



St Peter & St Paul
Catholic Voluntary Academy
Pro Petro Paulo Patria

Policy Document
Status: Approved
Confidentiality level: Public

Behaviour Management Policy

Policy Ref No. PB 02

'I have come that they may have life and have it to the full'

John 10:10

The Ethos of St Peter and St Paul

"Our academy 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."

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the academy serves or is located in an ethnically diverse community.

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that:

Any person recruited to the service of the academy, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the academy and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

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Summary

The behaviour management policy reflects the values and ethos of the Academy in that it is committed to promoting student achievement in every area of Academy life. A high standard of behaviour is expected at all times and all members of the community are to be treated with respect. In order to enable teaching and learning to take place, acceptable behaviour in all aspects of Academy life is essential.

Behaviour policy - roles and responsibilities

- The Governing Body will establish, in consultation with the Head teacher, staff, parents and students, a policy for the promotion of desired behaviour in academy.
- The Head teacher will be responsible for the implementation and day-to-day management of the policy
- All staff will be responsible for ensuring that the policy is followed consistently.
- The academy will encourage parents to work in partnership with the academy to assist it in maintaining high standards of behaviour.
- Students will be encouraged to take responsibility for their environment by reporting all undesirable behaviour.

Promoting good behaviour – Rewards and sanctions

Staff should seek every opportunity to praise students and reward them in some way. A range of rewards and sanctions exist at St Peter and St Paul, Catholic Voluntary Academy such as:

Reward	Sanction
Verbal praise	Verbal warning
Written praise in books	Written comment in book
Postcard home	Letter sent home
Telephone call home	Telephone call home
Letter home	Moved in the class
Certificates	Withdrawn from the classroom
Merits for KS3	Internal exclusion
Mention in assembly	
Rewards trips	Detentions during or after academy
Prizes	Report cards
Award at awards Evening	Fixed term exclusion
<i>Recorded on 'Go 4 schools'</i>	Permanent exclusion
	<i>Recorded on 'Go 4 schools'</i>

- Students with 100% attendance and high effort grades on reports will receive a certificate and small prize.
- Reward assemblies will be held termly to celebrate good work or behaviour.

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Promoting achievement

In order to create a positive climate for learning, behaviour management must be consistent so that students know the boundaries of expectations.

- Always tackle the behaviour and not the student
- Provide opportunities for the student to correct their own behaviour

Expectations of Students

- Our expectations are summarised in our 'SSPP way':
- Treat staff with respect
- Engage in lessons and work hard
- Speak politely to everyone
- Move quietly and sensibly about the Academy and keep to left in busy corridors and stairs
- Mobile phones are kept out of sight and switched off during the academy day
- Do your best both in class and with homework
- Do not use chewing gum
- Visitors to the Academy should be wearing a visitor badge, hold doors open and treat visitors with respect
- Remember other road users when crossing the road; be particularly careful at the junction near the shops. Do not congregate in groups near the shops which can cause an obstruction and may be intimidating
- Line up sensibly where required
- Make sure all the appropriate equipment is brought to the academy
- Look after the classroom
- Record homework in the planner
- Put litter into the bins
- Wear the Academy uniform appropriately



Staged progression of sanctions

As an Academy we recognise the need to aim for consistency in identifying and responding to inappropriate behaviours. However, while there is the need for consistency, it would be short-sighted and even unfair to believe that there can be a 'fixed penalty' for every inappropriate behaviour. Individual circumstances surrounding any issue must be taken into account. The aim is to effectively help the student to remedy unacceptable behaviour, not simply to punish.

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Level 1 - When poor behaviour is persistent and threatens to disrupt learning

There is a clear and unambiguous system of 'steps' that teachers can use in order to deal with unacceptable behaviour. All members of staff and all children need to know what the steps are. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate to everyone is:

'You are responsible for your own behaviour and the consequences that follow.'

