



# St Joseph's

Roman Catholic High School  
& Sports College

## Behaviour & Discipline Policy

*Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.*

*Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.*

*We develop our potential, celebrate our talents and go forward together in faith.*

Approved by Governors: Oct 2017

Date for Review: Oct 2018

Signed Chair of Governors: P. Jones

Signed Headteacher: T. McCabe

## St Joseph's Behaviour Policy:

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### **1- Vision statement:**

Our behaviour policy is designed to reflect the mission Statement of St. Joseph's Roman Catholic School. Where we use Jesus Christ as our role model in which every member of our community contributes to a caring environment where we can develop our potential and celebrate our talents. Our aim is to develop students and guide them on their journey through Spiritual, Moral and Cultural development, using the Gospel Values of Dignity and Compassion, Truth and Justice, Forgiveness and Mercy to underpin everything we wish to achieve at St. Joseph's:

***“Our Community is a community where Jesus Christ is our role model and his message the guiding principle behind all that we do. Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual. We develop our potential, celebrate our talents and go forward together in faith”.***

### **2- Aims and Principles:**

1. To promote positive behaviour that permeates throughout the school.
2. To develop a whole school approach to behaviour management.
3. To promote the self-esteem of each individual, self-discipline and personal responsibility for actions taken.
4. To be an inclusive environment which provides support for the learning and emotional needs of all pupils.
5. To maintain the entitlement of staff to dignity, respect and a safe workplace to teach to the best of their ability.
6. To support those pupils whose learning is negatively affected by the behaviour of others.
7. To reward positive behaviour and to make known the consequences of unacceptable behaviour.

### **3- Expectations:**

At St. Joseph's, we believe that every child matters and should be allowed to achieve their true potential. Therefore, the purpose of this policy is to enable all stakeholders to fully understand their role in its implementation.

- **Governors** are expected to monitor, assess and review the performance of the school and to ensure that this policy is applied consistently and fairly across the whole school. Governors will ensure that the policy is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

- **Teachers/Staff** are expected to be a positive role model around the school and within the classroom. Greeting students as they enter and setting out classroom expectations with an enthusiasm about the subject they are about to teach. Being aware of differentiated learning needs within the classroom and being consistent with boundaries, praise and consequences. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. The Teachers Standards state it is a teacher's responsibility to **'manage behaviour effectively to ensure a good and safe learning environment'**.
- **Pupils** are expected to follow the classroom rules without exception, being polite and courteous to peers and staff. Wearing correct uniform to school and being fully equipped to learn.
- **Parents** are expected to work with the school to rectify any areas of concern that may arise by working in partnership with the school. We would expect parents and carers to reinforce in their children the socially acceptable standards of behaviour and to teach their children to be responsible for their actions that take place inside and outside of the school gate.

#### 4- Praise and Rewards:

At St. Joseph's, we appreciate the importance of recognising, acknowledging and encouraging good behaviour amongst our students. ***We develop our potential, celebrate our talents and go forward together in faith***". Where teachers actively encourage self-control and self-discipline in the pupils, rather than emphasising the negative aspects of their behaviour, progress and development are enhanced. We aim to treat our pupils as individuals, and not just as learners.

Pupils are now able to be rewarded every lesson for their effort, progress and homework. They can also be awarded in form time for attendance, equipment and contribution to the school ethos. Pupils may also be awarded for outside of classroom activities like representing school, charity work and public service etc...

The rewards will take the form of 'praise points' via the schools 'e-praise' system. Staff members may reward pupils throughout every lesson. Points may also be deducted for inclusion/exclusion, punctuality.

Each pupil and parent will have access to their child's e-praise points via a login and be able to see where they are being rewarded and what for.

Once the pupil acquires a certain amount of points, they may 'buy' rewards on the e-praise 'shop'. Rewards vary from football and rugby tickets, to early lunch passes, stationary and special lunches. Some prizes due to monetary value, may require points to be spent to go into a draw for the reward.

