

ST COLUMBA'S CATHOLIC BOYS' SCHOOL

GOVERNORS' POLICY STATEMENT



Behaviour for Learning Policy

Head Teacher: Mr N Fisher
School Lead: Mr D Evans
Chair of Governors: Mrs J Johnson

Originator Date	September 2021
Review Date (Three years)	Summer 2024

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

The St Columba's community's view is that behaviour is inextricably bound to learning. Our 'Behaviour for Learning' policy reflects this and is founded upon Gospel values. These values are:

Gospel Value Based on Beatitude	Olympic Value
'Blessed are the poor in spirit': Faithfulness and integrity (both inspiring values, faithfulness to oneself, to God etc and doing the right thing by words and actions).	Inspiration
'Blessed are the meek'; Humility and Gentleness. Having the courage to show humility rather than boastful actions and to show gentleness and compassion rather than going along with the crowd / peer pressure.	Courage
'Blessed are those who hunger for righteousness': Truth and justice.	Equality
'Blessed are those who are persecuted': Service and sacrifice, the ultimate sign of friendship is the willingness to serve others without expectation of reward or make sacrifices to show friendship.	Friendship
'Blessed are the peacemakers'; Tolerance and peace, both values are at the heart of a working, functioning community.	Respect
'Blessed are the merciful'; Forgiveness and mercy, some of the hardest human qualities to show, excellence of character is required in order to truly forgive.	Excellence
'Blessed are the pure of heart' again, hard but by determination, turning the other cheek, not rising to temptation etc we can get closer to that purity.	Determination

Students and staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning and every student strives to achieve his best. In living out our Gospel values, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their actions and encourage others to do the same. Staff are encouraged to teach self-discipline, not blind compliance; to utilise rewards fairly and proportionally and, where necessary, sanction bearing in mind the immediacy of the response not the weight of the sanction.

Be Ready

Students and staff should be watchful (Matthew 24:42); always ready to learn by arriving to school and lessons on time, bringing their Super 6 every day and any other equipment as required. Students must take pride in their appearance, wearing the full St Columba's uniform and removing any headwear as well as headphones before entering the school site.

Be Respectful

Students and staff should treat everyone with dignity, treating others as they would like to be treated (Matthew 7:12). This includes every member of the St Columba's community, staff or student, and extends to visitors and members of the public on the way to and from school.

Be Safe

Students should have the courage to show humility and gentleness in everything they do, acting in a way that keeps themselves and others safe, at school, in the community and online.

Aim of the policy

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. As a community we aim to:

- To create a caring and purposeful learning environment where every student is challenged and supported to achieve his best.
- To support the full formation of every student and to support the common good.
- To clarify what is meant by "good behaviour and discipline" and ensure success through the highest standards of behaviour towards each other and all members of the community.
- To motivate students by using a variety of rewards to recognise effort, hard work, achievement, contribution to community and good behaviour in a structured way thus valuing their own and others contributions so that they can grow spirituality, socially, personally and academically.
- To promote and develop confidence, self-esteem and self-discipline with due regard for authority and positive relationships based on mutual respect, support and safety for all students.
- To encourage students to take responsibility for their own actions and ensure they act as responsible members of the community, giving positive impressions within it and to the wider community.
- To ensure consistency and equality of treatment to both positive and negative behaviour.
- To develop proactive young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered Catholic community.

The St Columba's community's expectations are encapsulated in the examples of "Golden Behaviour" displayed in classrooms:

Examples of Golden Behaviour St. Columba's is a Catholic School. Jesus told his followers to "treat others as you would like to be treated" Matthew 7:12
We are kind and helpful.
We listen and are polite.
We work hard.
We do not hurt others, by our words or actions.
We take good care of all property and the environment.

In order to adhere to our three rules: **Be Ready, Be Respectful, Be Safe**, students are supported to understand the importance of these and are taught how to practise these effectively both in and out of school. This policy encourages students to make positive choices so that they are ready, respectful and safe. It also includes strategies that support those who do not consistently make positive choices, including the use of reasonable adjustments, with the intention of modifying unacceptable behaviours and re-engaging these students in their learning. Where the education and safety of others is threatened, appropriate sanctions will be used in a fair, proportionate and consistent manner.

