

# BEHAVIOUR FOR LEARNING POLICY



## Bishop Challoner Catholic Secondary School

### Introduction

This policy is intended to promote good behaviour through the development of:

- concern for others and mutual respect
- honesty, fairness and politeness
- good habits of work and behaviour
- self discipline and self confidence
- our anti bullying policy
- our diversity and equality policy
- a concern for our environment

We try to create an atmosphere of trust and respect. Our values will be promoted throughout all areas of the curriculum but particularly through tutorial activities), PSHE, RE and school assemblies.

### Behaviour Code

We expect everyone to:

- Arrival
  - Arrive at school on time – 8.55am at the latest to ensure registration at 9.00am
  - Proceed straight into school in an orderly manner
  - Arrive in correct school uniform with a uniform card
  - No coats to be worn in class
- Registration
  - Sit in silence when the register is taken both for morning and afternoon registration and during prayer. Every student is expected to have an appropriate reading book.
- Movement
  - Walk quietly and calmly along corridors and staircases around school
  - Open doors for each other and to be courteous at doorways
- Attendance
  - Aim for 100% attendance
- Punctuality
  - Bring a note to explain absences on the day of return to school
  - Be punctual at all times and arrive to registration and all lessons on time
  - Find out about and catch up with work and homework missed when absent from lessons
- In class
  - Stand behind your desk in silence. When permission is granted, sit down quietly and be ready to begin the lesson
  - Bring the correct equipment to class
  - Listen carefully to instructions and work hard to complete the work set
  - Return all borrowed equipment at the end of a lesson and pack away quietly
  - Complete homework / coursework on time.
  - Complete homework diaries correctly
  - Do not eat, drink or chew during lessons – see the uniform card
- Remember
  - Teachers have the right to teach

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- Students have the right to learn
- Everybody has the responsibility to ensure we can all enjoy our rights
- Attitude to others
  - Be courteous, helpful and caring towards others
  - Be polite at all time
  - Not act in an aggressive manner, bully or swear
  - Not to racially or sexually harass others
  - Not to smoke, take drugs, misuse drugs or other substances
- Environment
  - Take care of our environment by keeping the buildings and grounds neat and tidy and put all litter in bins
  - Respect other people's work around the school
  - Use the dining areas properly and to throw away all rubbish
  - Use all form rooms with respect
  - Keep away from those areas that are out of bounds during the day
  - Do not chew gum in school – see uniform card
- Outside school
  - Behave in a courteous and polite way to all members of the public
  - All aspects of the behaviour code apply when travelling to and from school therefore behave responsibly when travelling to and from school. Students are ambassadors of the school and should behave accordingly.

All students need to meet expectations. Students with identified learning and behaviour needs are supported in establishing these skills and routines effectively.

## During lessons

Good behaviour is expected during every lesson. Good behaviour will be encouraged by well-structured and interesting lessons that aim to motivate students and to meet their specific needs.

Staff should

- make all explanations clear and concise
- clearly explain all work requirements
- deal appropriately with student responses
- set work that will meet the needs and will be appropriate to the ability of each student
- set clear aims and goals before any activity begins
- begin and end lessons on time
- ensure that all lessons are well prepared
- ensure that students are welcomed and dismissed at the end of each lesson in a quiet, orderly way

## Referral System - Disruptive Students

Every school has a number of students whose attitudes and actions detract from the normal working of other students and teachers. Incidents can arise both within and outside the classroom environment. The key to success in these matters must be mutual support and a common commitment to establishing and maintaining high standards of behaviour and self-discipline amongst students. Every member of staff must be prepared to deal with antisocial behaviour as soon as it occurs. However, we must not feel that we are working alone. It is important to realise that other staff and parents are willing to give support whenever it is required.

Subject teachers should refer the student in the first instance to the Head of Department. If the problem persists or extra support is necessary, the student should be referred to the Head of Year. If the Head of Year is unavailable then support can be given by the Assistant Headteacher (Pastoral) or by SLT. It is important that poor behaviour be reported to the Head of Year so that records can be kept. Incident Reporting Sheets are

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available in the main office and the staff room. These should be completed when necessary. All racist incidents must be reported using our referral system, which will be followed up by the Assistant Headteacher (Pastoral).

## Rewards

Students should be praised whenever possible. Praise can be given in many different ways. This can include giving verbal praise, writing comments on work, displaying work, sending work to the appropriate Head of Department, informing the Head of Year, awarding certificates (PE, Music etc), writing Well Done Certificates, giving Tutor Merits, Well Done stickers and Department Well Done Certificates or postcards. Well Done Certificates are also given for 100% attendance. House points can be awarded in four areas, Challoner, Charity, Academic and Ambassador.