Other ways in which pupil achievements can be recognised include:

- Oral praise given by a member of staff. This is an important first step in recognising a positive contribution by a pupil and building a positive relationship.
- W feedback from teachers in books.
- Public recognition during Year group/full assemblies.
- Termly Praise assemblies, to acknowledge pupils for effort and attainment in every year group, to promote a positive growth mindset to learning.
- Using pupils work or achievements for display work in classrooms/around the school/website and social media.
- Departmental rewards- Praise cards home
- Form group awards for best attendance/100% attendance.
- Phonecall/email home to a parent or carer can have a positive impact on pupils.
- Reward trips organised to highlight those pupils meeting the expected criteria.
- Headteachers breakfast nomination from subject teachers for exceptional work.

5- **Expected Behaviour at St. Joseph's- 'The St. Joseph's Way':**

***'Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual'***

**In the classroom:**

- Pupils must be properly ready to learn with all necessary equipment needed and respect peers by avoiding disruption to learning.
- Only use appropriate language will be accepted towards peers and staff.
- Follow all classroom rules as explained by class teacher.
- Be Punctual to lessons and to school.
- Wear the correct uniform and comply with the school rules on hair and make-up.
- Never enter or leave the classroom without permission.
- At no time will a mobile phone/electronic communication device including smart watches be allowed to be used in class. Phones are expected to be switched off at all times whilst on school premises.

**Around the School, all pupils should:**

- Walk quietly and calmly in the corridors around the school, keeping to the left.
- Keep the school clean and tidy by using the bins provided.
- Only use appropriate language with each other and staff.
- Not be selling anything on the school yard/toilets including confectionary, unless granted permission by a member of staff for fundraising purposes.
- Use the toilets and water fountains at break and lunch.
- Only eat in designated eating areas. Within the canteen, pupils will be expected to behave in an orderly manner and remove food/trays when they leave. Any inappropriate behaviour may result in pupils having to eat elsewhere in the school.

- Not be out of bounds. These areas include: Behind the Technology block, T-Building, Sports Hall, School Fields and Drama block.
- Only leave the school site with permission from a member of staff.
- Wear our school uniform correctly and with pride.

**On the way to and from School all pupils should:**

- Wear our school uniform correctly and with pride.
- Ensure they behave in a positive and courteous manner towards all members of the public, showing respect for all.
- Only cross Chorley New Road at the traffic lights if needed.
- Sit on seats where possible on school busses.
- Behave in an appropriate manner towards each other and the bus driver. Violence and bullying will not be tolerated.

**6- Management of Poor Behaviour and consequences:**

The information below sets out the escalation procedure that staff should follow and pupils should expect, when events fall below expectations. Certain principles exist within this:

- Behaviour management at St. Joseph's should be based on a positive and non-confrontational approach.
- It is not necessarily the severity of the consequences which are applied but the inevitability that these consequences will be applied with consistency and fairness.
- Teachers need to build positive working relationships with pupils.
- The rules and standards apply to all pupils, so no pupil should be treated more leniently or more severely than any other.
- The sanction used should be in proportion to the offence. However, the previous history of the pupil may be taken into account.
- When issues have been resolved, each lesson should begin with a clean slate.
- Where appropriate St. Joseph's will encourage a restorative approach to encourage the rebuilding of relationships and prevent further issues.
- Use of Tutor Time: Tutor time will be an ideal opportunity for form tutors/Head of Year to reflect on behaviour from the day before and discuss with relevant pupils. It is important that the SIMs page is used daily to have follow up discussions with your students about what went wrong and how they can approach the day differently.
- It is vital that staff consistently model the behaviours we expect of our pupils.
- Importantly even the most sensible and well-adjusted pupils can, at times, be mischievous, over-exuberant or disruptive. Therefore, St. Joseph's will apply sanctions where it is reasonable to do so.

***However, wherever possible, pupils should be given the opportunity to apologise for their actions and likewise experience forgiveness as befits a Roman Catholic school using Gospel Values to underpin its behaviour policy.***

It is important that whenever it is necessary to issue a sanction, they:

- Are applied consistently and fairly and are proportionate to the behaviour displayed, respect the dignity of the pupil, and take account of any particular circumstances of individual pupils.
- This policy is designed to create an atmosphere where pupils recognise boundaries and behave appropriately. There may however be instances of such a serious nature that it is necessary to invoke sanctions up to and including permanent exclusion.

#### 7- SEN/Vulnerable Pupils:

At St. Joseph's, staff will use the language of choice. This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad. Staff will use specific descriptive praise when we see them making a good choice. Staff will link consequences to the choices they make, to help them make the best choice.

