



# Behaviour for Learning Policy

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## VISION STATEMENT

*Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is a unique and special creation of God and is known, cared for and valued for the contribution they make. Every student is challenged and supported to achieve his best.*

## Introduction

Our community has engaged in extensive research and consultation in order to produce a 'Behaviour for Learning' policy that is meaningful. This process has offered all members of the school, students, teaching and support staff, opportunities to express their views on behaviour. All stages of this process have involved collaboration between students and staff. Questionnaires devised and analysed by students have been central to this endeavour. Opportunities for students and staff to discuss issues have also informed the development of this important policy. This development has highlighted the community's view that behaviour is inextricably bound to learning.

Key themes arose regarding policy and practice from the findings:

**High quality learning experiences:** students and staff recognised that boredom is a major factor in misbehaviour. Learning activities that are interesting, interactive, varied and fun minimise the chance of indiscipline occurring. Planning and Preparation of lessons with a varied repertoire of teaching and learning styles is rooted in high expectation of students is at the heart of positive behaviour for learning and the discouragement of poor student behaviour.

**Relationship:** Positive, mutually respectful relationships between students and staff are pivotal in maintaining good behaviour. A year eleven student summed up this theme:

*'If a teacher is safe with you, the student will show respect back, guaranteed.'*  
(Year 11 Student)

**Consistency:** All members of staff must take responsibility for behaviour and address it using the approaches outlined in this policy. We must continue to develop a culture of collaborating with colleagues and students in order to ensure high quality education.

**Clear expectations:** All parties agreed that it is vital to set and communicate to each member of our learning community clear expectations regarding behaviour and learning. The charters included here are designed to facilitate this. Students and staff were invited to share their expectations and these have been encapsulated in these charters, which are to be displayed in all classrooms.

Students expect:

- ☺ Mutual respect between teachers and students
- ☺ Interactive lessons and different activities in lessons so that lessons are interesting and engaging.
- ☺ Teachers to be 'firm but fair' and deal with misbehaviour quickly
- ☺ Rules to be consistently applied in all lessons
- ☺ To be encouraged to actively participate in lessons by all their teachers

Teachers expect:

- ☺ Students to be respectful to everyone at our school
- ☺ Students to arrive at lessons on time, prepared to learn
- ☺ Good behaviour so that all students can learn uninterrupted
- ☺ Students to have the necessary equipment for every lesson, including their planner
- ☺ Homework to be completed to the best of students' abilities and handed it in on time
- ☺ Students to wear their school uniform correctly and to treat it with respect

In addition, the school rules and the classroom code of conduct will be displayed around school and should be shared with students so that they understand the community's expectations.

## Aim

We believe that our learning community is distinguished by the quality of education and care extended to all of our students regardless of ability or background. For students to make the most of the opportunities available to them within school, we believe that good order in lessons and the smooth running of the school are essential. This policy aims to make clear the positive and constructive rules of conduct as agreed by staff, students and Governors of the school.

## Our Core Values

- We are an inclusive community based on Gospel values and teachings of Christ. We believe students are achievers
- We expect that all members of our school community should respect one another
- We expect that we all have to take responsibility for our actions and choices
- We know that positive student / teacher relationships will promote excellent teaching and learning
- We focus on the positive – we can promote the best in every student
- We believe all behaviour is learned behaviour and we are crucial to modelling positive behaviour to create mutual respect.

## Our Core Principles

- Every member of staff has to manage students and encourage them to have positive attitudes to learning. The more we share effective practices, the stronger our learning culture will become
- All staff need to consistently support and implement the Behaviour Management Policy
- There is a menu of effective practices and strategies that will promote positive behaviours. (see How We Reward Good Effort Behaviour and Progress)

## Our Core Strategies

Students are more likely to engage in learning if staff use a range of strategies and have:

- High personal expectations of every student and make these expectations the focus for learning;
- Apply rules, routines, sanctions and rewards consistently;
- Fairly deploy a range of techniques and strategies to deal with behaviour – verbal and non-verbal;
- Use the language of mutual respect;

- Avoid over reaction and confrontation;
- Adopt a positive approach to problem solving – group dynamics and individual behaviour can be changed.

## **Our Core Objectives**

- To ensure that St Columba's is a safe and supportive environment for all;
- To ensure that all members of our school community are shown respect and show respect for others;
- To encourage a positive approach to behaviour by good example and praise and reward for good behaviour;
- To ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently.

As a community it is essential that we recognise that this policy must apply to all members: to adults (teachers, other staff, parents / carers and visitors) as well as to students. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

## **The Role of Parents**

We also recognise that the success of this policy depends on the full support of parents. This policy links with the Home School Agreement signed annually by all parents and students.

## **Taking Account of Individual Student Needs**

The following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy.

- Minority ethnic, travellers, asylum seekers and refugees
- Students who need support to learn English as an additional language EAL
- Students with Special Educational Needs
- Children who are looked after by the Local Authority
- Students who are Gay, bisexual ,transgender or questioning
- Sick children, including children with mental health conditions
- Young carers
- Children from families under stress
- Students at risk of disaffection or exclusion
- Students who are known to social care (S17/S47)

## **The Students Code of Conduct – How We Expect You to Behave**

The student's code of conduct is printed in the student planner and states clearly the expected general behaviour at all times and precise behaviour at key times in the school day.

## **Links with Other policies**

This Behaviour for Learning Policy has been written in conjunction and stands alongside other school policies including our Anti-Bullying, Looked After Children, Equal Opportunities, Teaching & Learning, Drugs, and Acceptable use of Internet Policies.

## **Anti-Bullying**

St Columba's places high importance on creating and maintaining a happy, safe learning environment for all students. We reject bullying in all its forms. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that St Columba's school has a culture of communication and disclosure. Please read the separate Anti-Bullying Policy.

## **Looked After Children**

Children in the care of the Local Authority can present with a range of behaviours that can reflect on trauma and lack of stability and role models. In dealing with such students, staff are expected to be sensitive to the demands of these children and to liaise with the Designated Teacher for LAC.

## **Equal Opportunities**

Implicit in our ethos as a school based on Gospel values, we believe that we are all equal regardless of race, colour, culture, gender, sexual orientation, or religion. The ethos of our school therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and as such will not be tolerated.

## **Drugs Policy**

In accordance with our Mission Statement which recognises the value of each and every student the school's commitment is to ensure that all are given the fullest encouragement and support to achieve their potential. St Columba's aims to provide support; both educationally and pastorally to enable all students to make informed choices to receive positive help should drug-related problems arise. Our policy on drug education and the handling of drug related incidents follows the same principles as all of our school policies, acknowledging that young people are vulnerable and meeting their needs must be our main concern and responsibility.