Members of staff responsible for carrying out the behaviour policy are given discretion to use their professional judgement about which 'step' is an appropriate starting point for the behaviour being dealt with.

Step 1

A Warning

If a child is behaving in a way that prevents him/her, or other pupils from being able to learn, the teacher will remind the pupil of our expectations. No record is kept of a warning.

Step 2

Final Warning

If a child continues to behave in such a manner then the teacher will remind the pupil again about what our expectations are and tell the student that if the behaviour is repeated then they will be withdrawn from the lesson.

Step 3

Withdrawal

If a child does not modify their behaviour after a final warning then they will be removed for the remainder of the lesson.

If a child is withdrawn from lessons three times in a week then the consequence is a one day internal exclusion. A senior member of staff will contact the parent/guardian and explain that:

- The school day will start at 10:00 am and finish at 4:00.
- The child will be expected to work hard for the day and may face further sanctions if they do not engage properly.

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Level 2 -Subject teacher can refer to their Subject Leader for help /advice, especially regarding persistent issues and more serious breaches of classroom discipline. May be Departmental detention or other follow up by Subject Leader in support of staff member. Tutor kept informed.

Level 3 - Further follow up by Subject Leader – contact with parents. No student will be withdrawn from any subject area without prior discussion with an Assistant Head or the Head teacher.

Head of House involvement activated either by Tutor (concern in number / type of referrals on a particular pupil) or by Subject Leader regarding concern that the situation is not improving.

Level 4 – Head of House further follow up. May be student ‘on report’ to Head of House, focusing attention on the areas of behaviour which need to change. Perhaps a meeting with parents. May be a home-academy student contract to help change unsatisfactory behaviour. The Assistant Head and Head teacher should be consulted before this is carried through.

Level 5 – SLT involvement e.g. fixed term exclusion.

Students are at risk of either a fixed term exclusion or permanent exclusion if they:

Are repeatedly defiant to staff, use physical aggression towards students or staff; bully another student; supply or possess a banned substance; carry an offensive weapon; bring the academy into disrepute in the local community or any incidents that are deemed a serious offence.

Good classroom practice

- Communicate regularly clear expectations of the classroom standards
- Use the school’s Key stone 5 procedures when starting each lesson:

<u>Classroom Routine</u>	<u>Method</u>
<u>1.</u> Meet and Greet	<ul style="list-style-type: none">• Nudge if not on time• Smile - Hand shake?• Remind pupils to be ‘calm’
<u>2.</u> Pupils stand and prepare themselves for the lesson	<ul style="list-style-type: none">• Uniform check• Equipment check• Bags under desks• Invite pupils to remove blazers
<u>3.</u> Register	<ul style="list-style-type: none">• In silence
<u>4.</u> Learning goals	<ul style="list-style-type: none">• Differentiated in accordance with policy• Check pupils understand what they are going to learn (not just what they are going to do!) and <u>why</u>.
<u>5.</u> Recap from last lesson	<ul style="list-style-type: none">• Fast paced• Check/ remind prior Knowledge / skills• Time it

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- Be punctual, we cannot expect students to be punctual if we are not. The bell system in the morning and afternoon indicates when staff and students should enter the classroom. Also do not delay students without good cause at the end of a lesson because this affects the start of someone else's lesson. Challenge students who are late, if no genuine reason is offered the student should make up the time in a detention with the classroom teacher.
- Meet and greet students as they enter the classroom and actively monitor their exit from the room.
- Where possible monitor and be aware of behaviour in the corridors in the immediate vicinity of your classroom. Act on any inappropriate behaviour.
- Complete the attendance register for every lesson preferably in the first 10 minutes. If a technical issue exists, make a hard copy version and send it down to the first day response officer. This is a legal requirement and accuracy is vital to ensure the health and safety of all our students. It also prevents stress for parents who may be informed that their child is absent when they are in fact present.
- Use a planner and record relevant homework details. A standardised lesson plan format is on the shared area for staff.
- Leave the teaching room in a good state for the next user, clean the board, turn off lights and air conditioning, and make sure chairs are under desks. Lock the door if appropriate.

