



ST BENET BISCOP
CATHOLIC HIGH SCHOOL

ST BENET BISCOP CATHOLIC HIGH SCHOOL A Co-operative Business & Enterprise College

BEHAVIOUR POLICY

1 MEMBER OF STAFF RESPONSIBLE:

- 1.1 Mrs W Parker, Assistant Headteacher, Personalised learning and Inclusion
- 1.2 Mrs S Richardson Assistant Headteacher, Student Learning

2 NOMINATED GOVERNOR: TBC

- 2.1 This policy has been written with the following documents as support:
- 2.2 SEAL (Social and Emotional Aspects of Learning) – both national and Northumberland Strategies
- 2.3 Safeguarding Children and Safer Recruitment in Education 2007
- 2.4 Every Child Matters: Change for Children/December 2004

3 This policy should be considered alongside other related policies in school:

- 3.1 Anti-bullying
- 3.2 Attendance
- 3.3 Core Studies
- 3.4 Sex and Relationships
- 3.5 Drugs Awareness
- 3.6 Health and Safety
- 3.7 Race equality
- 3.8 Acceptable use of Technology including e-safety

4 INTRODUCTION

'Learning to Value, Learning to Give, Learning to Achieve, and Growing in the Peace of Christ'.

- 4.1 St Benet Biscop Catholic High School 'Behaviour Policy' stems from our mission statement. The behaviour of every member of our community is characterised by Christian love, respect, fairness, celebration, wonder and, where these breakdown, reconciliation.
- 4.2 We recognise that young people are in our care to be loved, respected and helped to grow and to flourish. They need to know that their school and its community care for them and about them. When they make mistakes and fail in respect for others in the community, the aim of any action will be to help them understand why their behaviour is unacceptable and try to encourage them in developing those values which are at the heart of our community. Consideration will also be taken in to account of individual students circumstances, especially for vulnerable students.
- 4.3 Our students will, primarily develop these values at home, but in school they will learn through the good example of all staff and other students, through Core Studies, through the advice, support and the demands of all curriculum subjects, through liturgies and assemblies and through regular interactions with staff praising good behaviour and challenging poor behaviour.
- 4.4 Students and parent/carers will be kept up to date with any changes in this policy; other policy developments may also have an effect on this behaviour policy – especially acceptable use of technology.

5 AIM

- 5.1 Good behaviour (both in and out of class) is essential if effective learning and teaching are to take place, along with personal development. As a community, we aim to support every member of the community in ensuring a safe, encouraging and stimulating learning environment for our young people.



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6 PRINCIPLES

- 6.1 Encouraging behaviour, which reflects the values of the school's mission statement, is the responsibility of every member of the school community, in and out of class.
- 6.2 We believe praise is more effective than criticism in encouraging good behaviour and positive attitudes.
- 6.3 The school works in close partnership with parents/carers and parents/carers will always be involved (as early as possible) in dealing with any serious incident or breakdown of good behaviour in school.
- 6.4 Every student will be recognised, valued and treated as an individual and any action taken will be appropriate to that individual, not imposed on the group.
- 6.5 The form tutor is at the heart of the school's support for our young people. They will help the young person understand and develop the values of the school community and they will be kept informed of all developments in or out of class. The form tutor will be supported by the Head of Learning and the Leadership Team.
- 6.6 The subject teacher has particular responsibility for learning and behaviour in the classroom, and will be supported in this by the Head of Department (see Learning referral slip attached).
- 6.7 Physical or verbal bullying, intimidating behaviour or racist remarks towards other students will be reported immediately to the Head of Learning and an incident slip completed. (Refer to Anti-bullying and Cultural Equality/Diversity policies).
- 6.8 Challenging or defiant behaviour towards a member of staff will be reported immediately to Head of Learning/Leadership Team and an incident slip completed. If possible contact the relevant HOL via mobile phone and send a follow up e-mail. If it is necessary to contact a member of the leadership team, ring reception and they will contact whoever is available
- 6.9 Abusive or intimidating behaviour towards a member of staff will never be tolerated and will be immediately reported to a member of the Leadership team.
- 6.10 In emergencies, a member of the Leadership Team can be called, through the school reception, to support the class, while the teacher, Head of department or Head of Learning stabilises the situation.

