions for students for incidents that occur out of school beyond the examples given where these might adversely affect the maintenance of good order and discipline within the school.

## **COMMUNITY SERVICE**

This is used for situations where students show disrespectful actions or attitude towards the school community. For example, vandalising school property, littering or failing to uphold Christian values. It involves students helping to clear trays in the dining room or generally helping out other areas around the school.

## **BANNED ITEMS**

The following items are banned from the school premises and on school visits:

- Weapons – or any object that could be used to harm another person
- Alcohol and/or drugs
- Fireworks
- Cigarettes, smoking materials, vaping equipment, or vaping liquids
- Stink bombs and water bombs
- Lighters and matches
- Mobile phones\* that are seen, heard or visible
- iPods, headphones/earbuds that are visible
- Hooded sweatshirts
- Jewellery (except watches) and (one small stud in the lobe of each ear lobe)
- Make-up
- Nail varnish, gels or other false nails/nail decoration
- Chewing gum

\*Mobile phones and electronic devices are not allowed to be seen, heard or used anywhere on school grounds at any time. Please refer to the mobile phones and electronic devices policy, which explains the sanctions related to these.

## SEARCHING STUDENTS

Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items include:

- knives or weapons
- Mobile phones where staff believe that it has been used to film an incident
- Alcohol
- Illegal drugs and drug paraphernalia (such as cannabis grinders) including edibles which are illegal for under 18s.
- Stolen items
- Tobacco and cigarette papers
- Vaping equipment or liquids
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  - I. commit an offence
  - II. to cause personal injury to, or damage to the property of, any person (including the student)

School staff may also conduct a search for any item banned by the school rules. Whilst the school has a named list of banned items, this list is not finite or exhaustive list. School staff can seize any banned or prohibited item found as a result of a search or those which they consider harmful or detrimental to school safety or discipline.

Refusing to submit to a search will be treated as a disciplinary act and will be dealt with in line with the school's Behaviour for Learning Policy. The sanction for non-co-operation may be a period of time in R&R, suspension or a permanent exclusion.

There should be two members of staff present during the search. The people conducting the search must be the same sex as the child. The search witness should also be the same sex wherever possible. Students must not be asked to remove clothes other than outer clothing e.g. a coat or blazer. (Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but not outer clothing includes hats; shoes; boots; gloves and scarves).

Suspension or permanent exclusion would be considered for students found in possession of any of the banned items.

### Items found as a result of a search

- Where a person conducting a search finds alcohol, tobacco or cigarette papers, or fireworks, they may retain or dispose of them. This means that schools can dispose of these items as they think appropriate but this should not include returning it to the student.
- Where they find controlled drugs, these should be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

- Where they find other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police. Consider wisdom of disposing of evidence potentially need to support a criminal case or disciplinary sanction
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item, which is banned under the school rules they should take into account all relevant circumstances and use their professional judgment to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.



## SUSPENSION AND PERMANENT EXCLUSION OF STUDENTS

Only the Headteacher, or in his absence the Acting Headteacher appointed to cover the absence, shall have the discretionary power to suspend or exclude permanently any student, and this must be on disciplinary grounds.

There are two methods by which a child may be removed from the school site for a disciplinary reason under this policy. These are:

Suspension – this is where a student is removed from the school site for a fixed period of time which will be notified to the parent in writing.

A decision to suspend a student will only be taken in response to a breach(es) of the school's Behaviour for Learning policy and includes persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

Reasons for a suspension include (this is not an exhaustive list, but examples are illustrative):

- Defiant behaviour
- Verbally or physically threatening a member of staff or student
- Physical assault on a student
- Using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media
- Misuse of the school's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students
- Bullying, including cyber bullying
- Inappropriate sexual behaviour/touching/sexual misconduct
- Poor behaviour on way to and from the school or in the community outside of School hours which brings the school into disrepute
- Making false allegations against a member of staff
- Damage to school property including graffiti
- Breach by sharing of GDPR data of other members of the school community without permission, including inappropriate images

### **1. Suspensions of Five Days or Less in any one term**

The school will provide work appropriate to the student's age and ability, taking into account any identified SEN for the duration of the suspension, up to and including the fifth day.