Rewards and Sanctions

To support students to adhere to our rules and make positive choices, we have a robust behaviour system that helps students understand and appreciate that actions have consequences. Our rewards and sanctions are fair, proportionate and consistently applied to promote our Gospel values, our examples of Golden Behaviour and our three rules.

Rewards

There should be a constant and consistent focus on rewarding effort and progress, **not attainment**. We recognise that learning is easy for some students and very challenging for others. Rewards should be used to encourage genuine excellence from those capable of it and reassurance and recognition of small steps from others.

It is vital teachers do not reward students solely for meeting expectations. Rewards are most effective if every student strives to be the best he can be and is recognised appropriately.

All achievements **must** be recorded on ClassCharts to communicate the good news with home and keep accurate records for monitoring.

To support students to make positive choices, we recognise and reward these through:

- Verbal and non-verbal praise and feedback
- House Points, awarded via ClassCharts
- Student of the Lesson Wristband; acknowledged on ClassCharts
- Positive phone calls home
- Olympic Values nomination
- Letters of commendation
- Student of the Month Award: Subject & Head of Year
- Commendation Assembly / Head of Year Commendation
- Progress Stars
- SLT Commendations
- Jack Petchey Awards
- Annual Awards Celebration

Engagement with learning is always the primary aim. All in our community look to praise the behaviour we want to see and avoid giving attention to negative choices. Where possible, when correction is required it should be done quietly and privately. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. A sanction may be issued by a member of staff where a student does not adhere to behaviour expectations in or outside the classroom. Sanctions are issued fairly, proportionally and consistently. Reasonable adjustments are taken into consideration. Sanctions issued are generally part of a graduated response to incidents of inappropriate behaviour, however, there may be occasions where the serious nature of an incident requires a greater sanction to be issued.

Sanctions

To support students to make positive choices, we use the following strategies:

- Discussion with student on behaviour and how to make positive choices.
- Re-doing unsatisfactory work until it meets the required standard.
- Loss of social times
- Detentions
- Report cards
- Respite in a different classroom

Be Ready, Be Respectful, Be Safe: To support staff and students in ensuring our three rules are met, the two flowcharts in Appendices A and B detail classroom management procedures. We recognise that there will be exceptional incidents that fall outside this. In the first instance the emphasis is on re-direction and, where appropriate, immediacy of response.

The consequences of classroom based poor choices that are not able to be addressed by the class teacher are as follows (detailed in Appendix A):

- Use of on call – parental contact that day, potential parental meeting
- Departmental Detention / Middle Leaders Detention (Stage 3)
- SLT Detention (Stage 4)
- Internal Exclusion (Stage 5)
- Fixed Term Exclusion (Stage 6)
- External Placement (Stage 7)
- Permanent Exclusion (Stage 8)

Behaviour Outside of the Classroom / Outside of School

Where inappropriate behaviour occurs when a student is outside of lessons or on the way to or from school, an appropriate sanction will be given as outlined above. This is particularly in relation to violent conduct e.g., a physical assault or bullying incidents or behaviour likely to bring the community into disrepute. Students are encouraged to wear their St Columba's uniform correctly when travelling to and from school and must not be involved in behaviour that could adversely affect the reputation of the community. The expectations of students adhering to the school rules and behaving safely and respectfully apply to school trips and visits; sanctions may be issued if a student is in breach of the expectations.

Reintegration Meetings

Parents/carers will be expected to attend a reintegration meeting following a Fixed Term Exclusion. The purpose of these meetings is to discuss the issues that led to an exclusion as well as identifying interventions needed to support the student to modify their behaviour so that they consistently meet the community's behaviour expectations.

Be Ready, Be Respectful, Be Safe

Complaints regarding the use of this policy

Complaints regarding any issue relating to this policy should be made in accordance with our Complaints Procedure. Copies are available on the school's website or from the reception. Where an exclusion is issued to a student, parents have the right to make representations about the exclusion in line with the legal framework relating to exclusions and will be detailed in all Fixed Term and Permanent Exclusion letters.

