Author	Executive Principal	Intended target group	Principals, Local Academy Representatives, DBMAC Directors
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This policy is applicable to all DBMAC academies

1. Philosophy

Our behaviour policy at xxx Catholic School is based on the Gospel Values of **Compassion, Respect, Truth, Service and Forgiveness.** It promotes our school aims and ethos in which every member of the school community:

- Demonstrates **compassion** for those around them by acting in a way that allows them to be and to become the people they were created to be, both academically and socially
- **Respects** those around them in what they do and in what they say
- **Respects** the environment around them by ensuring that it is always left as they would like to find it
- Speaks **truthfully** and honestly about what has happened and takes responsibility for their actions.
- Acts lovingly in a way that **serves** others in our school community
- **Forgives** those who have wronged them

At xxxx we work to promote a culture of learning and positive behaviour in lessons and around school. We aim to create a harmonious learning environment where teachers are permitted to establish a classroom environment which facilitates personalised, outstanding learning experiences for each child and in which each child feels safe. We aim to create reflective students who, acknowledging the part they play in our school community, are able to self-regulate their behaviours and contribute to our school ethos by encouraging others to behave positively in ways conducive to learning and progression. We aim to focus on the positive of any situation rather than the negative and to be compassionate to the needs of our young people, developing a positive relationship with them and seeing Jesus in every child.

The overwhelming majority of pupils in our school are self-disciplined and ready to learn. Where it does occur, poor behaviour cannot be tolerated because it erodes the positive staff student relationships that prevail and it curtails learning opportunities for others. All students have a right to attend school in safety and to learn without disruption from others. Parents are entitled to expect that their children have the best possible learning experience and one that will allow them to fulfil their potential. Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. As such, pupil behaviour is monitored closely enabling patterns of poor behaviour to be highlighted and challenged. It is accepted that at times it is necessary to exclude pupils from the curriculum to provide a conducive learning environment for all. At the same time it is hoped that the excluded pupils have an opportunity to reflect and improve their behaviour and when necessary, receive support and training to improve.

This document comprises the standard operating procedures for the setting of expectations and subsequent Behaviour for Learning (BfL) which we operate on a daily basis across school. It is intended as a reference point for existing staff and an induction tool for staff new to the school.

In order to be successful we all need to support one another and adopt a rigorous and consistent approach to managing behaviour by using the systems described. Having said that, it is important to remember that a successful Behaviour for Learning approach is about getting the balance right between systems and standards and a highly individualised approach to each student from staff who are guided by the teachings of Jesus.

2.   School Ethos

As a school:

- We actively promote a school ethos where it is expected that students' interactions with one another, and with all members of staff, at all times, are grounded in respect
- We are consistent in our expectations of behaviour and in our response to behaviour issues
- We encourage students to be accountable for their own behaviour
- We ensure that students are recognised for excellent behaviour, achievement and attainment
- We strive to further develop an ethos where our consistent language and approach with regards to behaviour ensure the best outcome for all who are part of our school community.

To achieve this:

- We operate clear and simple systems of behaviour management for all to follow, in which roles of relevant staff are clearly defined
- All new staff are provided with training, support and guidance regarding these systems and the school's expected standards of behaviour
- All students and parents are informed of the school's rules, our systems for recognising success and our sanctions for addressing poor behaviour, to ensure that our standards are clearly communicated to all stakeholders

Code of Conduct

Our Code of Conduct is displayed in all classrooms and is carried by all students. It outlines our shared and fundamental expectations of behaviour in class and around the school site. These are as follows:

As a student at xxx I promise to:

- Demonstrate **compassion** for those around me by acting in a way that allows them to be and to become the people they were created to be
- **Respect** those around me in what I do and in what I say
- **Respect** the environment around me by ensuring that it is always left as I would like to find it
- Speak **truthfully** and honestly about what has happened and take responsibility for my actions
- Act lovingly in a way that **serves** others in our school community
- **Forgive** those who have wronged me

I also promise to:

- Be prepared for learning with the correct attitude, equipment and uniform
- Work to my full potential
- Take pride in the work that I do
- Arrive at school and to lessons on time
- Respect the right of others to work and to be safe
- Help to create a calm atmosphere so as to foster a positive learning environment
- Follow instructions without argument

3.   Our Responsibilities

Responsibility for appropriate behaviours for learning lies with us all. The table below outlines the roles and responsibilities of all staff who choose to work at xxx.