### **2. Suspensions of between 6 and 15 days, and over 15 days, in any one term**

The school will provide work appropriate to the student's age and ability, taking into account any identified SEN for the first five days of the suspension. From the sixth day of suspension the school will make alternative educational provision off site.

For a fixed period, suspension (or series of same) totalling more than 15 days in any one term, the Governors Disciplinary Committee must meet no later than 15 school days after the suspension was notified (taking the day of exclusion as day one) to review the decision to suspend.

### Return from suspension

Reintegration meetings: suspension is seen as a serious consequence for a student and their education. When a student is suspended from the school, a reintegration meeting always takes place before the student returns. The reintegration meeting is always held with a member of SLT present and is seen as an important step in preventing further suspension. At the reintegration meeting, the student is asked to reflect on the reason for their suspension and the actions that they and the school need to take in order to prevent it from being repeated. The school will consider all further support needed to support the student, including referrals to external agencies. The student will also spend a period of time on report to support their reintegration. All students returning from a suspension will spend the first day back in school in the Reflect and Reset (R&R) room before full integration into main stream the following day.

### **3. Permanent Exclusions**

Permanent Exclusion – this is where a student is removed from the school site on a permanent basis and may never return, pending a review of the decision to permanently exclude by the governing board.

In both the instances above, the school reviews the balance of probabilities in line with the Department of Education Guidance *Exclusion from Maintained School, Academies and Pupil Referral Units – statutory guidance for those with legal responsibilities in relation to exclusion (Sept 2017)*. This states “when establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof i.e. on the balance of probabilities, it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt’.

If the school investigation for serious breach of the behaviour policy is running parallel to a police investigation, the school will decide on a case-by-case basis whether the school investigation should continue or be suspended until such time as the police investigation is concluded.

Before a decision is made by the Headteacher to suspend or exclude, consideration will be given to any mitigating or aggravating factors that may apply in the circumstances of the case.

Only the Headteacher of the School or in his absence the Acting Headteacher appointed to cover the absence shall have the discretionary power to exclude permanently any student. The Headteacher would always consult relevant professionals before making a decision to permanently exclude

**For permanent exclusions, the Governor Discipline Committee should meet no later than 15 school days after the date of notification to the governing body.**

Any meeting of the Governor Discipline Committee may, at their discretion, consider in sequence more than one suspension/exclusion case at that meeting.

From the sixth school day of the permanent exclusion education provision will be provided by the student’s Local Authority.

The definition outlined in the Department of Education guidance *Exclusion from Maintained School, Academies and Pupil Referral Units – statutory guidance for those with legal responsibilities in relation to exclusion (Sept 2017)* states a decision to permanently exclude a child should only be taken “in response to a serious breach or persistent breaches of the school’s behaviour policy and if

allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school”.

Examples of exceptional circumstances where, in the Head Teacher’s judgement, it is appropriate to permanently exclude a student for a first or ‘one-off’ offence may include the following:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Reasons for a permanent exclusion include (this is not an exhaustive list, but examples are illustrative):

- Persistent and defiant misbehaviour
- Possession of, use of, distributing, supplying or selling of banned substances on site
- Verbally or physically threatening a member of staff or student
- Physical assault on a member of staff or student
- Ongoing or extreme one-off incidences of using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media
- Misuse of the school’s IT systems, including sharing login details for the purpose of allowing “hackers” to use the system to disrupt lessons or abuse staff or students
- Being in possession of an offensive weapon
- Persistent bullying, including cyber bullying
- Being in possession of a pointed/bladed article
- Inappropriate sexual behaviour/touching/sexual misconduct
- Bringing a dangerous and threatening situation to the school e.g., coordinating other people to attend the school or its local area for the purpose of causing confrontation with other members of the school community
- Extreme behaviour on way to and from the school or in the community outside of School hours which brings the school into disrepute e.g., involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the school community
- Making serious false allegations against a member of staff
- Serious damage to school property including graffiti
- Serious breach by sharing of GDPR data of other members of the school community without permission, including inappropriate images

#### Independent Review Panel

Parents/carers are entitled to request that a decision by the Governor Disciplinary Committee to uphold a permanent exclusion be reviewed by an Independent Review Panel (IRP). The IRP has no power to overrule the decision of the Governor Disciplinary Committee, however it may recommend or direct the governors to reconsider their decision.