This language used by staff will:

- Increases pupils' sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behavior
- Increases their independence

#### 8- Behaviour System, Referral and Intervention:

##### ➤ Stage1- Classroom:

- Classroom/form teachers will be given relevant information and data to ensure all of staff are achieving Teachers Standard number 7- to '***Manage behaviour effectively to ensure a good and safe learning environment'***.
- Initially a member of staff should look to diffuse a situation using their professional judgement and use a strategy that they feel comfortable with. Teachers should use the Stage 1 Teacher Strategy/Consequence form to modify behaviour within the classroom. (***Appendix 1***)
- Teachers should log any incidents and low level behaviour if appropriate on SIMs Behaviour Management before leaving school at the end of the day, including interventions. (Reports are generated each night and sent to relevant staff.)
- For serious incidents that require explanation, please log on SIMs and then follow up with any supporting documentation of the incident within 24 hours as attachments.

- Teachers should keep an electronic copy of Appendix 1 to log interventions with pupils.
- Teachers will be consistent to all pupils. Once a consequence has been issued, it will never be cancelled or worked off.
- Use the on call system for serious offences that cannot be dealt with after the lesson due to a serious breach of health and safety, physical or verbal assault.
- ***Removal from classroom is not an appropriate consequence and other follow up would be expected.***
- **Classroom Consequence for Students making poor choices in class:**
  - 1- Informal warning and rule reminder
  - 2- Change of strategy if appropriate- **(Appendix 1)**
  - 3- Consequence/ Restorative Sanction

➤ **Stage 2- Head of Department:**

- Heads of Department are accountable for the standard of behaviour within their departmental classrooms.
- Heads of Department should implement the Stage 2 Head of Department Strategy/Consequence form to modify behaviour within the classroom, alongside the stage 1 strategies. **(Appendix 2)**
- Monitor departmental call outs, behaviour logs as part of SEQA standing agenda item.
- Support colleagues with behavioural concerns with pupils who are showing constant disregard for the behaviour policy who are a barrier to theirs and others learning.
- Heads of Department should keep an electronic copy of Appendix 2 to log interventions with pupils.

➤ **Stage 3- Head of Year/Student Support Managers:**

- Heads of Year/Student Support Managers are accountable for the standard of behaviour within their year group.
- Heads of Year/Student Support Managers should implement the Stage 3 Head of Year/Student Support Managers Strategy/Consequence form to modify behaviour within the classroom, alongside the stage 1 and 2 strategies. **(Appendix 3)**
- Monitor departmental/Year group call outs, behaviour logs as part of SEQA standing agenda item.
- Heads of Year will actively intervene when an issue has arisen outside of school but the affect is felt inside school.
- Heads of Year will be responsible for pupil's actions at unstructured times throughout the day. (But if the behavioural incident is with a member of staff, they too have ownership of the consequence/intervention)
- Support colleagues with behavioural concerns with pupils who are showing constant disregard for the behaviour policy who are a barrier to theirs and others learning.
- Heads of Year/Student Support Managers should keep an electronic copy of Appendix 3 to log interventions with pupils.