## **eSafety**

New Technologies have become integral to the lives and learning of young people in today's society, both within schools and their lives outside of school. The internet and other digital technologies are very power tools. At St Columba's we acknowledge fully our requirements to ensure that children and young people are able to access new technologies safely and appropriately. Our policy clearly states through the Acceptable Use Policy (for staff and students) what the appropriate use of internet and new technologies is and how we shall respond to online safety incidents and other transgressions of our Acceptable Use Policy.

## **Safeguarding**

The school takes very seriously its responsibility to safeguard the physical and emotional welfare of everyone in the school community and as such our Behaviour for Learning Policy acknowledges the paramount need to consider the safeguarding needs of the students when applying the Behaviour for Learning Policy.

## Teaching, Learning and Assessment Policy

Our Teaching, Learning and Assessment Policy sets out clearly that although there are a wide variety of strategies employed by teaching to ensure that students remain motivated and make progress appropriate to their ability – a central pillar of the delivery of high quality and effective lessons is a well-motivated well managed and disciplined class environment.

### Promoting Positive Behaviour

Refer to Appendix A

‘What teachers did in anticipation and in their lesson planning was far *more* effective than their reaction to events and incidents.’ (OfSTED)

‘We would expect staff to regularly praise and reward the efforts, *attainment* and behaviour of students and groups of students. In this way a positive relationship between teacher and student is fostered in which children feel safe and valued for their positive contribution.’ (OfSTED)

It is important that the school is proactive in ensuring students behave in a focused, positive way rather than engage in misbehaviour. It should be emphasised that the type of conduct we are aiming at can only be achieved by a concerted effort from all staff working in partnership with students and their parents to ensure consistency of approach.

The school defines acceptable behaviour as that which promotes courtesy, cooperation in learning and consideration from all members of the school community in terms of their relationships with others, both within and outside school. To this end Gospel Values and the teaching of Christ should influence the behaviour, attitude and demeanour of our students.

### How we Reward Good Behaviour, Effort and Progress

Our boys respond to praise so please record as many instances of good, positive behaviour as possible. Good behaviour is promoted, recognised and rewarded in a number of ways:

**Positive, verbal praise and feedback:** Create a positive classroom culture. This can be done to an individual, group of students or whole class or year groups. Assembly provides a good opportunity to praise the current work of class groups in particular, but do not underestimate the power of praise and positive feedback to even the most disengaged students within the classroom environment as well.

**Merit Certificates (Key Stage 3):** Merit Stickers can be awarded for good effort and achievement by students, both in classwork or in home learning exercises. Merits should be placed in the child’s exercise book or folder with a comment relating to the piece of work it has been awarded for. In the case of subjects that there is no written record of work the merit can be noted in the child’s planner.



Merit certificates are organised by the Head of Year and awarded throughout the year in assembly – in this way there is constant reinforcement of celebration of student achievement. Merits are especially effective for written work in Yrs 7 and 8 and allow parents to see good work has been recognised. Heads of Year need to be aware when a student has reached the threshold levels for a certificate. This can be accessed via SIMS and the certificate should be awarded as soon as possible after reaching the threshold. When a student reaches the threshold of merits LBD should be informed and it will be entered onto a student's achievement log. Heads of Year can decide for themselves the threshold levels of bronze, silver and gold merit certificates. Achievement points are awarded for merits.

**Good notes:** A simple note in the planner to highlight good behaviour or progress etc to the parents. Achievement points are awarded for good notes.

**Student of the Lesson Wristband:** A quick and easy way to publicly acknowledge standout work in a lesson. Pick the child; hand them a wristband.

**Praise Cards:** This is a card generated by the subject teacher, which will be sent to the parents / carers of all students whose work deserves recognition. This can be on the basis of effort, attainment, or attitude. Praise Cards should be sent to any deserving students throughout the academic year. Teachers should keep a record of who they have sent praise cards to. LBD administers these towards the end of each term.

**Olympic Values:** Students are nominated by staff to receive a wristband pertaining to one of the Olympic / Paralympic values of respect; excellence; friendship; courage; determination; inspiration; equality.

These are awarded to students in Year Assembly by Student Olympic Ambassadors with names recorded on the Olympic noticeboard.

**Letters of Commendation:** This is a letter sent by teachers to acknowledge a students' commitment to the whole school community. Students may receive a personalised letter for a variety of acts of good citizenship or representing the school in a number of ways such as student guides at Open Evenings; Student Ambassadors on Outreach Work; Primary School Liaison Activities; commitment to whole school life; participation in extra-curricular activities etc. Commendation Letters may be sent by any member of staff.

**Commendation Assembly/ Head of Year Commendation:** Once per half term Form Tutors will nominate 4 / 5 students from their tutor group, on the basis of their behaviour for learning and progress, for a formal verbal commendation from their HoY. This means the student will be asked to go to the HoY office where there will be a short discussion and a certificate presented to the student. This will occur every half term during an extended tutor period. Form Tutors may use progress data to nominate students but other criteria may also be applied.

**SLT Commendation:** Students who have received a commendation from their HoY and continue to work well and make progress will be referred to a member of SLT for a commendation. The student will have a brief discussion with the member of SLT. HoYs should use progress data as the primary rationale behind nominating a student.

**Student of the Month – Subject Award:** Each class teacher nominates one student who has particularly impressed throughout the week. Teachers have complete discretion and flexibility as to the reason for nominating a student though typical criteria might be contribution to lessons, excellent homework, application in class, perseverance in overcoming obstacles to learning, presentation of work, general progress; excellence in a specific piece or unit of work etc. Teachers can select weekly nominees and then publish the name of the winner using the school's website.

**Student of the Month – Head of Year:** Working in the same way as the subject teacher awards, the HoY will nominate one student each week. Again there is complete flexibility for the choice of student though pastoral considerations like contribution to the life of the school, involvement in extra-curricular events, improvement in attendance, excellent punctuality and attendance, excellent progress, excellent behaviour etc may additionally apply.

**Jack Petchey Awards (local philanthropist and entrepreneur who offers funds for London Schools):** Students are nominated for excellent progress; excellent work; contribution to school life by their class teachers. Subject Leaders nominate students and students receive £250 to spend within that Department, they also receive a framed certificate which is presented in assembly. Winners' photographs are displayed on the Jack Petchey Board. In addition they are invited to an annual ceremony in the Borough.