Specific guidance on sanctions

(Wherever possible the first point of contact in each incident should record the details on Go4Schools)

Mobile phones

Mobile phones should be switched off and kept out of sight during the Academy day; in classroom lessons, while moving between lessons and at any time a student is on the Academy site. Parents/carers are requested that in cases of emergency they contact the academy first so we are aware of any potential issue and may make the necessary arrangements.

Unless express permission is granted, mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during academy lessons and other educational activities.

Students who infringe the rules will face having their phones confiscated by teachers. The sanctions for using mobile phones in academy move from level 1 (confiscated) to level 5 (fixed term exclusion).

Please see the Mobile Phone Policy for more information.

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Piercings

Students may only wear a single plain stud in each ear as described in the planner. They may not have additional ear piercings, other facial piercings or tongue piercings. If a student is in breach of this ruling, staff should ask to the student concerned to remove the offending items and they should be placed in an envelope and returned to the admin office. The student may collect them at the end of the day. Repeat offences are dealt with in the same manner as mobile phones i.e. objects retained for parental collection on the fourth offence. Refusal to remove the objects will require referral to the next level (2 or 3) where the issue becomes a matter of defiance. All staff particularly form staff in the morning registration should be vigilant.

Unnatural hair colour or style

Only natural hair colours are permitted by the Academy. Extreme haircuts, as decided by the Academy, such as a distinct Mohican or very short cut (less than a No. 2) will result in isolation from the academy community usually in the Newman Centre and a letter or phone call to parents by form tutor or HOH. A reasonable amount of time is to be allowed to rectify the situation before return to classes. Deliberate refusal to improve the situation will be moved up the sanctions ladder and dealt with as defiance and a fixed term exclusion may be issued by HOH and SLT.

Smokers

Smoking is prohibited on Academy premises, during Academy trips and when students are travelling to and from the Academy in uniform. This is because the Academy is in 'loco parentis' which essentially means the Academy has the right to act as it sees appropriate in the best interests of the students.

If students are caught smoking, admit to smoking, seen associating with smokers (standing in close proximity), gathered in a suspicious manner in a 'traditional smoking area', smell of smoke, or have smoking paraphernalia on them, they will be disciplined and parents informed usually by letter and phone call. Staff reserve the right to search any student where suspected possession of smoking equipment exists.

On the first offence of any of the above they will receive a formal warning, parents informed and 1 day of isolation issued. For all further offences the student will be fixed period excluded or internally excluded by the HOH or SLT.

All smoking equipment will be confiscated and destroyed. If the substance being smoked is not tobacco i.e. drugs, legal highs etc. then more serious sanctions may be considered including permanent exclusion. Permanent exclusion will be used where some form of distribution or supply is carried out or clear attempts to persuade other students to engage in the act occur.

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Fighting

Students who fight can expect isolation whilst an investigation takes place, a further isolation or fixed term exclusion depending on the severity of the aggression and parents will be informed. If head injury occurs the student should be referred to First Aider in academy. Generally the student who throws the first punch is deemed to be the aggressor and will receive a more serious sanction however any provocation by others should be taken into account. Fights should be dealt with at the higher level by HOH, Subject Leader and SLT. Staff are allowed to use reasonable force when restraining students who are acting in a threatening or dangerous manner or to prevent an accident.

Truancy

If a student has failed to attend a lesson or lessons without good reason, parents should be contacted by phone or letter by the subject teacher or subject leader (level 1 or 2) and any missed work completed during lunch, break and after academy supervised by the subject teacher or subject leader. If truancy is repeated on more occasions the HOH may need to invite the parents in and the first day response officer may trigger additional actions.

Students arriving late to registration or a lesson should be marked as Late. Persistent lateness should be dealt with by detentions after academy. The HOH may need to involve a parental meeting and for long term problems.