Department for Education Statutory Guidance

This Behaviour Policy complies with all relevant DfE statutory guidance. The policy should be read in conjunction with the following documents:

- Keeping Children Safe in Education
- Exclusion from maintained schools, Academies and Pupil Referral Units
- The School Discipline (Pupil Exclusions and Reviews) Regulations
- Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies
- DfE and ACPO Drug Advice for Schools
- Use of Reasonable Force
- Behaviour and Discipline in Schools
- Screening, Searching and Confiscation
- Ensuring Good Behaviour in Schools
- Dealing with Allegations of Abuse against Teachers and Other Staff
- Uniform – Guidance for Governing Bodies, School Leaders, School Staff and Local Authorities
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges

Public Sector Equality Duty and the Equality Act 2010

The Academy will always operate in accordance with the Public Sector Equality Duty and the Equality Act 2010

Links with Other policies

This Behaviour for Learning Policy has been written in conjunction with and stands alongside other school policies including :

- Anti-Bullying
- Looked After Children
- Equality
- Drugs Policy
- eSafety
- Safeguarding
- Teaching, Learning & Assessment

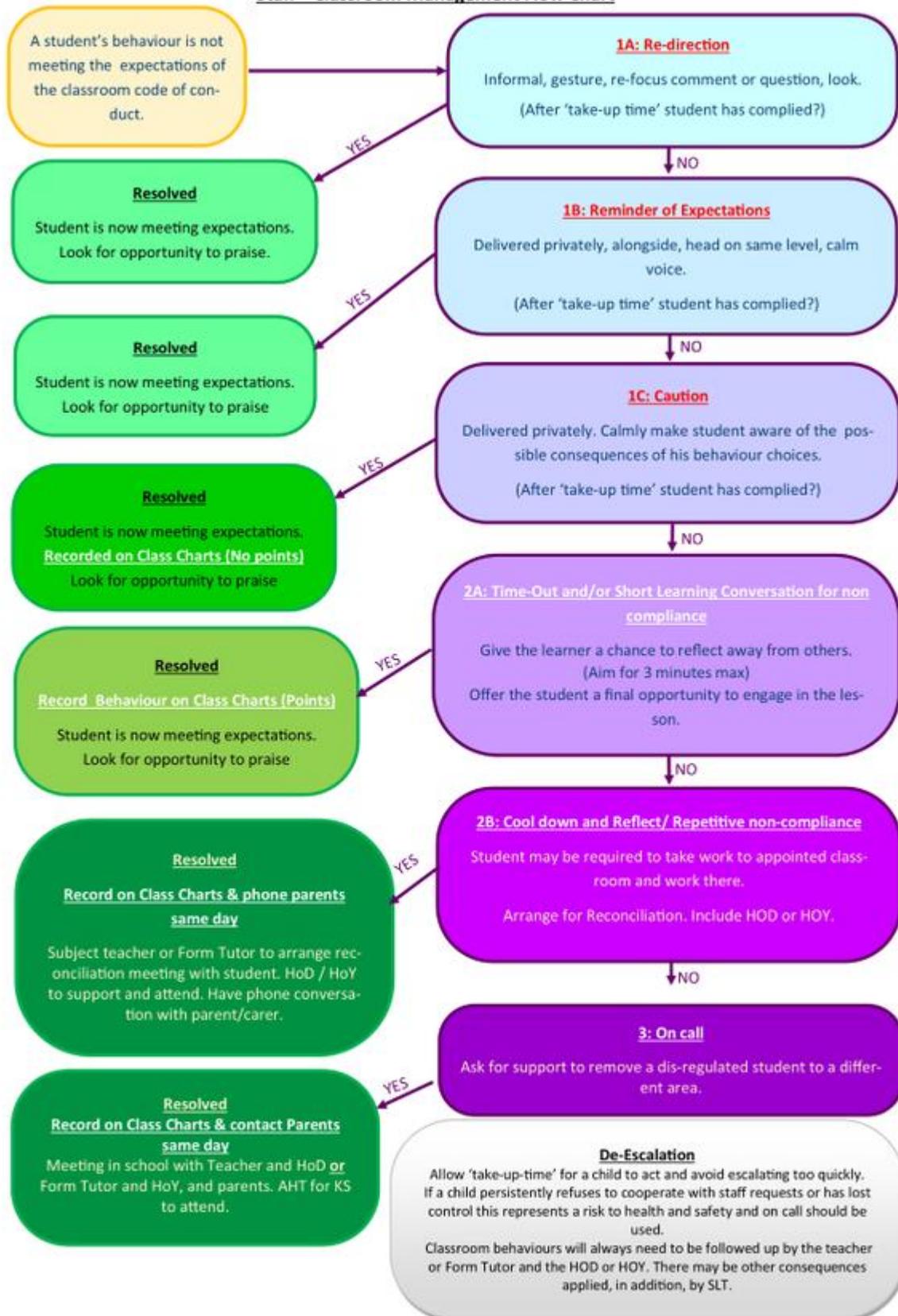
Be Ready, Be Respectful, Be Safe

Appendix A

Classroom Behaviour Management Charts – Class Teacher

Be Ready, Be Respectful, Be Safe

Staff—Classroom Management Flow Chart



Appendix B

Classroom Behaviour Management Charts – Student Version

Be Ready, Be Respectful, Be Safe

Student Behaviour Choices Flow-Chart

If you choose not to follow the Code of Conduct you can expect:

1A: Re-direction

The teacher will get you to focus on your learning.

No?
You will move up a stage.

Yes?
Resolved. Well done. You made the right choice.

1B: A Reminder of Expectations

Teachers will have a quiet word to remind you what behaviour is expected so that everyone, including you, can learn.

No?
You will move up a stage.

Yes?
Resolved. Well done. You made the right choice.

1C: Caution

Teachers will remind you of the possible consequences of continuing to choose behaviour that prevents learning.

No?
You will move up a stage.

Yes?
Resolved. Well done. You made the right choice
Your **caution will be recorded in ClassCharts** but no points.

2A: Time-Out and/or Short Learning Conversation for non compliance

Teachers will ask you to take a time-out to calm yourself and reflect on how your actions are affecting yourself and others. You will be offered the chance to come back and cooperate, so that you can continue to learn.

