



# Behaviour Policy

<b>Approved by:</b>	PWG	<b>Date:</b> 24 <sup>th</sup> April 2020
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<b>Last reviewed on:</b>	29 March 2019
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<b>Next review due by:</b>	April 2022
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<b>SLT Lead:</b>	Marie Cordeiro
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<b>Signed:</b>	
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## 1. Introduction

- 1.1 St George Catholic College is in the Trusteeship of the Roman Catholic Diocese of Portsmouth and maintained by Southampton City Council Local Authority. Our school leaders and governors are entrusted by the Bishop with the ministry of school leadership and will always act in recognition of the love of Christ for all members of our College community and one another.
- 1.2 We share a vocation for the common good in our world and we are committed to working together as a family. All of our policies and procedures are formed to enable all members of our St George family to be safe and cherished, feel happy and fulfilled and be treated fairly in a positive environment founded on mutual respect and shared values. This policy is part of the foundation that enables everyone to **aspire to be all that God has created us to be**.

## 2. Aim

- 2.1. To create a positive learning environment based on mutual respect both in the classroom and around the College.

## 3. Principles

- 3.1. We are all made in God's image and are entitled to opportunities to make good progress in learning. All members of the College community are entitled to feel safe and to be treated with respect and have a responsibility for the creation of a positive learning environment.
- 3.2. Acceptable behaviour is that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within the College, teachers and other staff and with visitors. Unacceptable behaviour includes name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.
- 3.3. All classrooms will display the College's expectations and rules (**Appendix 1**). It is the responsibility of all staff to manage the learning environment whether in a classroom or outside to enable the whole community to be safe and to experience good learning opportunities. In matters of behaviour, the most effective teaching is through example.
- 3.4. Parents are role models to their children and have an important part to play in teaching their children acceptable behaviour. Parents and students are expected to work in partnership with the College to promote a safe and happy positive learning environment.
- 3.5. Rewards and sanctions must be just, equitable and consistent. They should not be devalued by over-use or application to trivial circumstances.
- 3.6. All students, however, have a right to good quality education, and high-level learning cannot take place in an atmosphere of non-cooperation. In making judgements about managing a student's behaviour, the class teacher must take into account the needs of the whole class.
- 3.7. The behaviour policy will be communicated to parents/carers through the College rules, College prospectus, College website, home-College agreements and newsletters and other normally used channels. It is communicated to students through the College rules, College prospectus, student planners, student council and College assemblies, and within the curriculum wherever relevant.
- 3.8. This policy needs to be read in conjunction with the *Anti-Bullying, SEN/D and Safeguarding Policies*.
- 3.9. "The behaviour management policy will respect the dignity of the child in all instances in line with the duty placed on adults to advocate for the rights of children and young people under the United Nations Convention on the Rights of the Child (UNCRC Article 28)"

## 4. Roles and Responsibilities

- 4.1. The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the College in maintaining high standards of behaviour.

- 4.2. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- 4.3. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. 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.

## 5. Procedures

### 5.1. Classroom Management

5.1.1. Well-planned, stimulating lessons are more likely to lead to positive attitudes and behaviour. It is important to make a prompt start to the lesson and have consistent procedures for all students.

5.1.2. These include:

a) Start of lesson

- Orderly start to the lesson which may involve lining students up
- Teacher greets students
- A seating plan for the class
- Students take out equipment and are ready for start of lesson
- Teacher registers the class using electronic registration

b) End of lesson

- Teacher tells students to pack away, stand up and tuck chairs in
- Ask students to pick up rubbish dropped on the floor
- Students dismissed by the teacher

5.1.3 Students are allowed to drink **water** in class as this helps to improve students level of concentration.

### 5.2 Rewards

5.2.1 Recognition of good behaviour and attitudes is important as it reinforces these qualities.

5.2.2 This can be by:

- a) A smile, a greeting, saying 'thank you' and other courtesies
- b) Identifying and stressing the positive
- c) Affirming, clear comments on students' work
- d) Use of congratulations stickers in books
- e) Notes to parents in the planner
- f) House points on SIMS
- g) Letters, postcards or phone calls home to parents
- h) Departmental certificate. Visits to the Headteacher for good work .
- i) Whole school Rewards System linked to the attitude grades.
- j) Effective display of students' work – celebrating the achievement of all.
  - i. The accumulation of credits must lead to meaningful rewards.
  - ii. Year group forums and Reward Trips.