Uniform

All students are expected to wear their uniform with pride. Students who repeatedly contravene the uniform expectations i.e. shirts out and ties inappropriately worn or top buttons undone should be dealt with incrementally in line with phone guidelines. On fourth offence a sanction should be administered by staff which may be form tutor (who should check thoroughly each morning during registration). An appropriate sanction may be detention in non-lesson time. Persistent defiance will result in higher level of response including HOH inviting parents into the Academy.

Swearing

If a member of staff hears bad language directed at them the student should be removed from the classroom and placed in isolation with possible fixed term exclusion to follow. In most cases swearing at a member of staff will result in fixed term internal or external exclusion.

A student using bad language in the classroom or playground so other students can hear will be isolated by middle leaders (level 3 or 4) HOH/Subject Leader. A letter should be sent home. Repeated incidents of bad language will be dealt with by SLT and a fixed term exclusion.

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Low level disruption

Students who misbehave in class will be subject to correctional behaviour strategies for 'low level disruption' in the first instance by the class teacher (level 1) these may include; verbal warnings, moving seat, loss of privileges. Staff should graduate their responses if the misbehaviour continues. Persistent disruptive behaviour should be referred up levels to more serious sanctions determined by Subject Leader or HOH

Significant and repeated disruption will result in SLT issuing fixed term exclusions and internal isolation in the Reflection Area or with SLT (level 4 or 5).

At all times the objective is to ensure that the classroom environment is conducive to effective teaching and learning. This should not be allowed to be compromised by persistent low level disruption.

Bullying

If you see a student being bullied intervene to stop the incident, try to find out what the problem is or report the incident to respective HOH. HOH should interview the student concerned, contact the parents and make a written record of the incident on Go4Schools and in own notebook. SLT will help to coordinate and support HOH when incidents cross over more than one House. (See bullying policy)

Damage to Academy property

Where damage of Academy property has been caused through a deliberate act or an accident where poor behaviour has resulted in damage, parents should be contacted by the respective HOH and where possible the damage made good by the student. If this is not possible payment for repair will be requested from parents. For significant sums of money a 50% contribution may be charged. Sanctions such as detentions, litter picking, cleaning chewing gum off tables as an act of community service may be used.

Harassment (Race, religion, sexuality, culture)

Any student who harasses other students will be treated in the same way as the bully guidelines. An investigation will take place by the form tutor or HOH and a proportionate sanction administered. This may be exclusions, isolations or detentions. Racist incident must be recorded on Go4Schools and reported to SLT and Admin for recording on the data base.

Academy Trips

Should the academy take the decision to remove a student from an academy trip due to poor behaviour, refunds will not be given.

Participation in Academy Events such as Discos, Day trips, Academy Prom, Leavers Assemblies, Residential Trips, Open Evening etc may be blocked or individuals removed

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where behaviour or attendance in the preceding weeks or terms is less than satisfactory. Where possible students will be notified of this requirement before the event through meetings or information letters.

Making amends

When a student has wronged another or abused a member of staff it is important to work towards some reconciliation and apologies obtained to support future work and positive relationships

Summary of incremental sanctions available

Level of incident/staff involved	Additional action
Class teacher action, talk to student, send out, move seats	Possible note in planner
Break or lunch detention – all staff responsibility	Go4Schools, note in planner or home contact
Departmental detention (lunch or after academy)– HOS supervise	Go4Schools, letter or phone call home
SLT detention (lunch, after academy or Friday night)	Go4Schools, letter or phone call home
Isolation within department (HOS supervise)	Go4Schools, letter or phone call home
Internal exclusion (HOH/HOS/ Reflection Area -supervised)	Go4Schools, letter or phone call home
Fixed term exclusion	Inform LEA, Governors, parents
Permanent exclusion (SLT and governor's action)	Inform LEA, Governors, parents