## Sanctions/Punishments

Punishments should be seen to be fair and consistent. Punishments given will depend upon each individual incident. Students may be punished in various ways:

1. Verbal reprimand.
2. Moving a student to another place in the classroom.
3. Extra work (when appropriate).
4. Break time detentions - these can be given at any time. Please inform the form tutor of the student concerned.
5. Daily Report, monitored by member of school.
6. After school detention - Parents will be informed via email at least 24 hours in advance regarding detentions. The member of staff who issues the detention will inform the student verbally of the detention date, time and location; they will complete the relevant Detention Notification email template and email it to the Detention Notification email address. A dedicated member of the Admin Team will populate SIMs with the detention information and forward the email to the primary contact for the student. The issuing teacher will update SIMS to record whether the student attended or not and follow up with any further sanction as appropriate. During detentions, students may be set extra work or will be required to complete a useful task for the school. (Please remember that class detentions are often inappropriate and detentions will normally be given to individual students for poor behaviour). Under the Education and Inspection Act 2006, schools now have greater scope to use the sanction of detentions. However, this enhanced power will be used responsibly. **Government guidelines dictate that detentions can now be given without parental consent in the evenings, weekends and certain non-teaching days. However, it is school policy that parents will always be informed 24 hours in advance. Detentions when issued are not negotiable and form part of the Home School Agreement.**
7. Students who persistently misbehave or commit serious offences may be placed in the Headteacher's detention, which occurs on Friday afternoons and lasts for two hours. NB the Headteacher's detention is for very serious offences i.e. a stage prior to exclusion; it should not normally be used for students failing to turn up to department detentions.
8. Saturday detentions are available for students and these can only be put in place by the Heads of Year/SLT.
9. Internal Exclusion – this is when students are withdrawn from lessons.
10. If a serious incident takes place, a student may be excluded from school for a limited time. In exceptional situations, a student may be permanently excluded.
11. Police involvement may be necessary if a serious criminal offence has been committed.
12. Certain items such as mobile phones and other personal portable electronic devices are not permitted in school. If these items are brought into school, the school does not accept liability. If found they will be confiscated for 2 school days and not returned until parents have collected them from the Reception. In the interest of fairness, NO exceptions will be made.
13. Other items such as cigarettes, matches, lighters and knives are not allowed in school and will be confiscated, and the student concerned will be punished appropriately.
14. All students are required to carry a uniform card. Failure to produce this will result in a detention. Once the three boxes on a yellow card have been filled in an after school, detention will be set.
15. Once a student has moved through a yellow card, they will be issued with a red card. If this is filled then a Saturday detention will be issued.
16. Students will receive a new yellow card every half term.

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If a student is causing concern this will be monitored carefully by the Head of Year and Form Tutor and a behaviour log / report card will be kept and in some cases an individual behaviour plan or Pastoral Support Programme written. Form tutors will be kept fully informed. Patterns of rewards and sanctions will be analysed by ethnicity in line with our Accessibility Plan and Disability, Equality Policy.

## Relationships with Parents

We believe that parents should be kept well informed about their child at all times. If a student is causing concern, parents will be informed at an early stage by telephone, letter or e-mail. They will also be invited into school to discuss our concerns. Parents should also be encouraged to contact us quickly if they have any concerns.

## Attendance

Attendance should be monitored by all staff. We believe that all students must attend school regularly to fulfil their true potential. **The only person who can give permission for a child to be absent from school is the school's Headteacher.** If a child is absent due to illness, the parent must notify the school by telephone on the first day of absence and each subsequent day and follow this up with a note once the child returns to school. The school's Headteacher will decide whether to authorise the absence, depending upon the reason given.

Requests for leave of absence must be made by completing and submitted a Leave of Absence form. Since September 2013, Headteachers have only been able to grant a leave of absence for exceptional circumstances, a family holiday or travelling abroad is not considered an exceptional reason.

Using the SIMS the percentage attendance and number of unauthorised absences of every student are closely monitored by the Form Tutor, Head of Year, Pastoral Support Assistant and Assistant Head responsible for Pastoral Care. The attendance of students is regularly discussed at Pastoral Council, Head of Year and tutor meetings. If the percentage attendance of a student begins to decline this will be followed up by the Head of Year who will involve parents and the Assistant Head where appropriate. If a student is absent from school for any length of time, we will support the student in any way we can which will include sending work home.

## Truancy

If a student truant, we should act quickly to inform the parents. Then one of a number of strategies may be adopted:

1. Detentions given in order to make up for lessons missed (one detention for every lesson missed). Appropriate members of staff will be informed of truancy so that detentions can be given.
2. Parents invited to the school to discuss the situation.
3. Student being placed on report for a given time to monitor behaviour, work in lessons and homework.
4. Involvement of Educational Welfare Officer.