## **MANAGED MOVE**

The Head Teacher would consider a managed move on a case-by-case basis, including

- If a student refuses to attend school
- if a student is at risk of being permanently excluded

- if a student is posing a risk to the welfare of others in school
- if a student has SEN and the student is not making progress at school, or we are unable to meet their needs.

## **DISCLOSURE OF FALSE ALLEGATIONS AGAINST STAFF**

Any student who is found to have made a false allegation against a member of staff at the school will be sanctioned accordingly. This may result in a suspension or permanent exclusion.

## **MENTAL HEALTH**

The school employs a mental health lead to support students and to help address some of the issues underlying poor behaviour. This service is available to all students.

## **OFF-SITE PROVISION**

When a student is suspended for 6 or more days, work will be provided for the student to complete at home on the first five days. From the sixth day, the Governing Body (or local authority in relation to a student excluded from a student referral unit) must arrange suitable full-time education for any student of compulsory school age.

## **MISSING A PUBLIC EXAMINATION**

If a student would miss a public examination due to a suspension or exclusion, the Headteacher will take this into account before reaching a decision. The Chair of governors, using their remit to act in an emergency, has the discretion to review on his/her own a decision to exclude a student where the student would miss a public examination.

## **COLLECTION AND USE OF DATA**

The school complies with its Public Sector Equalities Duty (PSED) as required under the Equality Act 2010 to analyse data relating to exclusions, broken down by age, gender and ethnicity to ensure there has been no unconscious bias applied and to make recommendations for any remedial action as may be necessary.

## St Mary's Way

***Through God's love, we are the rich soil where seeds flourish and roots grow***

This is the foundation of our motto

We believe everyone is equal, everyone deserves the best.

At St Mary's we are committed to providing an excellent environment for us all to flourish in and we do this with compassion and consistency. The information below is the framework for this consistency, and all staff are expected to adhere to it.

Time (mins)	Teacher ( <i>If you teach Y7 Period 3 or Period 5, please meet your class and walk them quietly to the classroom.) All other years go straight to lessons.</i> )	Students
0-10	<ul style="list-style-type: none"> <li>Meet and greet students at your classroom door. Stand astride the doorway, with one leg in the classroom and the other in the corridor.</li> <li>Provide a 'do now' starter for the students based on knowledge retrieval. This can be retrieval of anything the teacher chooses and come in any format, but the requirement of the task should need minimal instruction from the teacher.</li> <li>Take the register.</li> <li>Expect and allow students to work in silence and do not talk to them as a whole class.</li> </ul>	Enter the classroom, take out equipment (big 5 compulsory on the top corner of the desk) and settle to the 'do now' task in silence. The only talking must be to respond to the register.
<i>Rationale: along with calm, quiet movement on the corridors, this settles the students and prepares them for the learning.</i>		
11-55	<p>The content of the lesson is decided by the teacher in conjunction with the curriculum plan for the subject. The style of the lesson is also decided by the teacher and is chosen to match the needs and skills of the students.</p> <p>At all times please ensure:</p> <ul style="list-style-type: none"> <li>Students are wearing correct, full uniform (if the activity, or the temperature of the room, requires a change to uniform, it is the adults who decide this and give permission).</li> <li>You do not allow students to break school rules even for a 'treat' or 'educational reason'. For instance, students should not be allowed to use mobile phones or other devices they have as a calculator, to take part in online quizzes, film/photograph activities, listen to music. Please</li> </ul>	<p>Students must</p> <ul style="list-style-type: none"> <li>Remain silent and concentrate when a member of staff talks to the whole class. Put their hand up to ask/answer and do not call out.</li> <li>Show respect to all teachers, peers and the learning environment</li> <li>Have pen, pencil, ruler, calculator, a reading book and any books or folders needed.</li> <li>To work sensibly with other students.</li> <li>Must not to use any electronic device (e.g. mobile/smart phone, tablet, smart watch, MP3 player) or wear earphones to listen to music; they will be confiscated.</li> <li>Apologise to the member of staff if they're and give the reason for lateness. (30 minutes logged)</li> </ul>