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Summary sheet of key incidents

Incident	Action
Smoking (actual or suspected). This includes, smelling of smoke, being in traditional smoking areas, associating with smokers.	Check for equipment and remove and destroy. 1 st offence verbal warning and letter home, detention at break or after academy by HOH. All subsequent incidents will result in isolation and/or removal from the Academy (exclusion). Parents will be informed by HOH or SLT Associating with smokers will be treated the same as actual smokers.
Mobile phones	Phones should be switched off and out of sight. Phones may not be visible at any time during lessons. 1 st offence warning 2 nd and 3 rd offence take phone off student and give to admin for safe keeping, student may have phone at end of day. Admin record frequency. Letter sent home on 3 rd offence by HOF/admin warning of 4 th offence 4 th offence phone kept for parent to collect Suggest take phones off students in detentions/isolations to prevent use. At any stage student refuses to hand over phone escalate to next level for HOH, HOS or SLT to deal with as a defiance issue.
Piercings	As above, 1 st offence warning and request removal of items 2 nd & 3 rd offence remove and place in envelope in admin office for collection at end of day. Letter home by HOH/Admin warning of step 4 4 th offence remove and keep in admin office for parental collection. All staff to be vigilant particularly at start of day. Watch for spacers under long hair, tongue studs where suspected. At any stage student refuses to cooperate escalate with use of HOH/SLT for defiance.
Extreme hair	Form tutor or staff member refer to HOH/SLT for decision. Student advised and parent informed. Student isolated from community until resolved. Continued defiance will result in exclusion. Unnatural colour, very short or unusual cuts constitute extreme hair.
Swearing	Swearing at staff will result in removal from lesson, and internal or external exclusion. SLT/HOH to be informed to deal with incident immediately or asap after the event. Staff record on CMIS. Letter or phone call home. Swearing in conversation will result in HOH or class teacher issuing a detention and parent informed by letter or planner.
Uniform	As per piercings and phone. Warnings on first 3 offences and then on 4 th offence with any member of staff results in detention by HOH and letter home. Repeat offenders may be issued with a detention on Friday nights with SLT. Possible uniform report by form tutor or HOH.
Low level disruption	Range of warnings used including verbal, non- verbal, etc. After 3 incidents in lesson student removal.

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Late to lesson or truancy	Lateness should be made up with detention at end of lesson if appropriate or break/after academy supervised by class teacher. Note in planner. Truancy is more serious and student must catch up work usually after academy under supervision of class teacher or HOH. Attendance report to form tutor or HOH may be required. Parents informed and possibly First Day Response officer. Go4Schools record by class teacher.
Fighting	Separate students, send for support if required through reliable child. Isolate under supervision (in separate areas) student concerned and ask for written statements. Get witness statements as well if possible. If no time (teaching commitment) secure assistance of HOH/SLT. Any injuries, particularly to head to be referred to academy first aider. Parents informed same day by HOH or SLT. Staff dealing with initial incident to record on Go4Schools. Isolation, or exclusion depending on severity of fight. Reconciliation at earliest opportunity.
Poor behaviour across multiple subjects.	Staff concerned record on Go4Schools and inform form tutor and/or HOH for analysis through round robin or report. Parents informed by HOH of concerns. Continued disruption may result in isolation with HOH or Newman Centre and parents invited in. Modified timetables including half days, selected subject attendance only etc. may be employed. TAC, PSP or external agency support (Educational Psychologist, Teaching & Learning Centre, LEA) may be sought in extreme cases. Fixed term and ultimately permanent exclusions will be used as sanctions.

Despite all the above...keep a sense of perspective and look for every opportunity to praise students or groups in an appropriate way. Record it on Go4Schools, inform form tutor, HOH, HOS and possibly parents. Everyone feels better with a bit of positive feedback!

This Policy is linked with the following policies:

Substance Misuse
Anti-Bullying
Mobile Phone Acceptable Use