

# Behaviour policy and statement of behaviour principles

The McAuley Catholic High School



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## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour the use of (Yellow card) maybe give** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

**Serious misbehaviour the use of (Red Card or Review)** Is defined as:

- › Repeated breaches of the school rules
- › Removal from lesson
- › Defiance
- › Any form of bullying
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

› Vandalism

› Theft

› Fighting

› Smoking

› Racist, sexist, homophobic or discriminatory behaviour

› Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy [Anti - Bullying Policy](#)

The purpose of this policy statement is:

- to prevent bullying from happening amongst the children and young people who are involved with our School
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying amongst children and young people.

- Pupils, parents and staff can report incidents of bullying through the Schools online reporting form ([Online Reporting](#)) You can also contact any member of staff you report any incidents of bullying.
- School will treat any report of bullying extremely seriously in fully investigate any report, we will support the victim and use the behaviour policy in order to ensure sanctions are consistent.
- School records all instances of bullying in line with government guidance and incidents are logged on CPOMS.
- School has a wide support system to support all victims of bullying and those who are vulnerable to bullying, as well as the pastoral support team the Schools EMMAUS centre and our student Buddies will support pupils.
- The School is proactive in preventing bullying but always takes the view 'It could happen here' approach. The EMMAUS centre works with student and staff to create an Anti-Bullying culture and our School Buddies offer peer support and education.
- The School includes training of dealing with bullying as part of Safeguarding strategy, deliver both online staff training and in person training. The School provides regular Safeguarding updates to staff which include bullying updates. Pupils receive regular information through Form Time, Assemblies and PSHE curriculum

## 5. Roles and responsibilities

### 5.1 The governing board

The McAuley Catholic High School Governors is responsible for reviewing and approving the written statement of behaviour principles.

The McAuley Catholic High School Governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the McAuley Catholic High School Governors giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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### 5.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

## 6. The McAuley Way Student Charter

### ‘ARC’ Creating the Best Learning Environment

**Attend and Be on time** Time is precious and getting to school and lesson on-time is vital. After break and lunchtime students move to class on the first whistle if they have to cross sites. Between lessons students are expected to arrive to their next class within THREE minutes of the start of the lesson. Late students are recorded but not PUBLICLY challenged. Responsibility lies with students to show a note in their planner including being out of class for any reason.

**Ready and Equipped For Learning** The register is taken within 10 minutes of the start of the lesson. Students are fully equipped for learning. They place planners and writing equipment on the desk at the beginning of every lesson. Every child has a bag which is placed on the floor in a safe space. The teacher organises the learning in the classroom including where students sit. Students are quickly **INVOLVED** in the lesson and fully **ENGAGE** in all activities, developing the skills set out in the student learning policy. They present their work in line with presentation standards and respond to feedback given. **Classwork, Extended Learning and coursework** are completed to the best of the student's ability and in line with set deadlines.

**Mobile Technologies** To keep people safe, mobile phones are not used in school at any point unless directed by the teacher for sound educational reasons. We all agree that the abuse of staff and students on social media is unacceptable and is not tolerated. Smart watches may not be used in public exams and should NOT be connected to phones.

**Uniform** Students follow the ‘dress for success’ policy. The school uniform displaying our school badge, properly worn, is a public display of **BELONGING** to our school.

**Community Conduct** in class and around school students follow instructions the first time they are given. They treat others, their work and equipment with respect and use manners – such as “please, thank you, excuse me, pardon”. Students do not shout out and they respect the contribution of others. Students do not accept aggressive, intimidating and unsafe behaviour. Swearing, abusive, racist, sexist and homophobic language is not used. They know that chewing gum and energy drinks are not consumed. Students look after our environment both inside and outside the building and never litter. They know that if the fire alarm is deliberately set off or should any student damage/graffiti school property then they risk serious consequences.

Students, proud of McAuley, are still representatives of our school on the way to and from school, whenever and wherever they wear the school uniform.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Green Card
- McAuley Star
- Senior Commendations
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Participation in rewards events

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as catching up on work such as homework, lines should not be set.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Detention including during break, lunch-time and after School.
- School based community service or imposition of a task – such as picking up litter or; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Removal to corridor for short period. (Cool off period)
- Formal warning on conduct (Yellow Card),
- Removal from class to work in another class (Red Card)
- Removal to the Time Away Unit
- Managed Move
- Fixed term or Permanent Exclusion.

We may use the Time Away (Internal Isolation Room) in response to serious or persistent breaches of this policy. Pupils may be sent to another lesson if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the Time Away Room Period 6 and expected to stay after School to complete their detention.

The Time Away Room is managed by Ms J Allport (Associate Head of School) & Mr M Allison (Deputy Head Teacher)

### 7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.



The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Detention including during break, lunch-time and after School.
- Formal warning on conduct (RED CARD)
- Fixed term or Permanent Exclusion.
- Removal to the Time Away Unit

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information ([Child Protection and Safeguarding Policy](#))

### **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## 7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible

- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **8.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **10. Training**

Our staff are provided with training on managing behaviour, this includes both whole School training focusing on Trauma training and classroom management and departmental training.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and The McAuley Catholic High School Governors annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the McAuley Catholic High School Governors annually.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy
- E Safety Policy
- Mobile Phone Policy