No?
You will move up a stage.

Yes?
You have made the right choice in the end.
-1 points on Class Charts (points) & Notify Parents
Learning Conversation break/ lunchtime/ afterschool

2B: Cool down and Reflect

The teacher will send you to another class room to do your work so that everyone can get on with their learning in a calm way.

No?
You will move up a stage.

Yes?
Needs to be discussed at **Reconciliation Meeting and with parents, -3 points on ClassCharts**, Possible on-report.

3: On call

Teachers will call for a senior member of staff to collect you. You will be removed from the class and your parents / carers contacted immediately. Parents/ carers attend meeting in school to discuss next steps.

Appendix C

A Graduated Response to Classroom Behaviour

Be Ready, Be Respectful, Be Safe

Discouragement of Poor Behaviour – A Graduated Response to Class Based Misdemeanours

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 fail to meet expectations.

For sanctions to be effective it is crucial that all parties in the home – school – student triangle are aware that expectations are not being met.

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.

Teachers are reminded it is the immediacy of the sanction rather than weight of the response that has the most effect. Keeping parents informed is crucial. Teachers are also reminded that issuing a sanction at the start of a lesson – for example for homework that has not been completed – is not good practice. Writing names on the board as a warning is also discouraged.

Stage 1a/b – Re-direction followed by Reminder of Expectations: 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 flow chart, a teacher can effectively employ a range of proactive interventions that indicate the need for a student to be focused.

For example:

- Eye contact,
- 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 flowchart. 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 ClassCharts 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 ClassCharts in this instance.

Stage 1c – Use of ClassCharts: Caution

If a student fails to respond to invitations in terms of re-direction followed by a reminder of expectations, a private caution should be issued. The student should be calmly made aware of the possible consequences of his behaviour choices. At this stage the student has been warned and a short learning conversation of up to 20 minutes may take place, should it be necessary. The caution should be recorded on ClassCharts. This Caution is worth zero behaviour points and is for monitoring purposes by the Form Tutor.

