



Bishop Douglass Catholic School

In Pursuit of Excellence

Behaviour Policy

PRINCIPLES

'Love is always patient and kind; it is never jealous; love is never boastful or conceited; it is never rude or selfish; it does not take offence, and is not resentful. Love takes no pleasure in other people's sins but delights in the truth; it is always ready to excuse, to trust, to hope, and to endure whatever comes.'

1 Corinthians 13

Whilst being sympathetic to individual pupils, we shall strive to balance, appropriately, the needs of the few with the greater needs of the community.

GENERAL

The purpose of this policy is to state the determination of the governors to establish a school with good discipline. It should serve to give a general overview of approaches taken within the school to ensure good pupil behaviour, the hierarchy of sanctions that can be implemented and will give a flavour of the value set and ethos of the school. Whilst being understanding of the difficulties that some pupils face in behaving appropriately, the school management team when imposing sanctions and support will strive to balance appropriately, the needs of those fewer pupils with the greater needs of the community. In compiling our policy the governors have had regard to the appropriate sections of the Education and Inspection Act 2006 and the guidance contained in [Behaviour in Schools Advice for Headteachers and school staff July 2022](#).

AIM

Our aim is to create a safe, secure and purposeful environment where 'Good behaviour is at the centre of learning'. We want pupils to be models of good behaviour, responding to adults and to their peers with polite manners and a respectful attitude. We want the school to have a reputation for being strict and for insisting upon good behaviour, and this is what our parents tell us that they want. We want to prevent bullying and ensure that pupils focus on their learning. We expect our pupils to recognise the need to behave in a Christian way and to recognise their duty to contribute to building a cohesive community. Ultimately, we aspire to our young people becoming independent, self-disciplined and self-regulating learners.

METHODS

Through assemblies, interactions with staff and with their Head of Year and senior staff, pupils will be taught explicitly what good behaviour looks like. Pupils will be taught eg in RE and PSHE, how to take responsibility for their own actions and to accept the consequences of their choices. We aim to care for the individual, supporting both perpetrators of poor behaviour and victims who suffer because of it. We will not vilify the perpetrator but seek to change their behaviour. We will try to put in place measures which are pre-emptive eg screening pupils with a search wand, rather than reacting to incidents which occur. We do want to achieve a degree consistency as regards sanctions and rewards but the school will consider whether it is appropriate to tailor interventions to reflect eg if a pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home (this list is not exhaustive). We will strive to ensure the right balance of reward and sanction to achieve this end.

RESPONSIBILITY

Keeping Children Safe in Education is clear that all staff have a responsibility to provide a safe environment in which children can learn.

The Headteacher and Head of School will be responsible for the implementation and day-to-day management of the policy and procedures, and reporting to governors on their impact. Exclusion figures will be reported to the governors.

Staff (including senior staff, teachers, support staff and unpaid staff) will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Members of staff have a key role in advising those in senior leadership roles on the effectiveness of the policy and procedures. They also have a responsibility, with the support of the Headteacher and Head of School, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher, Head of School and staff will strive to ensure that all are treated appropriately and consistently and that the concerns of students are listened to and dealt with. The Governors also acknowledge, at the same time, their duties under the Equality Act 2010 and their responsibility to safeguard and promote the welfare of children, including those with Special Educational Needs (SEN).

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will actively encourage parents to raise with the school any issues arising from the operation of the policy. On their child's entry to the school, parents sign the Home-School Agreement, agreeing to our standards of behaviour and cooperation with any sanctions imposed. Saturday morning detentions are part of the school's disciplinary code and all parents are required to comply with this governor endorsed sanction.

SPECIFIC RESPONSIBILITIES

- The Head of School will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. Inclusion and exclusion figures will be reported to the Governors.
- The Head of Behaviour and staff will be responsible for applying the principles identified above when implementing the policy.
- The Governors will monitor behaviour in the School using a variety of means.
- Parents are expected to support the sanctions imposed by the School.

PERMANENT EXCLUSION

Permanent exclusion of a pupil could be triggered by a one-off serious incident or an accumulation of behaviours that may fall into one or more of the categories below. This applies to behaviours that occur in School or out of School. The list below is not necessarily exhaustive.

- Serious or threatened violence.
- Sexual abuse, assault or threat.
- Supplying illegal substances.
- Carrying/secreting an offensive weapon such as a knife.
- Health and safety infringement e.g. fireworks, computer hacking.
- Gang membership.
- Pornography.
- Inciting violence.
- Robbery or threatened robbery.
- Behaviour not in keeping with British Values e.g. Expressing extremist or radicalising views.

- Fighting or causing physical harm.
- Bullying behaviour, particularly if repeated.
- Repeated defiant behaviour e.g. failure to obey legitimate instructions.