### 5.3 Sanctions (Appendix 2)

5.3.1 Most problems result from low level disruption and should be dealt by the class teacher. Strategies that can be employed to deal with disruptive behaviour include:

- a) Reminding students of appropriate behaviours
- b) Second reminder – choices/consequences

- c) Seating change
  - d) Student removed to HOD
  - e) Emergency cover called – student removed from class
  - f) (**Appendix 2** gives all the different steps of the possible sanctions (hourglass)
  - g) Saturday detentions
  - h) Setting detentions (Appendix 3)
- 5.3.2 In the first instance a detention should be set for 30 minutes and communicated to parents via telephone call, text message or student planner.
- 5.3.3 Incidents are logged on SIMS t (see **Appendix 2**).
- 5.4 Confiscation of Inappropriate Items**
- 5.4.1 School staff can confiscate pupils' property should it be harmful or detrimental to school discipline.
- 6. Mobile Phone**
- 6.1 The use of mobile phones/digital devices is banned during the school day between the moment the student is on site until 4:00pm. They must be kept in the students' school bags, switched off at all times when on the school site. Should a student be caught using the phone/device or has it outside their school bag, the following will occur:
- a) First occurrence: The item will be confiscated and it can be collected at the end of the day from the admin office.
  - b) Second occurrence: As above but only the parent/carer can collect it.
  - c) Third occurrence: As number 2 but the parent/carer will also have to attend a meeting.
- 7. Searching and Screening**
- 7.1. **Searching**
- 7.1.1. Students' bags can be searched at any time by all members of staff.
- 7.1.2. School staff can search pupils with their consent for any items.
- 7.1.3. School staff can search pupils without their consent. Items that can be searched for without consent are:
- a) Knives or weapons, fireworks and stolen items or replica of the same
  - b) Alcohol, tobacco, cigarette papers, E cigarettes, shisha pens, psychoactive substances (legal highs), illegal drugs and drug related equipment
  - c) Pornographic images
  - d) Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to or to damage property and this includes looking through mobile phones and on screen display
  - e) Any item banned by the school rules, which has been identified in the rules as an item which may be searched for.
- 7.1.4 All searches will be carried out in accordance with the Dfe guidance: Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies.
- 7.2 Screening**
- 7.2.1 School staff can require pupils to undergo screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- 8. Drug testing**
- 8.1 All schools and Colleges have authority to carry out drug testing on their students. Whilst it is not the intention of the College to carry out random testing, in specific circumstances, where it is believed a