**Progress Stars** This award is based on the on-going tracking of student progress across the curriculum. It is based solely on the data input by teaching staff during an assessment cycle, and is based on A2L data. Gold Progress stars are awarded when a student achieves five outstanding grades including English and Maths

1	Outstanding
2	Good
3	Requires Improvement
4	Unacceptable

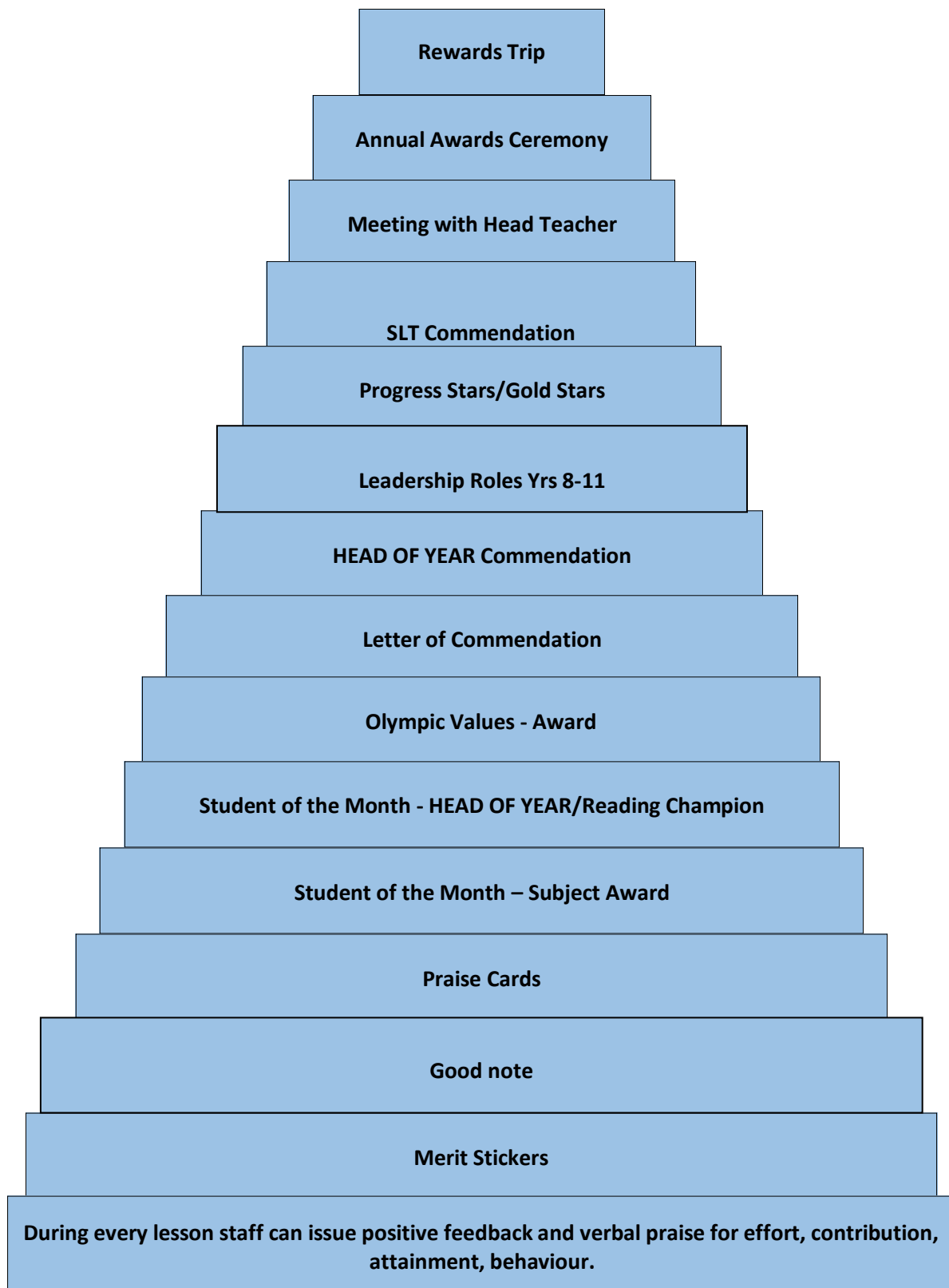
**Meeting the SLT:** Heads of Year will identify the top students in each year group in terms of exemplary work, progress and outstanding contribution to the school. The selected students and parents meet with the SLT after a commendation assembly to be congratulated and talk through their successes during the term. The students are then photographed and their photographs placed in the next published Reflection and Weekly News.

Year 7	-	Monday
Year 8	-	Tuesday
Year 9	-	Wednesday
Year 10	-	Thursday
Year 11	-	Friday

**Annual Awards Ceremony:** There will be two annual prize giving evenings, organised in the summer term, in which subject and pastoral prizes will be awarded. The events will take place in the evening to allow as many parents to attend as possible. Parents of prize winners will be invited to this celebration of student achievement which will be a mixture of prize giving and performance. There will be separate evenings arranged for Year 7/8 and Year 9/10.

**Rewards Trips:** At the discretion and selection of SLT/HoY, students will be invited to take part in a rewards trip. Students chosen will be based on excellent behaviour, courtesy, punctuality, presentation and contribution to school life. Available funds will determine the nature of the rewards trip on an annual basis. The event will take place once a year towards the end of the academic year. The trip will not include any student who has frequently displayed poor behaviour within school or in the local community or who has a serious breach of school rules.





## **How we Reward Positive Attitude and Behaviour**

## Discouragement of Poor Behaviour – A Graduated Response

### Aims

Whilst actively encouraging and rewarding good behaviour, St Columba's Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when students ignore the rules of conduct.

- 1 To share and employ effective practices and strategies which promote positive behaviour and learning
- 2 To ensure that rules, routines and sanctions are applied consistently across the school.
- 3 To effectively manage student's behaviour that disrupts learning to ensure a focused learning environment for all.

The positive behaviour system for learning runs in parallel with the reward system and is also displayed in pyramid format. The pyramid encourages all staff at St Columba's to approach low level disruption in a consistent way. It is understood that the majority of students will choose to spend their time operating within the rewards framework. It is also expected that of the students whose behaviour is deemed unsatisfactory only a small minority will move beyond stage 3. Please refer to Appendix B.

### SANCTIONS FOR CLASS BASED MISDEMEANOURS

PARENTS SHOULD BE AWARE THAT STAFF ARE EXPECTED TO EXERCISE THEIR PROFESSIONAL JUDGEMENT WITH REGARD TO THE SEVERITY AND APPROPRIATE SANCTION FOR AN INCIDENT.  
OTHER THAN FOR EXCLUSION FROM SCHOOL PARENTS DO NOT HAVE A RIGHT OF APPEAL.

**Stage 1** – The best way to create an effective learning environment and atmosphere in the class is to create a culture in class that is positive .purposeful and students feel safe to contribute and enjoy their learning .If there are early signs that a student is disengaging teachers should deploy a range of techniques and strategies as **preventative action**

Before referring to stage one of the sanctions pyramid, a teacher can effectively employ a range of proactive interventions that indicate the need for a student to be focused.