7 MANAGEMENT OF STUDENT BEHAVIOUR

- 7.1 We believe that every individual is a learner and wishes to learn. We believe that good behaviour in the classroom is a pre-requisite of effective learning and is a consequence of effective teaching.
- 7.2 Behaviour in the classroom is the responsibility of the subject teacher, supported by the Head of Department. Where good behaviour breaks down in a serious or persistent way, and the classroom teacher needs support, the Head of Department may intervene in a way that will support, rather than undermine, a colleague.
- 7.3 The following aspects of student behaviour are often identified as factors which cause disruption and they can be categorised in to three bands – low-level, medium-level and high-level. However, the following lists are meant as guides and are neither prescriptive nor exhaustive.
- 7.4 Some of the following examples of unacceptable behaviour may also happen out of the classroom and may need to be dealt with by the member of staff on duty (or any member of staff) and then passed on to the HOL.



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<p>Low-level To be dealt with by the <u>classroom teacher</u></p>	<ul style="list-style-type: none"> • Homework not produced occasionally • Equipment not produced occasionally • No planner • Off task occasionally including some incidents of talking and shouting out • Poor work rate • Chewing • Code of dress issues <p>It may not be necessary to formally record the above – staff may want to make a note in students’ planner, however, the Form Tutor should be informed via e-mail.</p>
<p>Medium-level To be dealt with by the <u>HOD/HOL</u> in conjunction with the <u>classroom teacher</u></p>	<ul style="list-style-type: none"> • Persistent lack of homework • Persistent lack of equipment, particularly books and files • Constant disruption – talking, shouting out, moving around classroom without permission • Persistent lack of application • Single incident of serious unacceptable behaviour – e.g. aggressive/threatening verbal outburst • Wilful damage to consumables • Lack of co-operation • Initial refusal to comply • Inappropriate use of technology including the internet and mobile phones
	<p>An incident slip MUST be completed for above as quickly as possible – or an email should be sent as quickly as possible for any of the above to HOD/HOL and the Form Tutor. Sharon Ratcliffe must be copied into the e-mail. BW must also be copied into the e-mail if the student appears on the SEN register. HODs/HOLs must be aware of vulnerable students.</p>
<p>High-level To be dealt with by the <u>HOL & SMT</u></p>	<ul style="list-style-type: none"> • Persistent refusal to comply with instructions • Assault on another student or fighting • Verbal abuse of or threat to a member of the school community • Intimidation of a member of the school community • Racist/sexist comment to a member of the school community • Theft • Leaving classroom without permission • Wilful damage to the fabric of the school including furniture and fittings
	<p>HOL or member of Leadership team must be contacted immediately directly or via reception and a written account must be forwarded asap to the staff member dealing with the incident. The HOL, Form Tutor and Sharon Ratcliffe must be copied into the e-mail plus BW if necessary.</p>

7.5 Classroom teachers should refrain from the use of whole class punishments wherever possible – this strategy is unfair and rarely achieves a positive outcome.