- student may be under the influence of a substance and at the discretion of the Head or his deputy the College may consider where appropriate testing procedures.
- 8.2 This test will be carried out in the presence of a parent, carer or appropriate adult.
- 8.3 The result of the test or the refusal to provide a sample will form part of the information gathering process on which a decision regarding the appropriate disciplinary sanction will be made.
- 9. Selling or Trading Items**
- 9.1 Selling or trading of items, including food and drinks, is forbidden both on school site and on journeys to and from school. Selling or trading food and drinks could jeopardise the College accreditation to the Healthy Schools Programme.
- 9.2 Students involved in selling and trading items will be sanctioned.
- 9.3 Any repetition of the above once sanctioned might lead to permanent exclusion being recommended by the Headteacher.
- 10. Students with ongoing problems**
- 10.1. For procedures see Trinity Referral (**Appendix 4**).
- 10.2. It is important that we are pro-active and the tutor is crucial in dealings with both the student and parent. Tutors can refer students to their Progress Leader who can then forward their name to the Pastoral Support team in Trinity where outside agencies may join the meeting.
- 10.3. A 2 week respite period in a school will apply should a student need some time away from St George to start again afresh (breakdown in relationships).
- 11. Allegations by students against other students**
- 11.1. Occasionally allegations may be made against students by others in the school which are of a safeguarding nature. These could include violence particularly pre-planned, forcing others to use drugs or alcohol, blackmail or extortion, threats or intimidation, indecent exposure, indecent touching or sexual assault, forcing others to watch pornography or taking part in sexting or encouraging other children to engage in inappropriate sexual behaviour.
- 11.2. It is likely that, to be considered a safeguarding allegation against a pupil some of the following features will be found:
- If the allegation is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil,
  - is of a serious nature, possibly including a criminal offence,
  - raises risk factors for other pupils in the school –
  - indicates that young people outside the school may be affected by this student.
- 11.3. Further considerations will be the age, maturity and understanding of the children, any special needs, social and family circumstances, behaviour or presentation that suggests harm has been caused, evidence of pressure to engage in sexual activity or indication of sexual exploitation. There are also contextual factors such as gender, sexuality, race and levels of sexual knowledge which can all be used to exert power.
- 11.4. The reporting safeguarding concerns procedure will be followed in all cases. Where appropriate parents of both the student being complained about and the alleged victim will be informed and kept updated on the progress of the referral. Records will be kept on both students files. The college will follow its behaviour policy and disciplinary procedure. In situations where the college considers there is a safeguarding risk present, a risk assessment will be prepared along with a preventative supervision plan. This plan will be monitored and a date set for a follow up evaluation with everyone concerned.
- 12. Exclusions**
- 12.1. Under the law, the Headteacher, Governing Body, LA and independent appeals panel must have regard to the relevant DfE guidance when deciding:

- a) Whether to exclude a student or (where applicable) to uphold an exclusion;
  - b) The period of exclusion
  - c) (Where applicable) whether to direct the Headteacher to reinstate an excluded student.
- 12.2. The Governing Body, Headteacher and staff of the College are responsible for promoting good behaviour and discipline on the part of the College's students and for securing an orderly and safe environment for students and staff.
- 12.3. St George Catholic VA College's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. St George Catholic VA College will ensure that the interests of the whole College are considered within any action taken.

### **13. Deciding whether to exclude a student**

- 13.1. The decision to exclude a student is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct of the life of the College. This may include behaviour on or off College premises which is in breach of the standards of behaviour expected by the College and therefore brings the College into disrepute.
- 13.2. Only the Headteacher or, in his absence, the Deputy Headteacher acting with his authority, can exclude a student from College. A decision to exclude a student will be taken only:
- a) In response to a serious breach of the College's Behaviour Policy; and
  - b) If allowing the student to remain in College would seriously harm the education or welfare of the student or others in the College.

### **14. Before reaching a decision to exclude either permanently or for a fixed period, the Headteacher will:**

- a) Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the College's Behaviour and Equal Opportunities policies;
- b) Allow the student to give their version of events;
- c) Check whether the incident may have been provoked, for example by racial or sexual harassment;
- d) (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.
- e) In the case of significant and prolonged difficulties a managed move to another Secondary school may be considered. A managed move will only take place with the agreement of both student and parent/carer. The managed move will be undertaken in accordance with SCC's Managed Move Protocol.

### **15. Permanent exclusions**

- 15.1. Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.
- 15.2. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for the first or one-off offence. Such circumstances might include:
- a) Where there has been serious actual or threatened violence against another person;
  - b) Bringing into College an illegal drug
  - c) Handling or carrying an illegal drug
  - d) Supplying/selling an illegal drug
  - e) Taking, consuming or smoking an illegal drug
  - f) Carrying any illegal drug related equipment
  - g) Carrying an offensive weapon or any object that could harm students or staff
  - h) Bringing in, selling or consuming alcohol on site