For example:

- Finger on lips
- Shaking of head
- Approaching the student and standing next to him
- Patrolling the work area
- Setting time limits
- Balance reminders with praise
- Praise others who are on task
- Catch students being good

It is anticipated that many students will require the occasional rule reminder. If this is deployed consistently by staff, students will become accustomed to operating within the pyramid framework. If subtle proactive interventions have not had the desired effect and a student continues to disrupt the learning of others in a low level manner, reminders must be given.

The reminder has two clear purposes:

- To indicate to students that they have done something which is not acceptable
- To form a link to the more serious sanction if required

It is vital that the students clearly understand the fact that they have received a stage 1 reminder that is why the words used by the member of staff need to be clear.

**Staff should not use SIMS in the case of a rule reminder**

A reminder should not be given as a blanket warning to the whole class.

**Learning/Behaviour conversation** – this is used where there has been a minor infringement of classroom discipline which is best sorted by a ‘quiet word’ approach. This is best done at the end of the lesson easier for (Periods 2,4 and 5), though a student may be called back at the end of the day if this is more convenient.

**Staff should not use SIMS in this instance.**

### **Stage 2 – Use of SIMS Behaviour Module**

Occasionally, students will continue to behave in an unsatisfactory manner. . Such behaviour will result in the student moving into stage 2. Again the onus is on the classroom teacher and at this stage they will need to make it clear to the student that this disruption is not acceptable and then noting the misbehaviour both in the planner and electronically.

At this stage the student has been warned and a detention must be set for up to 60 minutes. If staff apply a 60 minute detention it is expected that parents will be given 24 hours’ notice. This would usually be done via the planner but a phone call could suffice. . A detention at this stage should be a **minimum of 30 mins. If it is worth recording on a student’s behaviour file it must warrant at least this length of detention.**

The first two stages are very much seen as classroom based strategies.

### **Stage 3 – Removal from class to another room in the Faculty**

At this point the teacher would come to the conclusion that a child is persisting in undermining the work of everyone in the classroom. This is despite having been warned and a Stage 2 detention put in place Each Dept. will need to plan out a timetable through the course of each week to ensure that for each lesson at least one (but preferably two) colleagues are always identified as being available to receive students who enter stage 3.

We recognise there is an issue with single staffed Depts and these will need to pair up with another Dept. by arrangement between subject leaders and SLT

We recognise there may be occasions where very poor student behaviour means that is removed to another classroom without the necessity of going through Stage 2.

The main emphasis in terms of identification of staff that will be available to receive students who have received a warning and still need to be removed will lie in two areas:

- Such teachers are likely to have curriculum/pastoral responsibilities or are experienced teachers
- The group being taught by them at that time is likely to be well behaved and accommodating. Where possible a student should not be placed in a classroom where students from the same year group are being taught.

A student who has entered Stage 3 is likely to have caused considerable disruption and inconvenience and it is essential that they are treated in an appropriate manner. The referred student should bring

appropriate work with them and work in silence in a seat directed by the receiving teacher. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.

In most cases the student should be sent to the other classroom. However, there may be cases where this is not possible, and when, in your professional judgement the student is not complying please call for assistance.

Ideally, the student will be debriefed immediately after the lesson as to their poor behaviour. If this is not possible the debriefing should take place at the end of the same day.

Students who are removed from the class will immediately receive a minimum 60 minute departmental detention in addition to the class teacher detention. Parents should be informed in writing and the incident recorded electronically on SIMS Behaviour and in Dept Detention records by the subject leader. The HoY should also be informed to identify any patterns of misbehaviour and plan pastoral interventions accordingly

If this continues to be a problem and persistent defiance is directed towards a member of staff they will move to Stage 4 and will be internally excluded for a day.

#### **Stage 4 – Interventions by the SLT**

This is a serious intervention, and should be used in two situations:

- **If a student commits a serious offence for example: verbal, threatening or actual physical abuse, that prevents the teaching of others (after all classroom based strategies have been deployed) or risks the safety of others.**
- **If a student on Stage 3 disrupts the class they have been moved into.**

The referring teacher must send an e-mail to [office@st-columbas.bexley.sch.uk](mailto:office@st-columbas.bexley.sch.uk) The email should give a brief overview of the student involved and situation that has arisen. The SLT member will go immediately to the class and make a decision as to whether or not to remove the student

A letter will be sent home to parents informing them of his removal from class. The student will receive a Departmental Detention of at least 1 hour and up to 1.5 hours duration–

#### **What happens if students don't turn up?**

If a student is set a Department Detention and does not turn up. The following should apply:-

Parents should be informed immediately

F/T, HoY and SLT should be informed

F/T reminds student next morning

HoY/SLT will ensure student turns up to reset detention which will be a minimum of 2 hours. Depts are expected to keep an accurate weekly record of detentions in a folder and inform LBD of any missed detentions. SLT will use this folder to chase up students for the reset detention.

#### **Stage 5 – SLT Detention: Thursday 2 hours**

This detention is supervised by SLT and students must be placed on detention by Subject Leaders or HoY only with the approval of SLT.

SLT detention will be applied where:

- A serious misdemeanour which is considered sufficiently serious to warrant SLT involvement and a detention that is recorded on a student's record and is the longest in duration. Please see list of behaviours appropriate to SLT detention

SLT detentions may, where appropriate involve community service – this may involve a variety of tasks including litter picking, removal of graffiti or general assistance to the site management team.

Parents are always given at least 24 hours written notice of a student's placement on SLT detention. The number of SLT detentions received in an academic year will be recorded and forms part of a student's annual report to parents.

### **Stage 6 – Internal Exclusion**

Internal Exclusion is an extremely serious sanction which is recorded on a student's leaving report for future reference. Students are placed on an internal exclusion when:

- They have committed a serious breach of school rules which is considered sufficiently serious to warrant such an immediate sanction. Please see appropriate behaviours in Appendix
- Student failed to improve after other interventions have been put in place and has been persistently defiant towards staff.

A decision to put a student into an internal exclusion will be taken by the HoY and SLT. Parents will be informed by letter before the student is excluded.

In the Internal Exclusion Room (IER) students are expected to work in silence. Students report to the IER at the beginning of the school day and leave at 3.00pm. Students are isolated from the school community with different break arrangements. At no point during the day will students in IER be allowed to socialise with other students. Students who are placed in the IER as a planned referral will complete work set by class teachers. A student who is absent during the course of their internal exclusion will complete the full period at the earliest convenience – students behaviour in IER is monitored; a student who works satisfactorily will re-join the class the following day. Students who misbehave are liable to a further time in the IER. IER will be available three days every week and will be staffed by SLT and HoYs

### **Stage 7 – Fixed Term Exclusions**

Fixed Term Exclusion is usually issued for one-off serious offences (see behaviour tariff). If a student continues to break the rules after other interventions have been put in place, a fixed term exclusion may be issued. Only the Head Teacher can exclude a student from school.