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- 7.6 Smoking must be reported following the flow chart previously issued (and attached) & unacceptable behaviour on the school bus will be dealt with by the HOL and LT if necessary.
- 7.7 Drug possession/use discovered – please refer to drugs awareness policy.
- 8 STRATEGIES TO ENCOURAGE EFFECTIVE LEARNING**
- 8.1 There are a number of strategies which classroom teachers can employ and the following factors will encourage effective learning:
- 8.2 Use up-to-date information from the form tutor, IEP etc.
- 8.3 Refer to KS2/KS3 data and predictors to become familiar with student ability levels
- 8.4 Make expectations of acceptable behaviour (display in classroom if possible) very clear using SEAL approach.
- 8.5 Construct a seating plan and ensure students stick to it and review this if necessary
- 8.6 Use sensitive and supportive grouping of students when necessary
- 8.7 Encourage positive behaviour and highlight positive behaviour e.g. 'thank you for coming in to the classroom quickly!' (SEAL). Use planner for positive comments whenever possible
- 8.8 Well-prepared and structured lessons using appropriate teaching styles which ensure differentiation, pace and challenge
- 8.9 An attractive, stimulating and safe environment which the students have been involved in constructing
- 8.10 Use appropriate, well-planned resources
- 8.11 Move student(s) when the need arises
- 8.12 Isolate the student within the classroom if space allows
- 8.13 Place student temporarily in another classroom, and/or use a 'time-out' to allow them to cool down. Limit time to 5-10 minutes max. Some students may have 'time-out' cards – this will have been agreed with HOL/BW/WP – staff will have been informed.
- 8.14 Keep student at break or lunchtime (ensuring student has time for lunch) or arrange an after school detention (please give 24 hours notice via planner) and follow up with telephone call to parents if this is felt to be appropriate.
- 8.15 Make contact with parent/carer via planner
- 8.16 Contact parents via telephone – if possible discuss this with HOL and FT (and BW if necessary) as contact may already have been made.
- 8.17 Write to the parent/carer – check with HOL and BW before posting
- 8.18 Arrange a meeting with parent/carers – FT/HOL must be informed and the outcome recorded. FT or HOL (and BW) to be present if possible, failing this another member of staff – it is not advisable for a member of staff to see parents/carers by themselves.
- 8.19 Report cards/improvement plans/travel cards to be used after discussion with HOL
- 8.20 If it is necessary to formally report an incident (using the guidelines above) an e-mail should be forwarded to the FT and HOL. If three incidents are reported in a half-term in a particular subject/lesson, then a LEARNING REFERRAL will be completed and after discussion with the Subject Teacher and HOD, this will then be passed onto the HOL. BW must be informed if student is on SEN register.
- 8.21 The HOL will then deal with the student/situation and if necessary contact parents, and inform the member of staff as to the action taken. After discussion with the HOL/parents/BW it may be necessary to make a referral to a relevant outside agency.



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- 8.22 The Incident Referral Slip and the Learning Referral will keep the Form Tutor and the HOL informed of the attitudes and behaviour of individuals. The aim of any action taken will be to support the young person in developing a more positive attitude to learning and to other members of the community
- 8.23 Any contact with parents/carers must be recorded through Sharon Ratcliffe – this can be e-mailed to her.

9 BEYOND THE CLASSROOM

- 9.1 Students and parents/carers sign an agreement prior to the start of year 9; this is also in their planner and in general, we expect our young people to behave in a way that respects other members of the community and the environment (SEAL). Inconsiderate or dangerous behaviour such as running in the corridor, shouting or pushing etc. is to be discouraged.
- 9.2 Students have open access to their form rooms at break and lunchtimes and to the LRC and ICT suites when supervised. Within the buildings, students are asked to be seated on chairs with jackets/coats removed, in order to encourage safe and sensible behaviour. There should be no eating or drinking outside of the designated areas, although drinking water during lessons is at the discretion of the classroom teacher as there are health and safety issues linked with certain subject areas.

WENDY PARKER
Assistant Headteacher



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SUBJECT

LEARNING REFERRAL

STUDENT NAME _____	FORM _____
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SUBJECT TEACHER _____

Reason for referral: _____

Strategies implemented:

Listened to the student		Consistent approach	
Non verbal – gestures, eye-contact		Made expectations clear	
Talked to student		Reviewed appropriateness of work	
Given advice/warning to the student		Reviewed the structure of the lesson	
Highlighted positive behaviour		Employed a variety of teaching styles	
Encouraged positive behaviour		Isolated the student within the classroom	
Created a seating plan		Used 'time-out'	
Reviewed seating arrangements		Temporary placement in another class	
Detention		Use of the planner	
Discussed student with Form Tutor		Checked information e.g. SEN, SATs	
Contact with home		Meeting with parents	
Other			

SIGNED _____ DATE _____

HEAD OF DEPARTMENT
Summary of discussion with subject teacher or further strategies employed: _____

SIGNED _____ DATE _____

White copy → to Head of Learning

Yellow copy → to Form Tutor

Pink copy → kept by subject teacher in department