- i) Bringing in, selling and consuming Psychoactive substances i.e. legal highs
  - j) Refusing to follow instructions from the Headteacher or senior leadership team
  - k) Repeated instances of refusal to follow instructions from senior members of staff
  - l) Use of social media or mobile technology to incite violence or hatred of any kind, victimise or slander.
  - m) A serious offence that brings the college into disrepute.
- 15.3. Matters will be referred to the police if and when necessary at the Headteacher's or Deputy Headteacher's discretion.
- 16. Fixed-term exclusion**
- 16.1. In the case of fixed-term exclusions, the Headteacher may exclude a student for up to 45 days in any one school year.
- 16.2. The College will take students out of specific lessons, if behaviour warrants this.
- 16.3. The behaviour of students outside College may be considered as grounds for exclusion. Only the Headteacher can make this decision.
- 17. Internal Exclusion**
- 17.1. Internal Exclusions are set by the Progress Leaders with approval of the Deputy Headteacher responsible for Pastoral.
- 18. Lunchtime exclusion**
- 18.1. Students whose behaviour at lunchtime is disruptive may be excluded from the College premises for the duration of the lunchtime period. A lunchtime exclusion is treated in the same way as any other fixed-period exclusion.
- 19. Reintegration**
- 19.1. If necessary, a reintegration meeting following the expiry of a fixed-period exclusion will be arranged by the College prior to a student returning from a period of exclusion and in the case of any student who has been excluded from another school. The meeting will identify the resources needed to provide the necessary support to the student. The student will spend his/her first day back in our inclusion department.
- 20. Setting work**
- 20.1. The school will set and mark work for students during the first 5 days of an exclusion (the work must be returned to College).
- 20.2. The Headteacher will provide an individual education plan from the 6<sup>th</sup> day of the exclusion for all students on roll who are excluded. This will set out:
- a) How the student's education will continue during the period of exclusion;
  - b) How the time might be used to address the student's problems; and
  - c) (Together with the City Council), what educational arrangements will best help with the student's reintegration into the College at the end of the exclusion.
- 21. Informing parents/carers**
- 21.1. The Headteacher will inform the parent/carer of the stated period of the exclusion and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.
- 21.2. All exclusions will be dealt with in accordance with the DfE current legislation. Only the Headteacher (or in the Headteacher's absence, the Deputy Headteacher) can exclude.



## **St George Catholic College Rules**

- Respect yourself, others and property
- Work hard and do your best to meet your potential
- Behave and cooperate with others to enable learning
- Follow instructions from all members of staff straight away
- Arrive on time, fully equipped and in the correct uniform



First Warning – positive reinforcement of rules

Second Warning – firm reminder and warning of sanction

*Logged through  
register*

SIMS

Low-Level Disruption – appropriate sanction given e.g. seat change/break time detention

SIMS

Student persistent disruption and/or removed to HOD /ECover.

**Logged as Class Detention** 30/60 Mins.

SIMS

Student did not attend Class Detention – refer to HOD

**Logged as HOD Detention** 30/60 Mins.

SIMS

Student did not attend HOD Detention – refer to PL

**Logged as Pastoral Detention** 30/60 Mins.

Failing this, Saturday DT 9:00 to 11:00 or further sanction

Persistent poor behaviour in one subject

**Subject Report**

Multiple behaviour incidents

**Tutor Report**

Failure to improve

**Progress Leader Report**

Persistent lack of improvement

**Deputy Head Pastoral Report.**

**Respite**

A fixed period of time at another school

**Governors Disciplinary Panel/Behaviour Contract**

A meeting with the governors to discuss your behaviour and agree targets to improve