On return to school the student and parent must meet with the HoY or SLT member. At this point the student will usually be placed on report for a period of two weeks. Targets will be set according to the reason the student was excluded. Parents and students will be asked to sign an agreed Acceptable Behaviour Contract on return from exclusion to clarify both expectations and future sanctions in the event of future misbehaviour

### **Stage 8 – Behaviour Federation Meeting**

Students who have shown no sign of improvement may attend a disciplinary hearing with a representative from the New Horizons Federation. A disciplinary hearing may also be called for a one-off serious incident. The HoY/ SLT will prepare the documentation for the hearing – this includes:

- A behaviour log
- Minutes of meetings with student/ parents
- A record of interventions
- Any external agency records e.g. Education Psychologist, BBSS.

The HoY/ SLT and Head Teacher will represent the school. Student and parents are invited to attend.

A student can go before a New Horizons without being issued with a long term exclusion however they must have been subject to interventions from the HoY.

### **Stage 9 – Permanent Exclusion**

Student who consistently break the school contract or who commit a significantly serious one off offence (see DfE Guidance on Exclusions) can expect to find themselves at the final stage of the disciplinary pyramid.

The control of permanent exclusion is in the hands of the Head Teacher and the Governing Body. The reasons for permanently excluding a student include, but are not limited to:

Persistent defiant behaviour;  
Persistent abusive behaviour;  
Physical assault on a member of staff or student;  
Possession of an offensive weapon. (This includes, but is not limited to, knives, guns, knuckledusters, Flails, Throwing stars, etc);  
Bullying and Cyber-Bullying;  
Racist or homophobic language or behaviour;  
Encouraging or participating in arrangements for outsiders to enter the school site with the intention of threatening or assaulting a student or member of staff;  
Sexual misconduct;  
Possession or consumption of drugs or alcohol;  
Damage to property belonging to the school or an individual;  
Theft;  
Inappropriate access to the school's IT system including 'Hacking' of user accounts of staff or students, access to staff or student records, accessing examination information

This list is not exhaustive.

### **Recording of Unsatisfactory Behaviour**

In order for unsatisfactory behaviour to be dealt with effectively it is considered important to have the fullest picture of a student's behaviour so that incidents may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student and family to improve his behaviour in future.

The **accurate** recording of unsatisfactory behaviour according to the graduated guidelines of this policy is therefore considered important and helpful.

If the behaviour policy is to be effective:

- Every stage 2 or above issue must be logged in SIMS in the Behaviour Log;
- The outcome or decision taken is to be noted, even if no disciplinary action is recommended. No referral should remain unresolved

Adherence to this will ensure compliance with the objectives set out in the DoE circular 10/94 : Exclusions from Academy.

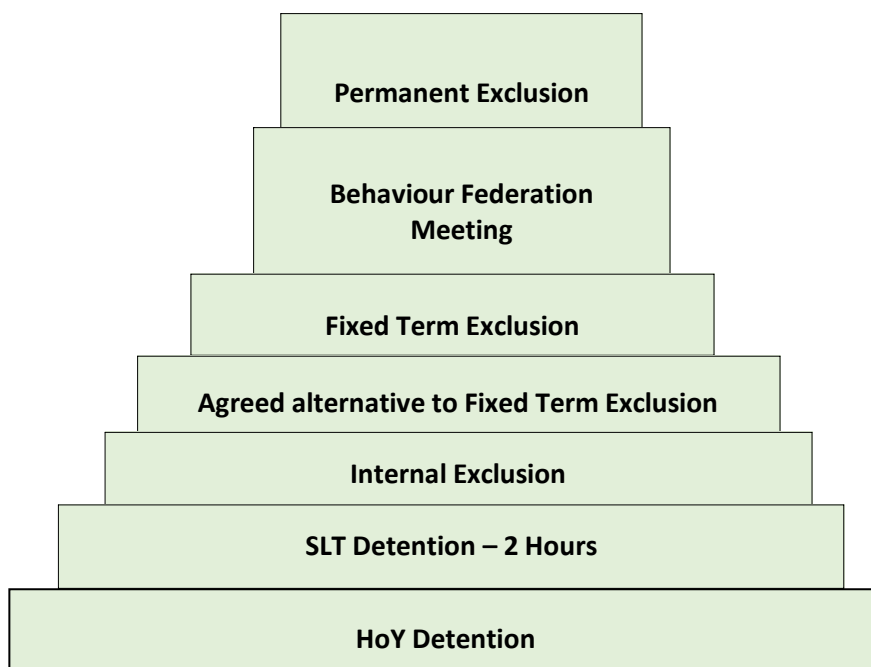
It will also ensure:

- That a pattern of behaviour is recognised
- That the pastoral staff will be aware when intervention is warranted, thus avoiding more serious consequences

- Abnormal behaviour patterns are observed which may be an indication of underlying factors. Appropriate action may then be taken
- In the event of fixed term or permanent exclusion all the supporting material is available

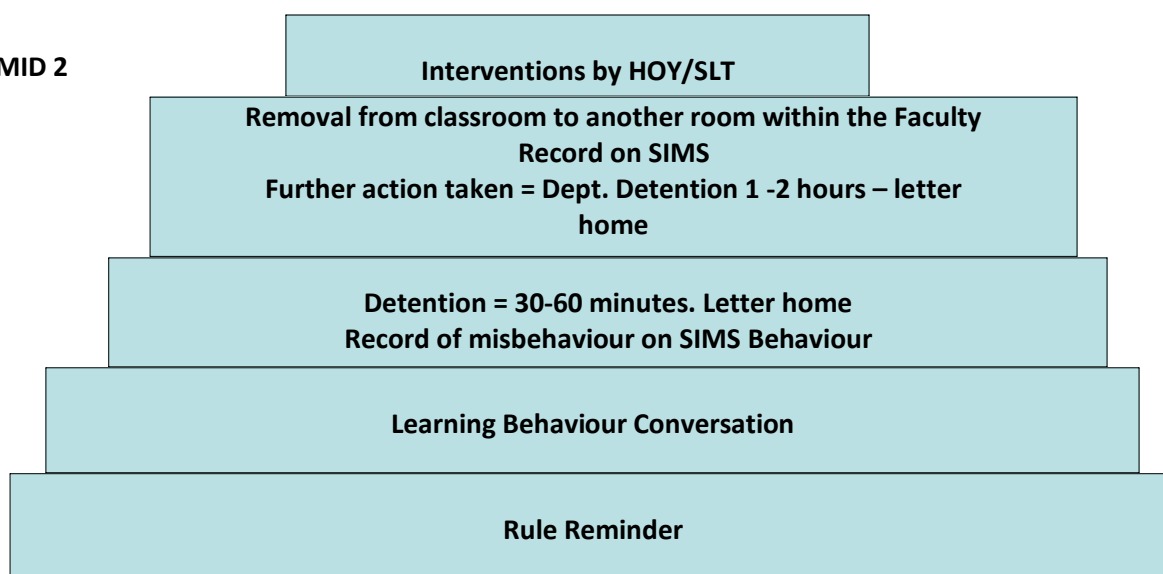
## What are the consequences of Poor Behaviour? (not classroom based)

