



**BEHAVIOUR POLICY**  
**PROCEDURE AND GUIDANCE**

**Ratified by Headteacher: June 2022**  
**Due for review: July 2023**

## Public Sector Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### 1 Introduction

#### 1.1 Purpose:

To encourage each student to achieve his/her individual potential within a Christian Community.

Whilst we have collective aims, everyone is treated as an individual. As an individual, everyone is part of a larger group: a tutor group in a year, the year itself, a class, a team and the School community. All students should think of others at least as much as they do of themselves, giving as well as receiving, including trusting others, being tolerant of those who have different views and habits, respecting all around as individuals and caring about them, and always being prepared to help when needed.

All students are expected to be well mannered and courteous in their dealings with other members of the school, members of staff and of the public both on and off the school site. It is also expected that their bearing and appearance shall at all times reflect creditably on the school.

Failure to measure up to these obligations has a detrimental effect upon others as well as upon the offender, which highlights the anti-social nature of ill-discipline. Furthermore, cumulative erosion of the disciplinary framework by disregard or disobedience is undesirable. Punishments therefore reinforce adherence to the code.

#### 1.1 Aim(s):

- To recognise and celebrate Students' achievements
- To enable all Students to value themselves and their achievements
- To ensure all Students learn to show a sense of worth for all members of the School Community
- To maintain an ordered and calm atmosphere in which all members of the School Community can feel comfortable and secure
- To identify and follow a specific policy on anti-bullying.

#### 1.2 Objectives:

Ensure Positive Behaviour for Learning

#### 1.3 Consultation:

- Devised collaboratively with all stakeholders
- Informed by wider research
- Documented on Teaching and Learning site
- Linked to rewarding system
- Emphasis on effort over ability

## 2. Roles and responsibilities

#### 2.1 Governors:

To oversee any serious breaches of the school's behaviour policy via the Discipline committee in line with current regulations laid down by the DfE.

#### 2.2 Headteacher:

To ensure that the Behaviour policy is adhered to by all staff in recognising achievements and also implementing sanctions where necessary.

#### 2.3 Subject and Pastoral Leaders:

To work with the Senior Leadership Team in guiding staff to best implement the school's Behaviour Policy so students are rewarded when things go well and also that any behaviour which falls short of that expected is followed up and documented.

## **2.4 Teachers:**

To implement the Positive Behaviour for Learning (PBfL) strategy both as a classroom teacher and tutor. Teacher embed PBfL into their teaching and recognise student achievement and behaviour events as part of this.

## **2.5 Students:**

Students are all briefed on the school code of conduct at the start of each academic year. In addition, all teaching staff begin the year with clear expectations of student behaviour. Students are able to recognise when they have achieved something and feel valued for it. Also, to be aware, that if at times, their behaviour falls short of that expected at school, they will be sanctioned. Students are also made aware of the Anti-Bullying and Drugs policies through tutor time and special assemblies.

## **2.6 Parents:**

To keep abreast of their son/daughter's achievements and behavioural points via the SIMs learning gateway and to support the school if their son/daughter breaches the school's behavioural policy.

## **3. Sanctions:**

The sanction imposed reflects many factors and, other than issues such as a breach of the school's drug policy and of maliciously activation of the fire alarm (see below), there is not one fixed sanction to match a breach in the behaviour policy. Many things will be taken into consideration when applying the policy and a member of staff may need to consult with others before applying a sanction. The sanction applied will be fair and appropriate for the breach in behaviour.

Sanctions include subject detentions at break or lunch time, weekly after school detentions for one hour, one and a half hour headteacher's detentions, internal exclusion, fixed term external suspension and for the most serious of offences, permanent exclusion. Current DfE guidance allows schools to detain students after school without notice however given our complex travel arrangements the school will attempt to contact parents via email, telephone or a letter given to students the day before the detention. Parents are notified when students are externally suspended. After an external suspension is served a meeting is held with staff from the school, the parent and the student. A contract is signed and a Behaviour Support Plan drawn up and agreed.

## **4. Recording and Monitoring of Achievement and Behaviour:**

As part of the school's Positive Behaviour for Learning (PBfL) strategy all members of staff are expected to issue points for student achievement and behaviour using SIMS. Weekly reviews of achievement and behaviour are carried out. Half termly and termly awards are given for the students who are top of the achievement points list.

Year Leaders investigate the data and use report cards for students whose are accruing lots of behaviour points in a week.

Internal and External statistics are kept centrally, and patterns are investigated.

## **5. Malicious Accusations:**

Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school will suspend the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

## **6. Malicious Activation of the Fire Alarm:**

Where students are found to have maliciously activated the fire alarm, and this causes significant disruption to the learning or risks the safety of others, the student **will** be permanently excluded.

## **7. Breach of the Drugs Policy**

It is highly likely the bringing in of **illegal** substances and/or legal highs to School or beyond\* school premises (such as Cannabis) either for personal use or to share with others (or supply) and/or the possession of drugs paraphernalia, such as grinders and bongs, will result in permanent exclusion. (This also applies to any student who is found to be under the influence of an illegal substance.)

## **8. Oversight of Behaviour Policy**

A member of the School Senior Leadership Team (SLT) has responsibility for the oversight of School Behaviour.

## **9. Monitoring and review:**

Monitoring and review via termly reports from the SLT link to the Student Welfare and Catholicity Committee.

### **Other documents and appendices:**

Code of Conduct

Positive Behaviour for Learning Documentation available on T & L Website

Staff Handbook

DfE Guidance on Exclusion from Schools 2012

Anti-bullying Policy including Cyberbullying

Drugs Policy

Rewards and Sanctions

ICT Acceptable use policy