WHAT WE EXPECT OF OUR PUPILS:

- To behave at all times in an orderly manner paying due courtesy and respect to other members of the school: adults, other children, visitors and the general public. This includes refraining from non-criminal bad behaviour, or bullying behaviour (including cyber-bullying) away from school premises, which the school becomes aware of through any source.
- To comply with the modifications that the school has and will put in place to aim to ensure that the school is Covid-19 secure. Whilst on premises, pupils should behave in a safe way, avoiding risky behaviour and socially distancing when possible. During online lessons, pupils are expected to behave courteously, responding appropriately to teachers and obeying instructions.
- To respond promptly and obediently, without questioning, to the instructions of those in authority whether at or away from school
- To be mindful: never malicious, in thought or deed, and never bearing false witness against pupils or staff.
- To show respect for other people's property, the school and its environment, using equipment as intended and appropriately.
- To arrive on time for school, lessons and all other scheduled activities in school
- To work to the best of their ability.
- To achieve better than 95% attendance each academic year.
- To always be well-presented both in manner and in attire.
- To have pride in themselves.
- To maintain a healthy and active lifestyle.
- To comply with any sanctions.
- To co-operate with any investigations eg agreeing to be searched and proffering information that is for the greater good of the school.

Any infringement to the expectations of the school is liable to punishment and sanctions, examples of which can be found in our sanction guidelines.

OUR GUIDING PRINCIPLES

- Good behaviour is a prerequisite to quality learning.
- All pupils have the right to learn and achieve their potential and the responsibility to let others do the same.
- We will deal with any transgressions promptly and with respect for the individual.
- We aim to prevent and challenge child-on-child abuse so that it is not normalised or trivialised by maintaining a whole-school approach, a culture of respect and by not tolerating wider behaviours, including but not limited to, sexist and sexual bullying, sexual harassment, sexual violence and upskirting.
- The school will encourage parents to work in partnership with the school and we will do our best to ensure a good working relationship.
- We will listen to all pupils and respond to their concerns.
- Good behaviour is the responsibility of all staff.
 - We will expect our pupils to be ambassadors for the school, behaving well at school but also when traveling to or from school and in the local area or when participating in school connected events such as trips.
 - We recognise that poor behaviour is sometimes the result of unmet needs, special needs or issues of mental health. We will endeavour to recognise the signs and symptoms resulting from these

needs and issues, in order to put in place preventative measures to support the individual. Decisions to impose sanctions will take into account such extenuating circumstances and will be proportionate.

- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every student. Rewards therefore should be balanced with sanctions.

STRATEGY

To achieve this aim, staff at Bishop Douglass Catholic School will:

- Establish and set out formally, in various documents such as the Pupil Journal, our expectations of what constitutes good behaviour and the standards we expect.
- Reference, examples of unacceptable behaviour so that pupils understand what is expected.
- Teach pupils a 'behaviour curriculum' and try to develop in them the skills to manage their own behaviour.
- Try to identify causes of poor behaviour so that specific policies can be targeted at the root causes.
- Organise a regular Nexus meeting to triangulate poor behaviour with safeguarding, SEND and pastoral/mental health concerns.
- Ensure that poor behaviour may need to be considered in relation to a pupil's SEND, (although it does not follow that every incident of misbehaviour will be connected to their SEND). We recognise our schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- Operate and update for staff, at least annually, an internal 'Tariff' system of guideline punishments for behaviour infringements, thereby promoting consistency, whilst acknowledging staff discretion to be exercised according to particular circumstances;
- Operate a recording system to note and deter incidents of poor behaviour, facilitating a clear picture of the pupils' infringements.
- Work to strengthen our Catholic Ethos, encouraging all to live out the Gospel values.
- Strive for fairness and consistency in the management of pupils.
- Develop and reinforce positive attitudes towards activities that promote community cohesion.
- Celebrate and reward effort and achievement e.g. through praise and, more formally, through commendations and Epraise points.
- Encourage departments to develop their own complementary policies on behaviour to reinforce school systems e.g. postcards home.
- Place pupils with barriers to learning and behaviour difficulties in the Learning Support Centre and Reflection Room. The purpose of these facilities is to help the pupils to: improve their behaviour, relationships, and attitude to learning; rehabilitate and, ultimately, re-integrate them, in a staged way, into the mainstream. Mentoring, circle time, rehearsing common scenarios and self-reflection opportunities are key parts of intervention support and both external and internal staff are assigned to work with pupils with behaviour difficulties.;
- Provide new staff with induction training which aims to set out the school's expectations, rules and principles. It will explain the hierarchy of sanctions and how to use them (as well as the balance to be achieved with 'praise', inform as to the roles of different individuals within the school eg the Behaviour Lead and DSL and tells new staff who they should go to report individuals or get help. The induction training will also cover some principles of effective classroom management and wider school issues such as bullying and child-on-child abuse. We will make explicit the link to safeguarding and the Safeguarding policy and make it clear that abuse is not tolerated in our school.
- Clarify the school approach to poor pupil behaviour and the provision of regular in-service training which is targeted at enhancing the behaviour management skills of staff.
- Support, train and empower staff to use reasonable force to prevent pupils from hurting themselves, hurting others or behaving in a way that is detrimental to the maintenance of good order.