**PYRAMID 1**



## What are the consequences of Poor Behaviour? (classroom based)

**PYRAMID 2**





## Supporting Students Whose Behaviour Needs to Improve

As stated previously, we believe that the most effective way of managing behaviour is to recognise, praise and reward good behaviour. Where students are having difficulty conforming to the expected standards of behaviour in school, various strategies may be employed to help them to improve.

**Report Cards:** Students may be placed on a variety of monitoring reports or logs. These include:

- Form Tutor Report
- HoY Report
- SLT Report
- Columba Centre Monitoring Log

The use of the daily report card serves the dual purpose of enabling the monitoring staff member to keep a check on behaviour and of giving the student an instant feedback on satisfactory aspects of behaviour. The daily report is an effective communicative tool because if it is taken home for parental consultation and signature. Our experience is that some students actually enjoy the experience of being on report as it helps them self-evaluate their behaviour especially if they feel it is slipping. Where students fail to report to staff at the end of the day a sanction will be applied by the teacher.

Guidance on the use of reports is found in the Appendix C

### **Behaviour Points/ Achievement Points Balance**

Students may accumulate both behaviour (negative) and achievement (positive) points throughout the year.

HoY/FT need to be aware of the behaviour points totals so that they trigger interventions like a parental meeting, placement on report, referral to LSU etc. Likewise achievement points should be used to trigger commendations and rewards. HOY to determine threshold levels of interventions.

**Target Setting:** It is also recognised that target setting is relevant to behaviour as well as academic issues and students are often set realistic and achievable targets as part of an action plan or more formally as part of an IEP or ABC can be drawn up by the school in response to a serious specific incident or as a result of poor or declining behaviour. As such the use of an Acceptable Behaviour Contract would normally be applied to a student who had reached Stage 8 of the graduated responses to misbehaviour.

**1 : 1 Sessions:** These may be informal sessions as the need arises with a range of pastoral staff including form tutors, HoYs, SLT, Learning Mentors and LSU staff. These are used to help students to reflect on their previous behaviour and to develop strategies to improve their behaviour.

**Time Out:** Where appropriate 'time out' cards will allow the student to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed teacher / learning mentor for a respite period.

**Learning Support Unit:** This is the school's inclusion area and the hub of many, internal and external agency support. Students may be referred by the HoY for a managed move to the Learning Support Unit (LSU) on the basis of their behaviour being seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or disengaging from education altogether through disaffection. Students may have part-time or full-time placements in the LSU and referrals do not usually extend further than six weeks. It is expected that students who are referred for a placement in the LSU will have been referred to New Horizons (Behaviour Action Plan) or have a Pastoral Support Programme in place. It is the role of the HOY to organise this.

Please see Guidelines on use of the Learning Support Unit in Appendix (**currently under review**)

**New Horizons Federation Referral :** For students whose attitude and behaviour is a cause of concern. Students are referred by HOY and there will be varying levels of input from behaviour specialists at NHF which may include a warning letter, monitoring of behaviour, a **Behaviour Action Plan** or respite at Pathways Short Stay School

**Pastoral Support Programmes:** For those students whose attitude and behaviour continues to deteriorate to the point where they have received internal or fixed term exclusions and are at risk of permanent exclusion or disengagement from education a Pastoral Support Programme will be organised that may involve external services.

It will be agreed with parents as a result of a meeting with them to which an external agency will be invited. This may include Educational Welfare Service, CAMHS, New Horizons Federation, Educational Psychologist, Bexley Moorings Project, ASD Team, Family Therapy, Social Services, FIP and Connexions. This meeting will consider the causes for concern and the steps suggested to improve the situation.

In the drawing up a PSP we shall in discussion with others:

- Consider offering specialist support and counselling
- Review any learning difficulties and put in place a remedial programme where necessary
- Consider changes of sets or class
- Consider a placement in the Columba Centre
- Consider dis-applying the National Curriculum
- Consider with the agreement of the parents a managed move to another school

All PSPs will have a finite and agreed time limit, be monitored weekly and will be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period, the intervention package may:

- Be reduced or removed
- Be continued for a further period
- Or where there has been no improvement at all there may be an exclusion or referral to Pathways Short Stay Provision for 12 week respite plan

## **Alternative Curriculum**

This will be considered for the very small minority of students whose behaviour in classes is disruptive to the learning of the majority of students and for whom the mainstream academic curriculum is not accessible. This is a planned intervention in which an appropriate alternative curriculum is arranged for the student.

## **Acceptable Behaviour Contracts**

For those students who have received a fixed term exclusion the following are put in place:

- A return to school re-integration meeting
- Placement on HOY/SLT Report
- School/ Student/ Parents will agree and sign an Acceptable Behaviour Contract

## ***Appendix A Behaviour Tariff***

### **Aim**

1. To clearly link consequences with certain behaviours
2. To provide consistency in the application of sanctions

### **Stage 2a:** Subject Teacher Detention Use of SIMS Behaviour Module

These behaviours mostly classroom based low-level behaviours and will be dealt with by classroom teachers

- 30 to 60 minute detention at the end of the school day for disruption to learning or lateness.  
***To be written in Planner and logged on SIMS Behaviour Log***

### **Stage 2b:** Form Tutor Detention

30 to 60 minute detention issued by Form Tutor and logged on *SIMS Behaviour Log* for:

- Uniform infringement
- Planner not signed
- Rudeness
- Poor attitude to learning

### **Stage 3:** Departmental Detention

60 to 90 minute detention to be issued by the Head of Department where a student has:

- Failed to attend a subject teacher detention, after the intervention of HoD
- Persistently disrupted learning within the Department
- Truancy from the Department
- Removal from lesson by Duty Teacher to IER

### **Stage 4:** HoY Detention

60 to 90 minute detention issued by HoY for:

- Lateness to School (2x late/week)
- Repeated uniform infringements
- Unsatisfactory response to HOY report with clear targets set
- Persistent disruption across a number of curriculum areas
- Poor behaviour at breaks and change over
- This list is not exhaustive

### **Stage 5:** SLT Detention (2 hours)

Heads of Department and HOY may refer a student to the SLT Detention with permission of a member of SLT for:

- Persistent failure to attend HOY Detention (this means a student has failed to attend on two or more occasions).
- Rudeness to a member of staff
- Poor behaviour in the local community
- Fighting (staff to exercise discretion)
  
- Defiance to staff
- Swearing (staff to exercise discretion)
- Unruly behaviour including play fighting, rushing, scrambling
- This list is not exhaustive

### **Stage 6:** Internal Exclusion (HoY and SLT may refer for)

- Bullying

- Verbal Abuse of a member of staff
- Swearing in the presence of any member of staff
- Fighting (staff to exercise discretion)
- Gross disobedience
- Verbal abuse including racist, homophobic or sexist abuse
- Repeated non-compliance (when other stages have been applied to student)
- Inappropriate use of the internet
- Poor behaviour in the community / bringing the school into disrepute
- This list is not exhaustive

**Stage 7: Fixed Term Exclusion (may be issued by the Head Teacher for)**

- Persistent bullying (when the student has previously been involved in bullying)
- Directly swearing at a teacher – verbal abuse to staff
- Physical assault
- Theft
- Serious poor behaviour in the community either individually or as part of a group of students that brings the school into disrepute
- Damage to school property – vandalism
- Compromising the health and safety of others
- This list is not exhaustive

**Stage 8: Permanent Exclusion**

May be issued by the Head Teacher when a student has:

- Been consistently guilty of gross disobedience over a prolonged period
- Committed a physical assault involving serious injury
- Brought an offensive weapon into school
- Brought the school into serious disrepute with violent or intimidatory behaviour in the local area
- Malicious allegations against school staff.
- Theft from a member of staff
- Brought an illicit substance onto the school premises
- This list is not exhaustive

## ***Appendix B Students' Code of Conduct***

### **Including Acceptable Behaviour Framework**

## The Students' Code of Conduct ~ How We Expect You to Behave

### In Class

- Arrive on time, in correct school uniform for lessons and registrations.
- When you arrive at your class you should stand behind your chair in silence and wait for the teacher to invite you to sit down. If it is a workshop, laboratory or computer room you must wait outside.
- Be ready for lessons with the correct books and equipment. Remember to bring your homework at the proper time.
- Every student has the right to come to school to learn. No student has the right to do anything to disrupt the learning of others.
- Listen to the ideas of others. Do not shout out to gain attention.
- Enter homework details and other school information in your Planner.
- It should not normally be necessary to be out of lessons or registration. If you are sent anywhere during these times you must have a note in your planner.
- All members of the school community are entitled to expect courtesy and consideration. You should not swear or insult others. Bullying, harassment and fighting are forbidden.
- Students should bring a reading book into school every day.
- Care for each other's belongings. The school environment is your concern. Make sure that you leave it tidy and clean. Chewing, graffiti and damage are not allowed.

**This supplements the classroom rules displayed in each classroom**

### Uniform and Appearance

- All students are expected to wear the Full School Uniform at all times. This includes having the necessary kit and clothing for PE and Games.
- If a student does not have an item of uniform for a short period then a written note from a parent must be brought to school and countersigned by his form tutor. Exemption from uniform cannot be given.
- Difficulties will be avoided if parents and students pay particular attention to the prescribed footwear and colour of coat. Baseball hats, sweatshirts, hooded sweatshirts are not part of our school uniform and may be confiscated by staff, with or without the consent of students.
- Students are allowed to bring trainers to school for use at lunchtime. However, they are not to be worn to and from school in place of black shoes. Likewise, students must wear black shoes in lessons.
- Students must not wear an extreme or potentially offensive hairstyle. Patterns shaved in a student's hair are unacceptable and students may be withdrawn from lessons and parents will be contacted.

**Forbidden Substances:** There are a number of substances and items that must not be brought into school, under any circumstances since they compromise the health and safety of all members of the school community.

In accordance with the provisions of the Education Act (2012) the Head Teacher reserves the right to search with or without consent, students for any items which have, or could be used to cause harm or break the law. Items designated as likely to cause harm include knives, iron bars, pen knives, drugs, fireworks and bladed implement or any article which could be considered an offensive weapon or be used to harm students or damage school property..

Additionally, the Head Teacher reserves the right to search with or without permission, students (or the possessions of students) who are thought to possess articles forbidden by the school rules. Such things include matches, lighters, suspected stolen goods, cigarettes, inflammable materials, alcohol, pornographic material or any item that is brought into school for the purpose of buying or selling.

Any student found to be in breach of the policy shall be subject to disciplinary procedures up to and including fixed term and permanent exclusion. In some circumstances the police might also be contacted.

Where it is deemed necessary to search a student; this will always be done by a designated member of staff.

The designated members of staff are the SLT and Heads of Year. Searching a student for a suspected offensive weapon will usually be carried out by the Head Teacher.

Searching, screening and confiscation of items will take place in accordance with the guidelines set out in DfE Advice (February 2014)

**Bullying:** At this school we believe everyone has the right to feel safe, welcome and accepted – not threatened or bullied. By bullying we mean any deliberate action which makes someone else suffer. We expect all students to be free from bullying and harassment which may include cyber-bullying and prejudice-based bullying which may be related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

All students are asked to sign the Equal Opportunities statement in the students' Planner to show they have read, understood and agree to abide by the schools rules on bullying and harassment. (Please also see Anti-Bullying Policy)

**Mobile Phones / Electronic Equipment:** Many parents feel more comfortable about their son's safety to and from school if they have a mobile phone. We understand our parents and want to work with them on this issue. However where mobiles, iPods, PSP and other electronic equipment present a problem is when they are brought out or even used in class without the permission of the teacher This is unacceptable.

Students should put all electronic equipment in their bag having ensured they are switched off. **In terms of electronic equipment: 'onsite ~ out of sight!'** Students are strongly advised not to bring expensive items of electronic equipment into school. Parents should be aware that the school will not take responsibility / liability for lost or damaged equipment. Students who take their mobile phones out in class will have their phone confiscated by a member of staff and the phone will be made available only at the end of the school day.

Should there be any non-co-operation with this the phone, iPod etc will still be confiscated and returned under the direction of a senior member of staff. (Usually to parents)

**Behaviour Beyond the School Gate:** The good reputation of the school hinges on the behaviour of the students in the local community. Students are expected to behave with a high degree of consideration for others, courtesy and good manners while on their way to or from school. This relates especially to boys using public transport and those who congregate in the Broadway area before or after school. It is expected that students go directly home without lingering around the Broadway area or visiting local shops.