All staff will:	Follow the systems and structures in this policy rigorously and consistently Focus on positives wherever possible Use the least confrontational approach possible Share good practice with colleagues and seek CPD opportunities to refresh knowledge and understanding Seek advice from their line manager where there are on-going concerns
Teachers will:	Be generous and prompt with praise, recognition and reward for good work and for positive behaviours and attitudes to learning. Display student work as much as possible, both in classrooms and in around school. Speak to students in a calm manner and reconcile differences. Encourage students to make positive choices. Use appropriate behaviour management techniques in their lessons. Clearly communicate their expectations to students, establishing clear routines and procedures so that all students are aware of the consequences (both positive and negative) to their actions. Be aware that it is never a child that we are punishing but their behaviours. Be courteous, consistent and fair, preparing and marking work to a high standard. Set regular and appropriate homework to support learning and further challenge students. Be punctual. Create appropriate seating plans. Listen, at appropriate times, to students' explanations of behaviour. Deal with inappropriate behaviour. Use a student's planner to communicate with home whenever appropriate. Follow the appropriate School Behaviour Management procedures as outlined in this document where necessary, taking both preventative and responsive measures to maximise student progress and behaviour. Record relevant incidents on our school system. Manage detention if appropriate. Action advice from SENCO through Individual Behaviour Plans, PEPs and IEPs. Contact a parent, wherever appropriate, informing the Head of Department. Keep a record of any conversations with parents. Recommend students for, and give, rewards, including Headteacher certificates.
Heads of Department will:	Promote positivity in discussions relating to students. Promote the use of rewards and praise. Offer advice and guidance to staff. Liaise with classroom teachers on possible future department strategies, e.g. department report, removal from the next lesson, mediation meeting. Liaise with classroom teachers to provide relevant work to be completed during departmental detentions Liaise with the Pastoral Team to ensure that appropriate resources are available for students who are excluded (internally or externally) Monitor incidents generated by members of their department, identifying any trends. Update incidents on school system. Change a student's set if deemed appropriate. Encourage staff to take part in restorative meetings with students. Invite parents into the School when appropriate. Refer students causing concern to Heads of Year/SENCO outlining strategies tried. Monitor and evaluate supportive interventions utilised, e.g. class visits and/or observations, analysis of data collected etc.

Tutors will:	Be the first port of call for all teachers and parents with concerns. Promote responsibility and good behaviour amongst tutees. Ensure expected standards of uniform (including nail varnish and jewellery) and equipment every day. Actively use weekly behaviour data to monitor tutees' behaviour and take appropriate actions to intervene or praise where necessary. Advocate for tutees where necessary. Monitor students on report when appropriate in line with School Behaviour procedure. Monitor planners for homework and for equipment and uniform misdemeanours and follow up where necessary. Carry out uniform and equipment checks as requested. Seek support from their Head of Year when appropriate. Monitor punctuality to form time and punish/praise where appropriate. Use a student's planner to communicate with home where appropriate.
Pastoral Managers will:	Collate and provide evidence to Head of Year after any incident (including interviewing students directly involved and those around them) Contact the home of each student involved following such an incident in consultation with Head of Year. Update incidents on school system. Produce the weekly behaviour data from Go4Schools. Support teaching staff by producing letters for detentions and sending these home. Be proactive in supporting appropriate behaviours of those students highlighted as needing support either through their behaviours in school or through external circumstances. Support all students by investigating reasons for their poor behaviours. Keep a log of interactions with students and parents to support effective communication with Head of Year. Lead Restorative Justice Meetings when directed by Head of Year Prepare appropriate cases for CAFs and TACs (with Head of Year).
Head of Year will:	Follow up on investigations of Pastoral Managers, including delegating this to Pastoral Managers when appropriate. Interview students. Promote Reconciliation and Restorative Justice meetings. Update incidents on school system. Remove students giving most concern from lessons for a specified period utilising a system of internal isolation and informing parents. Interview students causing concern with their parents, keeping them fully informed of progress/concerns. Liaise with Head of Department to identify students as early as possible for referral for support. Liaise with Head of Department to facilitate strategies for reparation. Maintain an overview of students who have behaved poorly across two or more departments and co-ordinate appropriate interventions. Analyse trends in behavioural incidents in order to act pre-emptively and initiate support strategies for that student which may include the involvement of the Inclusion Team. Liaise regularly with tutors, the Pastoral Managers, Inclusion team and parents. Liaise with their line manager regarding action concerning students exhibiting persistently poor behaviour and / or extremely high level poor behaviour. Refer individuals in most need to the SENCO and SLT, working together to develop Pastoral Support Programmes. Be part of the Pastoral Support Plan for the student. Prepare appropriate cases for CAFs and TACs. (with the support of Pastoral Managers) Liaise with the SENCO and relevant SLT member concerning CAFs referrals to external agencies through inter-agency meetings, Police liaison etc. Appropriately direct Pastoral Managers to ensure effective support and challenge for students.