## 9- Serious Breach of the school Behaviour Policy:

- The Senior Leadership Team and Heads of Year may isolate a pupil away from their peers for a limited period in the schools internal inclusion room. This sanction is to be used for pupils who cause significant disruption in class or who break other school rules to a significant degree as outlined in this policy. Pupils will be allowed time to eat lunch and use the toilet.
- Only the Headteacher or acting Headteacher may exclude a student. Any permanent exclusion should only be made when two members of SLT/pastoral staff agree with the headteacher recommendation and feel that there is sufficient grounds for the decision. Parents/Carers would be informed immediately and in writing within 24 hours of the length and type of exclusion, and of their right to make representation to the governors of the school. There are two types of exclusion; Permanent exclusions and fixed term exclusions. Any permanent exclusion and any fixed term exclusion which results in a student being excluded for more than 5 school days in a term are immediately reported to the governors and Bolton Local Authority. Any exclusion that would mean a student missing a public examination is reported to the governors and the LA, unless alternative provision is made for the excluded student. All other fixed term exclusions are reported to the governors of St. Joseph's High School and the LA once per term.
- For pupils committing serious offences the Headteacher has the power to exclude pupils from school for a fixed period of up to 45 school days in a school year. The Headteacher may consider that a pupil returning to St Joseph's would be detrimental to the good order, safety or discipline of the school, and in such extreme cases might apply a permanent exclusion, where **'allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school'**. This power to exclude for a fixed period or permanently would only be exercised when a pupil commits a more serious offence. For example:
  - Possession or use of dangerous weapons including knives.
  - Violent or aggressive behaviour towards pupils or staff. Where 'deliberate harm is intended or where actions are reckless with a disregard for others safety and wellbeing'. Eg, barging into a member of staff, throwing a dangerous object, punching, kicking, head-butting. These are examples but not an exhaustive list.
  - Persistent defiance towards staff including inappropriate language. A governor warning panel may also be used for ongoing persistent defiance.
  - Persistent and wilful breach of the school behaviour policy.
  - Sexual abuse or assault to pupil or staff.
  - Offences committed off the school site may also result in exclusion if the offence is committed whilst the pupil is wearing the school's uniform and is therefore representing the school.
  - Racism

- The possession or use of tobacco (including e-cigarettes), alcohol or illegal substances, such as drugs. (Including the supply of drugs on the way to or from school)
- We recognise that the decision to exclude a young person permanently is a very serious one. It will usually be the final step in the process for dealing with disciplinary offences following a wide range of other strategies and support which has been tried at our school without success. It is the acknowledgement by the school that we have exhausted all available strategies for dealing with a student and therefore normally, permanent exclusion is only used as a last resort. ***(However, there will be circumstances where the Headteacher may decide to exclude a young person for a first or one off serious offence.)***

### **10- Discipline beyond the school gate:**

Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. Teachers may discipline pupils for:

Misbehaviour when the pupil is:

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

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school when the incident occurs outside of school but the consequences are experienced in school.
- Poses a threat to another pupil 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 pupil on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

### **11- Confiscation of inappropriate items:**

- The general power to discipline enables a member of staff to confiscate, retain pupil's property as a consequence, so long as it is reasonable in the circumstances. The pupil may receive this back at the end of the day or may require a parent to collect the item from school.
- The school reserves the right to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and e-cigarettes, indecent images and any item that is likely to cause personal injury or damage to property.

#### **12- Reasonable force:**

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves, others or damaging property. The behavioural challenges presented by a small number of pupils may mean that physical intervention maybe unavoidable. Reasonable force must only be a last resort, having used other non-physical strategies first and must be immediately reported to the Senior Leadership Team.

#### **13- Home School agreement:**

- At St. Joseph's, we believe our students are more likely to reach their full potential if we work closely with parents and pupils. The home school agreement is in place to ensure that all stakeholders understand the expected behaviour from all stakeholders and abide by it.

#### **14- Urgent callout:**

- If a situation arises in class that the class teacher is unable to deal with there and then and needs to be dealt with urgently due to the safety or learning of the pupil or other students that cannot be dealt with after class, then ***a callout for pupil removal can be made.***
- The class teacher should press the '**Emergency Alert Button**' that will go directly to the Student Support Manager 'on call' to remove the pupil/pupils from the lesson. This should only be used when the class teacher has exhausted all other possible options available to them. ***(Follow up intervention must occur with class teacher)***
- The Student Support Manager will decide on appropriate action, sanctions or intervention in consultation with teacher/Head of Department/Head of Year, once the full facts of the incident are known.

#### **15- Implementation and Review of the Policy:**

- This policy will be implemented and followed by all members of the St. Joseph's community consistently and fairly.
- Behaviour expected from pupils will be modelled consistently by staff.
- Heads of Year and Heads of Department will monitor weekly the behaviour within their own areas and act appropriately and fairly.
- The policy as a whole will be monitored and reviewed annually by members of the Senior Leadership Team and the School Governing Body, via the Standards and Welfare Committee.
- Reviews will also take into account pupil voice, staff views and parents/carers.