**Managed Move**

A new start at another school, with support from Saint George

Headteacher recommends **Permanent Exclusion**

## Other Incident Types

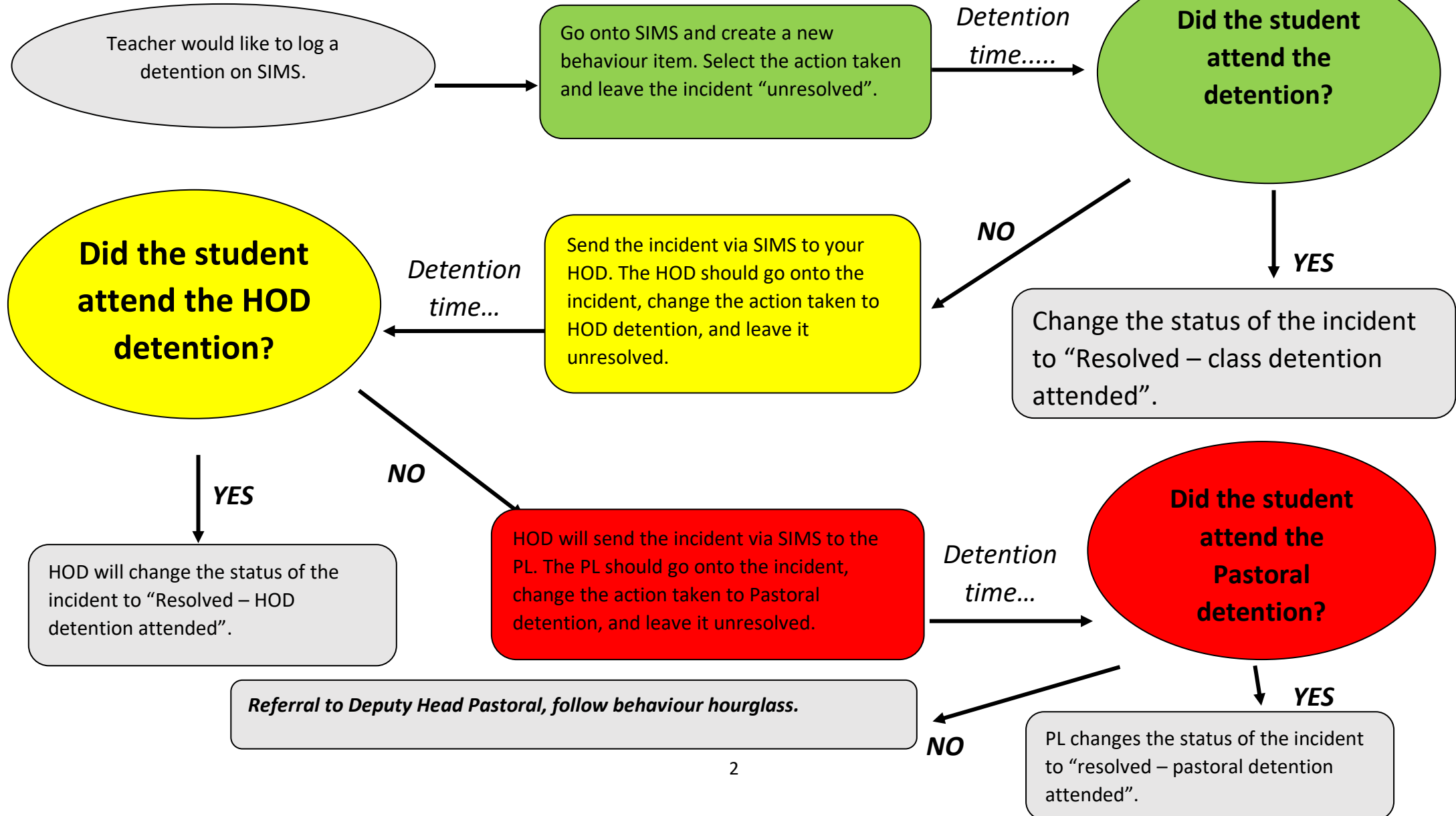
The behaviour hourglass covers incidents such as disruptive behaviour and failure to improve. There are lots of other situations that may require you to log behaviour incidents on SIMS and these are detailed below.

<b>Incident</b>	<b>Sanction</b>	<b>Supervised by</b>	<b>Refer to</b>
Student has an incident during break time or lunchtime	Duty Detention	Member of staff on duty	PL for appropriate year group <i>Follow Pastoral flowchart</i>
Lack of Classwork/ Homework	Class Detention	Class teacher	HOD <i>Follow class teacher flowchart</i>
Student has an inappropriate haircut	5 x Pastoral Detention	PL	Saturday detention and/or Deputy Head Pastoral
Severe incident	Isolation/Exclusion	DH Pastoral	