The SENCO will:	Construct individual Pastoral Support Programmes for students highlighted through School procedures. Prepare cases for referral to outside agencies. Lead on CAF/TAC meetings. Investigate and establish links with alternative pathways for individuals in need. Monitor the behaviour of students both with and without DSEN through the weekly behaviour report, highlighting any student that might benefit from further support. Establish and maintain an effective communication system through which feedback is given, advice applied and reviewed on all additional support given to students. (With SLT link) Ensure that behaviour related training and support arrangements are co - ordinated with all other elements of the School's organisation, so that good behaviour management underpins all teaching and learning. (With SLT link)
SLT Link will:	Audit existing provision for the promotion of positive behaviour, highlighting areas of concern and areas of strength. Analyse and discuss weekly behaviour data with Head of Year, informing SLT of overall trends and responding to any emerging issues. Ensure that behaviour related training and support arrangements are co - ordinated with all other elements of the School's organisation, so that good behaviour management underpins all teaching and learning. (With SENCO) Respond to referrals from Heads of Year and SENCO. Organise and attend Governors' Disciplinary Panels for all exclusions of more than five days.
All of SLT will:	Offer advice, support and guidance. Support staff by being an active presence around the school buildings and classrooms. Be available for staff in Reception to support with any incidents involving students, staff or members of the public. Support all members of staff as required when dealing with behavioural issues. Use appropriate sanctions to deal with poor behaviour.
The Principal will:	Respond to referrals from SENCO, Head of Year and SLT Link. Use appropriate sanctions to deal with poor behaviour including exclusions. In exceptional circumstances the Principal may judge that permanent exclusion may be appropriate. (See circumstances below) The Principal will also consider whether or not to inform the Police where such a criminal offence has taken place. Other agencies may be contacted including the Youth Offending Team, Social Services or Child Guidance Services. Ensure that guidelines are followed on decisions to use exclusion. Keep Governors informed on all relevant matters relating to behaviour.
Governors will:	Ensure that School policy and its related procedures and strategies are implemented. Ensure that the School complies with guidelines and legislation. Monitor the application of this policy promoting positive behaviour. Have regard to guidance on exclusion and administering exclusion procedures. Oversee student disciplinary matters holding a panel to review exclusion decisions and to make recommendations on exclusions of over five days.

4.   Recognising Success

The aims of rewards are to encourage pupils to achieve to their potential and be valued and interested members of the school community. While a high standard of effort, work, uniform and behaviour should be expected at all times, our reward system is an attempt to recognise the efforts of our students and to establish the habit of achievement. We want our students to feel proud of themselves and the school through their achievement. At xxx we acknowledge that positive recognition of students who obey the rules encourages appropriate behaviour, increases self-esteem, creates a positive learning environment, and establishes positive relationships within the classroom.

Principal's Certificates: Staff are encouraged to recommend students for Principal's certificates for exceptional work, effort or actions.

Celebration Assemblies: Each term we will dedicate an assembly to celebrating the achievements of our students. The criteria for each of these assemblies will be announced in advance and will vary throughout the year allowing for the recognition of a wide variety of students.