	<p>provide any electronic equipment required by the learning.</p> <ul style="list-style-type: none"> <li>You use the OUT OF LESSON pass if a child must leave the room.</li> <li>You use on-call for behaviour that prevents you from teaching and students from learning, but please use language and practice described overleaf to calm and correct behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Only still water (not juice, squash or carbonated drinks) and remember eating, and chewing (including gum) is not allowed.</li> <li>Not drink in Science, Technology, Computer, Music and Drama rooms for safety reasons.</li> </ul>
<p><i>Rationale: The teacher decides what is learned, how it is learned and is responsible for upholding the whole-school policies and practices in a fair and consistent way. The learning environment is controlled by the teacher to ensure best possible progress for all students.</i></p>		
56-60	<ul style="list-style-type: none"> <li>End and Send: please dismiss your class at the sound of the pips which indicates the end of the lesson. When you are ready, end the lesson and ensure the students finish learning, pack up and leave the room in a calm quiet way. <i>Please dismiss students on time and not before the sound of the pips.</i></li> </ul>	<p>Students must:</p> <ul style="list-style-type: none"> <li>Pack away only when the member of staff says to.</li> <li>Stand and push in or put up chairs when asked to by the teacher.</li> <li>Pick up any litter.</li> <li>Leave the room only when the member of staff finally tells them to leave despite the pips going.</li> </ul>
<p><i>Rationale: The teacher is in charge of clearing up and dismissal. Students leave when the teacher decides the lesson is over.</i></p>		

## The Language of Behaviour Management at St Mary's

*"Every situation requires your presence, but not every situation requires your attention. No situation requires your anger". Anon*

Students will sometimes get things wrong and not meet our expectations. If this is the case then, as adults, our use of language is critical in correcting and calming the behaviour.

At St Mary's we do not shout, or lose our temper with students. We use positive, corrective language and would expect the following language to be used:

- ✓ *Deal with positive behaviours first, issuing achievement points to students doing the 'right thing' or producing excellent work.*
- ✓ *Rewards- be specific in your praise using the new rewards policy and the categories Best work, Best effort and Best contribution (e.g. "You started that quickly, Alex, well done, I am issuing you an ACT point).*
- ✗ *Don't follow that with "...why can't you do that all the time?" or "If you started that quickly every lesson...").*
- ✗ *don't praise the child (e.g. "Good boy/girl) or give generalised praise (e.g. "That is brilliant")*
- ✓ *Use rewards for those children who get it right most of the time as well as those who show improvement. Use rewards the optional rewards such as Star of the lesson to praise excellence or the other category but be specific in the comments box .*
- ✓ *Ensure that you use the 3 point plan and the terminology; Chance, Choice and Exit.*
- ✓ *Descriptive chance- explain to the student what they should be doing and how to correct the behaviour: "Alex [wherever you can, use the child's name], you are talking and not completing the work set. "Alex This is a 'chance'. I need you to complete the Do Now in silence. You have a chance to do the right thing, thank you"*
- ✓ *Descriptive Choice- "Alex, I am now speaking to you for the second time this lesson, you now have a choice to make, please stop talking and complete the work set or I will contact on call and there will be further sanctions, thanks you Alex"*
- ✓ *Exit – Explain to the student that he/she has now reached exit and that you will be contacting on call, ask them to wait quietly for them to arrive. (Please do not get involved in an argument regarding this, wait for on call to come and support you in the situation).*
- ✓ *Directional language- "Face this way and listen, thank you Alex" or "Pen down and face the front, thank you Alex". Whereas:*
  - ✗ *"Don't (do that/talk/shout)!" or "Stop (doing that/talking/shouting)!" Cannot sound anything but aggressive. It will not serve to calm and correct the behaviour but it will do the opposite. Phrases like this should be reserved for emergencies when students are in danger.*
  - ✗ *"Why are you (talking/doing that/shouting)", "What are you doing!?"*. This requires an answer and promotes a conversation (rather than returning the student to focused work)