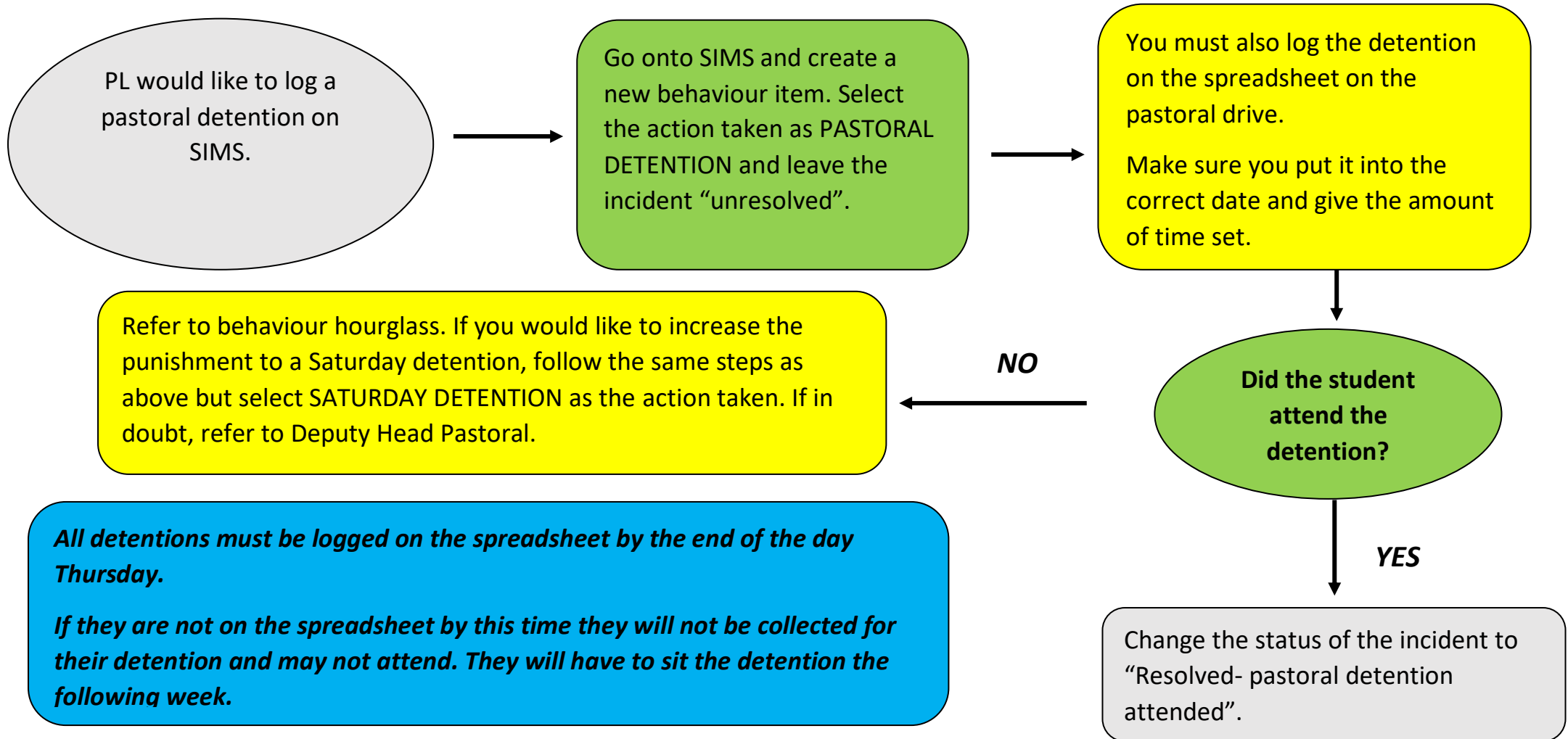
There may be other incidents which will need to be discussed with your HOD/PL.

If you are unsure whether an incident should be logged you can speak to your HOD, Progress Leader or Marie Cordeiro.

## Setting Detentions on SIMS – Classroom Incidents



## Setting Detentions on SIMS – Pastoral



## APPENDIX 3

## Trinity Referral

Student.....Yr.....

Referrer.....

Severity

0 1 2 3 4 5 (Life threatening)

Issues

Reason/Evidence

Steps taken so far

Expected outcome