Vivos: We award Vivo Points to our students to recognise outstanding academic achievement, effort or contribution to our school ethos. The criteria for achieving Vivos will change throughout the year depending on our school priorities. The purpose of the use of Vivos at xxx is to engage, inspire and motivate students to enhance *academic achievement, personal development* and *social responsibility.*

All school staff are also encouraged to support excellent behaviours for learning, attitudes to learning, personal development and our school ethos by contacting home through letters, phone calls home, notes in planners etc. as they see fit.

Prize Giving: In September we hold our annual Prize Giving to recognise outstanding achievements.

5. Sanctions: Behaviour Reference Ladder

The ladder below includes some of the types of behaviour that will be dealt with by our behaviour policy. Although the list is not exhaustive, and we should remember that each incident needs to be judged on its own merit, it serves to give an indication of actions and possible strategies and sanctions that might be employed for a given level of behaviour.

Detention is used as a sanction, this includes break time, lunchtime or after school.

Type of behaviour	Action	Type of behaviour	Possible Sanctions
Level 1 *For example:* • Not completing Homework • Lateness • Eating / Chewing Gum • Calling Out • Off task • Distracting others • Not actively listening • Inappropriate uniform • Lack of	Classroom teacher deals with incident **Preventative Measures** • Clear seating plan • Clear and rigorous expectations and routines • Consistency of approach • Structured, differentiated lesson plans • Planned use of TA support	**Level 2** • Swearing • Throwing items • Refusal to work • Interfering with others' work • Not respecting others' property • Answering back • Escalation of any Level 1 behaviours	• Department detentions • Removal from class for agreed period of time • Compulsory Catch Up
		Level 3 • Persistent defiance • Persistent disruption • Continued escalation of any of the above behaviours	• Internal isolation • Removal from class for agreed period of time • Head of Year after School Detention • Senior Staff after School Detention

equipment • Passing notes • Talking when teacher is talking* • Not following instructions* • Use of mobile phone* • Inadequate work* • Winding up other students*	**Responsive Measures** • Make expectations clear • Explicit warnings • Limited time-out • Confiscation • Move seat **Possible Further Sanction** • Department Detentions • Classroom teacher sanction i.e. break time detention	**Level 4:** • Continued escalation of any of the above behaviours • Verbal or physical abuse towards teacher or another student • Swearing at a member of staff	• Internal isolation • Fixed-term exclusion
		Level 5: • Continued escalation of any of the above behaviours • Dangerous behaviour that risks the safety of staff or students	• Managed Move • Permanent Exclusion

*These incidents are deemed serious enough that one warning only is required before a situation escalates.

For Level one incidents students will generally be given one informal warning, one formal warning, and then a punishment as deemed suitable by their teacher, or in line with department policy. However, as outlined above, some Level one incidents and those from Level 2 -5 are deemed serious enough that one warning only is required before the situation escalates.

6.   Internal Isolation and Fixed Term Exclusion

Internal Isolation

Behaviour in class, or around the school site, which is of a serious nature, but not thought to warrant a fixed-term exclusion, may result in a period in isolation.

Students will be asked to hand in their mobile phone at the start of the isolation and will be given it back when the isolation has finished.

Students may also spend time in internal isolation with a Head of Year or a member of SLT while a serious incident is being investigated, or while we are waiting for parents to collect a student for a fixed-term exclusion.

Fixed-Term Exclusion

Wherever possible, the school seeks to avoid the issuing of fixed-term exclusions. However, in cases which involve students using physical or verbal abuse or aggression to staff or physical assault on another student, then a fixed-term exclusion is a likely outcome. Moreover, any other high level incident, such as theft, vandalism, substance misuse or the use or dealing of illegal drugs, is likely to result in a fixed-term exclusion and possibly in permanent exclusion.

Fixed-term exclusions are generally served at home under parental supervision. However, there are times when it is more appropriate for students to serve a fixed-term exclusion in school, in the Reflection Room. This decision is made by the Head of Year and SLT when determining details of any exclusion. At times we recognise however that there will be no alternative but to exclude a pupil. This exclusion allows students the time to reflect on their actions and what they have learned from this experience and gives the school time to consider how they will best support the student upon their return. It also allows the school community that was damaged by poor behaviour to heal.