- ✓ *Non-verbal*- use a cue such as raising your index finger to your lips to indicate a child needs to be quiet. Smiling, with any verbal/non-verbal action is an easy win to calm and correct and get a student back on track.
- ✓ *Least Intrusive*- get alongside a student, get down to their level and talk to them. E.g. "I want you to put the pencil sharpener in your pencil case or put it on my desk". Then move away. Use private reprimands and focus on what the student SHOULD be doing
- ✓ *Focus on the primary behaviour*- teenagers are experts in diverting our attention from primary behaviour (e.g. talking during the first 10 minutes of the lesson) to secondary behaviour (e.g. scowling, eye rolling, having the last word...).
- ✓ Focus on the primary behaviour ("Alex, chewing gum in the bin thank you").
- ✓ Tactically ignore the secondary behaviour (Alex sighs and rolls eyes and says "Other teachers let me"). Do not ignore verbal abuse and aggression or persistently disruptive behaviour.
- ✓ Avoid argument and refocus ("Maybe other teachers let you, but that is not the school rule and in this classroom we follow school rule")
- ✓ Allow take-up time (it may take Alex a short time to do what is asked).
- ✓ *Model what we expect from the students*- by using civility and good manners and re-establishing positive relationships after correction.



## NOTES:

1. *In compiling this policy, the following documents have been referred to and considered:*
  - *Behaviour in schools – advice for headteachers and school staff (July 2022)*
  - *Behaviour and discipline in schools – guidance for governing bodies*
  - *Use of reasonable force – advice for headteachers, staff and governing bodies (July 2013)*
  - *Searching, screening and confiscation – advice for schools (July 2022)*
  - *DfE and ACPO advice for schools – advice for local authorities, headteachers, school staff and governing bodies (Sept 2012)*
  - *Sexual violence and sexual harassment between children in schools and colleges – advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designed safeguarding leads (September 2021)*
  - *Exclusion from Maintained School, Academies and Pupil Referral Units – statutory guidance for those with legal responsibilities in relation to exclusion (Sept 2017)*
  - *Hertfordshire County Council's Exclusions Guidance Supplement (Sept 2017)*

2. *Subject to the behaviour policy, teachers may discipline students for: misbehaviour when the student is –*

- *Taking part in any school-organised or school-related activity or*
- *Travelling to and from school or*
- *Wearing school uniform or*
- *In some other way identifiable as a student of the school*

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

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

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

3. *In law, the definition of an offensive weapon is any article made or adapted for use for causing injury to a person, or intended by the person having it with him for such use by him, or by some other person (NB, this definition includes a disguised knife). It is an offence for any person who without lawful authority or reasonable excuse has with him in any public place any offensive weapon.*  
*There are however, exemptions to this which include – for use at work religious reasons or as part of a national costume e.g., the carrying by some members of the Sikh community of a kirpan (a ceremonial knife). In this circumstance it may be agreed that a child carrying a 'symbolic' kirpan worn under clothing and sealed so that it may be withdrawn. Where such agreement cannot be achieved it may be appropriate to take legal advice as the school's duty to comply with the Health and Safety at Work Act 1974 may conflict with its duty to comply with the Equalities Act 2010.*
4. *The times outside normal school hours when detention can be given (the 'permitted day' of detention) include:*
  - *Any school day where the student does not have permission to be absent*
  - *Weekends – except the weekend preceding or following the half term break, and*
  - *Non-teaching day – usually referred to as 'training days', 'INSET days' or 'non-contact days'*

*Parental consent is not required for detentions.*

*School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:*

- *Whether the detention is likely to put the student at risk*
- *Whether the student has known caring responsibilities which mean that the detention is unreasonable*
- *Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely, and*
- *Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.*

*(source: Behaviour and Discipline in schools – advice for headteachers and school staff, July 2022)*

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