## Punctuality

The punctuality of all students should be closely monitored by all staff but particularly by Form Tutors and Heads of Year. When a student arrives late to school, this will be recorded. Lists of students who arrive late to lessons will issue weekly to HOYs and HODs. Lateness is closely monitored by senior staff and discussed at Head of Year meetings.

Punctuality to lessons is closely monitored by subject teachers who will follow up students who are persistently late with the necessary support from their Head of Department. If students are late to school this is followed up by the Form Tutor and Head of Year who will contact parents if students are persistently late. Lateness may be followed in one or a number of ways:

- discussion with student to find out reasons
- verbal reprimand by Form Tutor and/or Head of Year/Deputy Head
- placing student on report (to monitor punctuality to school and lessons)
- detentions given to make up work missed in lessons
- Educational Welfare Officer involvement

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## Bullying

Bullying will not be tolerated by any member of this school. There are many definitions of bullying but most have these things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting and racist remarks and any negative comments surrounding gender choices or sexuality
- indirect - spreading nasty stories about someone, excluding someone from social groups
- cyber bullying – including emails, MSN and SMS texting

It is everyone's responsibility to prevent bullying from happening. We need to react firmly and promptly when bullying is identified. (Listen, Believe and Act)

Staff should:

- watch for the early signs of distress of students (this may be reflected in the standard of work produced by a student)
- listen carefully and record any incident of bullying
- refer the incident to the Head of Year

All incidents of bullying must be recorded on SIMs. This information should include:

- who was involved (or alleged to be involved)
- where and when it happened
- what happened
- what action was taken
- follow up

When an incident of bullying occurs one or a number of strategies should be used:

1. Individual discussion with students concerned
2. Students asked to record the incident in writing
3. Students brought together to discuss the situation
4. All incidents of bullying should be carefully recorded
5. Refer any incidents to the Head of Year
6. Provide support for students who are being bullied
7. Help bullies to change their behaviour
8. Involve parents at an early stage
9. Involve outside agencies and act upon their advice and support
10. Encourage students to be assertive, eg 'I don't like you doing that'
11. Encourage students to help each other - by not allowing someone to be deliberately left out of a group; not smiling or laughing when someone is being bullied; telling a member of staff about any incident of bullying

In some instances of bullying, a problem solving approach may help. The adult should remain neutral and each student should be given time to talk, the aim being to find a solution and to stop the bullying recurring. We will react firmly and promptly when bullying is identified in or out of school.

The school is currently developing a Peer Mentoring Scheme. Peer Mentors will be available for students at both breaks in the Library. Peer Mentors are also assigned to specific students who request/need additional support.

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The school curriculum is used to raise the awareness of bullying behaviour and to challenge attitudes. At all times the school encourages co-operative behaviour. In addition to the strategies outlined above, sanctions will be used in line with our behaviour policy. Serious acts of bullying will result in exclusion from school.

## Racial, Sexual and Religious Harassment

Racial Harassment has been defined by The Commission for Racial Equality as 'violence which may be verbal or physical and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins'.

Racial harassment can take various forms:

- physical assault because of colour, ethnic origin or nationality
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- bringing racist materials into school
- verbal abuse and threats
- incitement of others to behave in a racist way
- racist comments in the course of a discussion
- attempts to recruit others to racist groups and organisations
- ridicule of an individual for cultural differences eg food, music, dress etc
- refusal to co-operate because of a person's colour, ethnic origin or nationality

Sexual harassment can also take various forms:

- verbal - name calling or other offensive comments
- physical - being touched in an unwanted way
- visual - picture and posters containing images of people which cause offence
- Use of ICT – in school (language (key words) used can be monitored on site to identify cases of bullying).

Religious Harassment – many parents, teachers and young people have differing deeply held religious and moral beliefs and these will be respected.

As a school, we will ensure that the curriculum addresses issues of differences and diversity in ways that counter any prejudicial assumptions made about ethnic, cultural and religious groups.

Racial, sexual and religious harassment will not be tolerated in this school.

We believe in the rights of every individual regardless of race or gender. All students should feel happy and secure at all times and have the right to the best possible education in line with our Diversity and Equality Policy. In each incident of harassment there should be quick and firm action as follows:

1. The incident should be reported using our referral system and recorded following the guidelines for reporting incidences of bullying.
2. Parents should be informed
3. Strategies outlined in our bullying policy should be adopted

The number of incidents of racial and sexual harassment will be closely monitored. The school curriculum is used to raise the awareness of sexual and racial harassment and to challenge attitudes. At all times, we should emphasise that people should be courteous, polite and caring to each other and that all people are respected.

Sanctions should be used in line with our Accessibility Plan and Disability Equality Policy. Serious acts of harassment will result in exclusion from school.

## Prevent

As a school, we promote British values, which helps to build students resilience to radicalisation and challenge extremist views. In accordance with the Prevent Duty, those children identified exhibiting concerning behaviour will be referred to the Channel programme.