The length of the exclusion given will sometimes vary for very similar incidents depending on the student's history.

Reasons for External Exclusions

Physical assault on pupils (2-5 days)

Swearing at staff (1 day - 3 days depending on nature of offence)

Continual disregard for school rules/disruption of learning of other following an internal exclusion

Any other incident deemed appropriate by SLT.

These circumstances may include:

- Serious or threatened violence against another student or a member of staff
- Supplying an illegal drug
- Carrying an offensive weapon
- Failure of PSP

Reintegration Meetings

After an exclusion, a reintegration meeting will take place. The purpose of a reintegration meeting is not to further punish a child but to ensure that the child, and the parent, is committed to acting in accordance with the ethos of the school. Should this be failing during the reintegration meeting the person running the meeting has the option to send the child home again and reintegrate another day or to ask for another member of staff to assist in the meeting to support the child and parent to make the right decision.

Appendix A

General School Rules

1. Entering and Leaving the Site/Outside School
• School rules and standards apply whilst you are in school uniform (including smoking)
2. Moving around the School
• Be careful when moving through the car parking areas
• Walk on the left side of corridors and respect those around you
• When waiting outside rooms please be aware of others in the corridors and leave room for them to pass you
• Allow people to leave a room before you enter
• Be polite and respectful at all times
• Go through doors in single file
• Show respect to others and hold doors open for others when you can
• Do not run in the corridors
• Keep to the left on all stairways
• Wear school uniform in school and remove outdoor clothing once inside school buildings.
• Respect those taking exams by being quiet in school during exam periods and by following exam signs
3. No Smoking
• No smoking is permitted anywhere on the school site or just outside the site near the gates (including just before and after school and during lunchtime)
• Smoking materials must not be brought onto the site
• Smoking is also not permitted in school uniform even outside of school grounds
• Students with smokers (but not smoking) are also subject to sanctions
4. Break and Lunchtime Areas
• Only light and soft ball games are allowed on the hard areas (e.g. tennis balls)
• Respect the field and playground as part of our school site by leaving no litter behind you
• Follow the rules on the Astroturf – wear trainers only, certain year groups on certain days
• Keep away from any areas that have been announced as closed for use
• Football on field not by cars
5. LRC
• During lesson times the LRC is a quiet area
• There can be no eating or drinking in the LRC
6. Eating and Drinking
• Eating food, snacks, sweets or chewing gum is not allowed during lesson time
• Water, not other drinks, can be drunk in some classrooms with permission of the teacher
• Eating or drinking is not allowed in the ICT rooms, in Science labs or in the LRC
• Food and drink purchased in the canteen must be consumed in the dining hall
• All waste food and litter must be put into the litter bins
7. Lunchtime Use of Dining Areas
• All students must queue sensibly both inside the dining hall and whilst waiting to come in to the dining hall
• Students should sit down to eat and drink
• Tidy your place and use the bins when you finish your food
8. Mobile Phones and Audio Equipment (special exemption for Sixth Form)
• Students in Years 7 to 11 with mobile phones must not use them in school, unless requested to do so by a member of staff. These items must be kept switched off and out of sight in school bags
• Sixth Form students are permitted to use their mobile phones in the common room.
• Audio equipment and photographic equipment must not be used in school without special permission from a senior member of staff. This includes recording and photographic facilities on mobile phones. Where this rule is ignored, the device will be confiscated until a parent collects it and a detention will be issued.
9. Uniform

Wear correct school uniform and remove outside clothing once inside the buildings.

10. Punctuality
Start to move to your next lesson as soon as you hear the warning bell before registration and at the end of break and lunchtimes. You must be ready to start your lesson by the time the second bell rings.

1. Collective Worship
Students are expected to enter the liturgical space in silence and to sit where they are directed to sit by the teacher or the student leader in charge. They are expected to sit in silence, with reverence, and to participate fully in all aspects of the liturgy.
Students are expected to enter the chapel in silence and to genuflect upon entering. They are expected to behave with reverence throughout their time in the chapel, remembering they are in the presence of God.