Stage 2a – Time Out / Short Learning Conversation for Non-compliance

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 electronically on Class Charts.

At this stage the student has been warned and a short learning conversation of up to 20 minutes must take place. This could take place at break, lunch or after school, but the mantra it is the immediacy of response and the certainty that it will take place that is key.

At this stage – if there are persistent and / or numerous cautions issued in one lesson it is expected that the class teacher issues a detention of at least 20 minutes.

Stage 2b – Cool Down and Reflect / Repetitive Non-compliance

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 sanction put in place. Where possible each department 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. In the event that previous interventions have not resulted in a de-escalation of the behaviour (or repeated non-compliance), the student will need to take work to the appointed classroom and work there. This will be recorded on ClassCharts and the Head of Department is to support the class teacher in an up to 60-minute departmental detention / reconciliation meeting with the student.

We recognise there is an issue with single staffed departments and these will need to pair up with another department by arrangement between subject leaders and SLT. Class sizes may also mean students may need to be removed to another area.

A student who has had to move class 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.

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. In all cases, if behaviour is poor enough to merit removal from a lesson a phone call home must be made that day.

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

Stage 3 – Use of On Call with Parental Follow Up

If the student refuses to follow instructions, or a serious one-off incident occurs, the class teacher will need to use the oncall system. The referring teacher must send an e-mail to office@st-columbas.bexley.sch.uk or send a reliable student to an adjacent room to request a colleague does so. The email should give a brief overview of the student involved and situation that has arisen. The staff member on call will go immediately to the class, liaise with the class teacher and remove the student.

Students who are removed from the class will immediately receive an SLT detention. The parent of the student on called will be contacted at that time by the person on call and told to expect a follow up call later in the day. Parents must be contacted by phone by either the class teacher or the Head of Department on the day of the incident; where necessary a meeting with a parent or carer, class teacher and HoD arranged, and the incident recorded electronically on Class Charts and in departmental detention / reconciliation meeting records by the Head of Department. The HoY will be informed via ClassCharts to identify any patterns of misbehaviour and plan pastoral interventions accordingly, if necessary.

On arrival in the classroom the on-call teacher should indicate their presence with the words “Good morning sir, I’m here to help”. In most cases the student should be accompanied 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.

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 reconciliation meeting may take up to 60 minutes, therefore the parent or carer must be informed by phone of the incident (or series of issues) and the expected outcomes of the reconciliation meeting.

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.

If the student refuses to follow the instructions of the on call teacher, a member of SLT may be called to intervene. This will result in the student spending time in the IER and the parent or carer invited in to discuss expectations with the Key Stage senior leader.

What happens if students don’t turn up?

If a student is set a sanction and does not turn up the following should apply:-

- Parents or carers should be informed as soon as practicable by telephone.
- F/T, HoY and SLT should be informed.
- Where possible F/T discusses with student the following morning from a pastoral overview.
- HoY/SLT will ensure student the turns up to the following weeks’ departmental or Middle Leaders’ detention which will be a minimum of 60 minutes.

Departments are expected to keep an accurate weekly record of longer sanctions and inform MTD of any missed detentions as well as the date of the reset detention.

Stage 4 – SLT Detention: Thursday up to 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 in the appendices.

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.

Confirmation in writing must be received by MTD that a phone call has been made and the parent or carer spoken to before the detention can be set. Parents are always given at least 24 hours written notice via ClassCharts Announcements 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 5 – 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 the appendices.
- 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. If a student is on the SEN Register the SENCO must be informed. It is essential that the Head of Department speaks to the parent or carer by phone before the student is placed in the IER. In addition, parents will be informed by letter sent using InTouch 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 no earlier than 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.

Stage 6 – 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. If a student is on the SEN Register the SENCO must be consulted. 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 7 – Alternative Education Provider 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 8 – 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 procedure.

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 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 1c or above issue must be logged in Class Charts.
- The action taken by the member of staff logging the incident is to be noted, even if no disciplinary action is recommended.
- No logged behaviour should remain unresolved. It is the immediacy of the response not the weight of the sanction that is critical.

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