**Punctuality:** Being on time to school and to lessons is an important part of self-discipline and essential to effective learning. Students who are late for school will be given a sanction when they are late. If a student is late twice in a week the HoY will apply a detention of 1 hour 30 minutes.



**Acceptable use of the Internet:** Students are responsible for good behaviour on the Internet just as they are in the classroom or school corridors. Individual users of the internet are responsible for their behaviour and communications over the network.

- Students must not attempt to access or download from unsuitable websites
- Students must not use chat rooms or any social networking site in school
- Students must treat all equipment with respect
- Students should not divulge passwords to anybody – these are unique.

Staff may review files and communications to ensure that users are using the system responsibly. Students should not expect that files stored on servers or disks will always be private.

## Students' Acceptable Behaviour Contract

I must .....

- Be polite to my fellow students, all staff and any visitor to our school;
- Be sensible around the school and not shout or run in the corridors. All staff and visitors should be treated with respect and students should stand back for adults at doorways, holding the door open if possible;
- Take great care not to interfere with other people's property and always treat it with respect:
- Be punctual and only be absent for a genuine reason;
- Bring my Planner and other essential equipment to school every day;
- Dress tidily in full school uniform. Jewellery is not allowed. Outdoor coats must be removed before entry to the building (see Student Planner);
- Be punctual to lessons and must not stop to visit the toilets or go to the Medical Room unless it is an emergency, nor go to see any other teacher without prior permission;
- Do my classwork and homework as well as I possibly can;
- Listen and obey all members of staff without argument. If I feel I have been unfairly treated then I should either speak to the teacher or someone else at a convenient time;
- Respect the buildings and school grounds by always using litter bins.
- Not block the safe movement of students along corridors and the stairs respecting any one way systems that are in place for student safety.
- Not consume food or drink in the building other than in the Dining Hall;
- Have respect for the school's neighbours and try to be helpful and considerate in the local community;
- Behave in the correct manner to and from school

**The following items are strictly prohibited from being on site**  
**These items may be confiscated and the Head of Year informed.**

- **Fizzy drinks**
- **Chewing gum**
- **("Tippex")**
- **(Personal stereo equipment)**
- **Large quantities of any confectionery / drink**
- **Shisha pipes/ electronic cigarettes**

## ***Appendix C Effective Use of Reports***

## **Behaviour For Learning – Effective Use of Report System**

- The report system is a day to day intervention to monitor the attitude, behaviour and progress of students who are causing concern.
- Report should be a short term intervention and may be used in conjunction with other interventions.
- **There are three stages of report only**
  1. Form Tutor Report (Yellow)
  2. Head of Year Report (Green)
  3. 3. SLT report (Red)

\*Teacher issues and heads up the report and gives it to the student

Students hand the report to the teacher at the start of the lesson.

- Reports are numerical (1-4) reflecting our A2L descriptors and have an option for a comment.
- Students must report to the teacher at the end of the school day. In the event of unacceptable report in a lesson(s), the teacher may issue a detention
- Students must get the report signed by parents each night.
- Students are on report for a minimum 2 week period where it will then be reviewed. Students will either step down or step up depending on review.
- **The teacher placing on report must inform parents with a letter home (a standard letter is available and this intervention must be placed on SIMS.)**
- HOY will keep a record of all students placed on report at different levels during the academic year.
- It is expected that students returning from fixed term exclusion both sign an acceptable behaviour contract and are placed on report.(The level of report to be decided at parental meeting)

## ***Appendix D***

### **From: Getting The Simple Things Right – Charlie Taylor’s Behaviour Checklist (DfE 2011)**

#### **Classroom**

- Know the names and roles of any adults in class.
- Meet and greet students when they come into the classroom.
- Display rules in the class - and ensure that the students and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

#### **Students**

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand students’ special needs.

#### **Teaching**

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

#### **Parents**

- Give feedback to parents about their child’s behaviour - let them know about the good

# ***Appendix E***

## **COVID-19 ADDITION**

This Appendix to the Behaviour for Learning Policy has been created in response to the COVID-19 pandemic which has caused significant changes at St Columba's Catholic Boys' School, with the majority of our students now having to be educated at home, coupled with staff and families becoming ill, shielding and undertaking self-isolation.

Despite these significant changes, the St Columba's Catholic Boys' School Behaviour for Learning Policy will remain fundamentally the same: students always come first; staff should respond robustly to safeguarding and behaviour concerns and contact the appropriate member of staff in line with our policy.

This appendix sets out one adjustment we are making in line with the changed arrangements in the school.

### **Policy updates**

Students attending St Columba's Catholic Boys' School during COVID-19 will be expected to adhere to the school Behaviour for Learning Policy in order to protect staff and students in terms of their learning as well as in terms of their health and safety.

Students who behave inappropriately and put themselves outside of this policy (care and control of the school) would normally follow the sanctions laid out in the policy and students would be dealt with on an individual basis and on their merits.

Due to changes in circumstances the school will be unable to follow the stepped sanctions and will have to implement alternative behaviour strategies in order to protect and support the students and staff attending the school during COVID-19.

In the event of unacceptable behaviours, students will be given a first and second warning in order for the student to have the opportunity to change their behaviour. After the second warning, the student will be excluded from school as we have no capacity for giving detentions.

However, any behaviours being judged as dangerous, for themselves or others, will result in an immediate exclusion and the student being sent home. This includes any breach of social distancing measures and/or refusal to comply with instructions related to minimising risk associated with COVID-19. Any behaviours that would normally result in an internal or fixed term exclusion will automatically result in a student being externally excluded. The final length of the exclusion will be decided according to our policy, once the Deputy Head Teacher and/or the Head Teacher have reviewed the evidence of the reasons for the exclusion.

Once a parent/carer has been notified (for example by email, text or phone) the student will be asked to leave the premises. The duty SLT member will oversee the exclusion of the student and ensure contact with home has been made. In the event of the absence of an SLT member, the staff member overseeing the students will have the authority to contact the home and send the student home.

In addition, the Deputy Head, Head Teacher and Safeguarding Team will also be made aware of this decision if they are not on site by the duty SLT member, or in their absence by the member of staff overseeing the students on that day.

Due to the need for strict social distancing protocols and the limited number of staff on site, punctuality becomes significant. A student late to the designated start of their session in school will be not be able to access the site. Contact home will be made by SIMS In-Touch at the given start time notifying the parent that the student is absent.

With this in mind all students attending education provision should have with them a mobile phone and set of door keys in the case of an emergency or exclusion.