2. Expectations on school transport
Students who take the bus to and from school are expected to behave in the same way as would be deemed appropriate in school. Bad language, rudeness to adults or to peers or bullying will be subject to the same consequences as in school. Persistent disrespect for rules on school buses will lead to a withdrawal of the right of that student to use the school bus service, meaning that the family of the student concerned will have to find alternative transport to and from school for that student.

Appendix B

Uniform Expectations

As with all forms of behaviour management, it is the responsibility of every member of staff to resolve issues with uniform. There is an expectation that all tutors check uniform (and equipment) daily.

Uniform Element	Clarification on the Element
Navy blue blazer with SGTG badge. All Navy V neck jumper with SGTG badge.	Only the school blazer will be acceptable. These can be purchased through xxx.
Grey trousers for boys, not black **Navy pleated skirt or navy tailored trousers for girls.**	Trousers must be appropriate for normal school wear and **NOT**: • be combat style, jeans or jeans-style, corduroys or pinstriped; • have externally fixed silver buttons/studs or exposed zips; • be legging-style, made of elasticated material or be skin tight down to the ankle. Navy pleated skirt no more than 3 inches above or below the knee, with xxx logo embroidered in.
Plain white shirt for boys **Blue and white check rever neck blouse for girls** **Tie for boys**	Collar must be large enough to allow the top button to be fastened. Top button must be fastened at all times. Belts on skirts or trousers must be plain, black, be to hold up the skirt or trousers and go through belt loops. They must not be 'fashion' belts, studded, coloured, wide or just 'hanging' on trousers or skirt. They must not have oversized buckles. xxx tie for boys which should be fastened allowing at least 12 stripes to be shown
Plain low heeled black substantial shoes	Only completely plain **black** footwear is acceptable, i.e. absolutely no flashes, markings or logos in other colours. Heels to be no higher than 1 inch. No boots, stilettos, flip-flops, canvas, open-toed or open-backed shoes will be accepted.
Simple outside coats with no large logos	Plain navy or black top coat, which must be taken off as soon as student enter the school building. Scarves (navy or black only) that are worn to school must be removed when inside classrooms.
Socks or tights for girls	Must be plain navy or black, no patterns, no leg warmers
Jewellery:	**A watch, one plain stud per ear worn at the bottom of the ear and a small crucifix on a chain are the only permitted items of jewellery.** We will allow no jewellery, other than that mentioned, to be worn: e.g. no rings, bracelets, necklaces, bangles, charity bracelets or piercing jewellery. These items must be removed for PE.
Hairstyle and make-up:	**No extreme hairstyles are allowed. No make-up should be worn at school** Hairstyles should not be of an extreme nature (e.g. Mohican, of unusual non-natural colours, or being razor cut into the scalp) and students will be asked to have it amended and/or sent home until grown out. No make-up or nail varnish should be worn in school: students will be asked to remove any make-up or nail varnish.

Please note that whilst these rules form the core of the uniform rules, the Principal will be the final arbiter of what is acceptable, or not, in terms of the uniform.

Appendix C

Students with additional educational needs

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school.'

(DfE: Removing barriers to achievement, 2004)

The SEN department at ==xxx== promotes learning for all students and provides support to staff and pupils to ensure a positive approach to learning exists throughout the school. We also recognise that under Ofsted regulations, Ofsted inspectors in inspecting the Quality of teaching and learning, are required to assess the extent to which "teachers and other adults create a positive climate for learning in which pupils are interested and engaged" which should include an assessment of the extent to which individual needs are addressed and all pupils are included in teaching. Furthermore, under the Quality of leadership in, and management of, the school, inspectors are required to make a judgment on how schools "enable all pupils to overcome specific barriers to learning". Again, this should include an assessment of the school's attitude to inclusion and meeting the needs of a diverse pupil population. The school's SENCO will evaluate adequacy of provision to students with specific barriers to learning through analysis of tracking data and evidence elected through learning walks and lesson observations, and will provide appropriate staff training to support improvements. The impact of this will be reviewed in SENCO-SLT link meetings and in analyses of exclusion data by the Academy Committee.

"Reasonable adjustments" will be made relative to each individual case.