***“Commit your activities to the LORD, and your plans will be achieved.” Proverbs 16***



**Appendix 1: Class Teacher Strategy/Consequence**

**Teacher Name:**

**Pupil Name:**

|   | <b><u>Class Teacher Strategy/consequence:</u></b>                                      | <b><u>Date:</u></b> |
|---|----------------------------------------------------------------------------------------|---------------------|
| L | Tactically challenge behaviour after lesson to avoid confrontation.                    |                     |
| L | Use non-verbal communications.                                                         |                     |
| L | Verbal warnings given and reinforcement of classroom expectations with rule reminders. |                     |
| L | Additional support for tasks given during lesson.                                      |                     |
| L | Focus on praise, positive comments and rewards.                                        |                     |
| M | Review and change seating plan.                                                        |                     |
| M | Review appropriateness of level of work and differentiation                            |                     |
| M | Brief restorative conversation during lesson to express concerns.                      |                     |
| M | Restorative conversations at the end of the lesson to explain concerns.                |                     |
| M | Brief cool off period in room or outside door with a corridor pass.                    |                     |
| M | Seek advice from colleague where student is succeeding.                                |                     |
| M | Phone call/e-mail/letter home to parents to share your concerns and the next steps.    |                     |
| H | Break, Lunch or afterschool detention.                                                 |                     |
| H | Relocate students for part of lesson with HOD or Pupil Parking.                        |                     |
| H | Observe colleagues with the same student/group                                         |                     |
| H | Refer to HOD for stage 2 and recommend subject report/ Departmental Intervention.      |                     |



**Appendix 2: HOD Strategy/Consequence**

**Teacher Name:**

**Pupil Name:**

| <b><u>Strategy/consequence</u></b>                                                                           | <b><u>Date</u></b> | <b><u>Outcome/further information</u></b> |
|--------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------|
| Review of stage 1 strategies with the classroom teacher and revisit as necessary.                            |                    |                                           |
| Limited withdrawal from normal lesson to another class within the department or 'buddy' class/Pupil Parking. |                    |                                           |
| Restorative conversation between student, teacher and HOD.                                                   |                    |                                           |
| Phone call/e-mail/letter to parents to inform, review progress and seek support.                             |                    |                                           |
| Parents invited in for a meeting.                                                                            |                    |                                           |
| Student on department monitoring/contract to HOD. Report to HOD at start and end of each lesson.             |                    |                                           |
| Detention at lunchtime or afterschool with HOD/supporting teacher.                                           |                    |                                           |
| Inclusion in lesson time within department                                                                   |                    |                                           |
| Pastoral Intervention support sought.                                                                        |                    |                                           |
| HOD to observe lesson/Pupil to offer guidance and support.                                                   |                    |                                           |
| HOD/SENCo to support teacher with differentiation if appropriate.                                            |                    |                                           |
| HOD to raise pupil concerns at SLT SEQA meeting.                                                             |                    |                                           |
| Other, please state.....                                                                                     |                    |                                           |





**Appendix 3: Head of Year/Student Support Managers  
Strategy/Consequence**

**Teacher Name:**

**Pupil Name:**

| <b><u>Strategy/consequence</u></b>                                                                        | <b><u>Date</u></b> | <b><u>Outcome/further action</u></b> |
|-----------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------|
| Seen student for regular 'learning chats'                                                                 |                    |                                      |
| Logging behaviours and actions and analysing patterns via SIMs                                            |                    |                                      |
| Supporting HOD(s) with meetings with the students                                                         |                    |                                      |
| Placed 'on report' to monitor behaviour and learning and follow escalation of sanctions                   |                    |                                      |
| Reviewed student 'round robin' and discussed with parents at a meeting. Action plan created and reviewed  |                    |                                      |
| Raised as a concern with the Behaviour Support if capacity.                                               |                    |                                      |
| Referred student to inclusion                                                                             |                    |                                      |
| Referred to SLT for a fixed term exclusion                                                                |                    |                                      |
| Discussed student with SENCo to check support/ provision                                                  |                    |                                      |
| Early help completed and referred to Behaviour Support/Early Intervention/Other appropriate professional. |                    |                                      |
| Reviewed timetable and provision with AHT KS3/4                                                           |                    |                                      |
| Discussed possibility of a managed move with AHT if concerns persist after Intervention.                  |                    |                                      |
| Referred student to Bolton Inclusion Panel                                                                |                    |                                      |
| Other, please state.....                                                                                  |                    |                                      |

**Appendix 4:**

**Support Process- Behaviour/ Behaviour for Learning 2017-18**