- Empower staff to discipline children both at school and in the local area and on school events and trips that take place outside school.
- Identify those with persistent disruptive behaviour and refer pupils to outside agencies and/or use consultants, if considered appropriate, to support pupils in improving their behaviour.
- Refer pupils to outside agencies and/or use consultants, if considered appropriate, to support pupils in improving their behaviour.
- Not allow disruptive or challenging behaviour to mar lessons or prevent others from learning.
- Use prefects and a peer mentoring system to model and enforce good behaviour.
- Endeavour to identify signs of extremist or radicalised behaviour and respond, swiftly, by working with the relevant external agencies.
- Look after confiscated property with care and return if appropriate.

IMPORTANT SCHOOL RULES (this list is not intended to be exhaustive).

All rules apply on school premises and when travelling to and from school.

- Be punctual to school and to lessons. We may consider lateness to be a disciplinary offence
- No smoking, vaping or associated paraphernalia.
 - No illegal drugs or “legal highs”- possession, use, or dealing in drugs is likely to result in permanent exclusion.
 - No alcohol, pornography, stink bombs, lasers, fireworks, weapons or any other which can serve as weapons, stolen items, tobacco or other smoking materials, or any other items likely to cause disorder - all such items may be confiscated - infringement may lead to permanent exclusion.
 - No offensive weapons eg knives, knife blade or razor blade; any other article which has a blade or is sharply pointed such as a metal afro comb; anything which is made, or adapted to cause injury eg a laser, any imitation or real firearms - any infringement is likely to result in permanent exclusion.
- No involvement or association with gangs - this is likely to result in a permanent exclusion.
- Chewing gum is prohibited and will result in an X.
- Mobile phones are banned at all times; both at school, and when travelling to or from school (7 day confiscation in first instance, 6 weeks in the second instance and a third offence will result in the mobile phone being confiscated and not returned until the last day of the following half term). We reserve the right to search pupils if we suspect they are in possession of any banned item. Confiscated items may also be examined for harmful, pornographic, or inappropriate content.
- Keep to the left on stairs and corridors and remain silent while moving around the building.
- Uniform to be worn properly and conventionally. Pupils should not wear make-up.
- Blazers to be worn at all times.
- Earrings should be small gold or silver studs or sleepers, one pair only worn in the lower lobe. No other piercings or tattoos. No other jewellery except a plain watch.
- Wearable technology is not allowed (e.g. Apple watch)
- Hairstyles must be conventional; not exaggerated, lined, or coloured as judged by senior staff. Boys must not have long or untidy hair as judged by the Headteacher or appointed staff.
- Eyebrows must be natural.
- Do not have headphones when in school.
- No hooded sweatshirt tops.
- Books and equipment should be carried in a plain, strong bag (large school bag) in Navy or Black capable of being closed with a zip or buckle.
- Pupils should carry a reading book.
- No horseplay, play fighting or fighting (in severe or repeat cases this may result in permanent exclusion).

- No incitement to violence, threatening and/or aggressive behaviour (in severe or repeat cases this may lead to permanent exclusion).
- Money must not be lent or borrowed and there must be no buying or selling between peers
- Only small amounts of money (less than £10) should be brought to School in normal circumstances, though it is preferred that pupils bring no money at all. Money must not be lent or borrowed and there must be no buying or selling between peers.

We reserve the right to search pupils, with or without their consent

STANDARDS FOR GOOD SIXTH FORM BEHAVIOUR

When entering the Sixth Form of Bishop Douglass School students must appreciate that they are joining a learning community. The school expects our Sixth Formers to understand that the school is a place of work and learning, to occur in a quiet and civilised manner. This recognises the rights of other members of our school community to work without interruption and distraction. When Sixth Formers are not taking part in timetabled lessons supervised private study will take place, elsewhere, where Sixth Formers are expected to sign in and use their time effectively. Sixth Formers should also actively seek to become ambassadors within the school, becoming prefects, mentors and positive role models to the younger school community.

The Sixth Form will follow the same behaviour systems as the rest of the school. In addition, however, a **three strike** approach will be followed for those students who cannot meet the school's expectation for behaviour (including, but not limited to, uniform, punctuality, attendance and work ethic). If a Sixth Form student persistently fails to meet the school's expectations, that student will no longer be permitted to continue with their course of studies at Bishop Douglass School.

ANTI-BULLYING

We define bullying as 'a **persistent** attempt by one person or group to exert control in an anti-social and detrimental way over another person or group'. Bullying behaviour is often, but not necessarily, premeditated and usually forms a sustained pattern of behaviour, rather than being an isolated incident. As there are many forms of bullying, our policy is to examine each incident individually and decide on the appropriate action in each case. Examples of the different major types of bullying are listed in the pupil journal but might include: hitting, kicking, teasing, racist or sexist name-calling, ignoring people, interfering with property, cyber-bullying through social networks, etc.

As a general philosophy, the governors and Headteacher are determined that any cases of alleged bullying will be investigated and any bullying will be dealt with efficiently and robustly. We are very aware that incidents at school often have consequences that occur outside school hours and off school premises. Please be reassured that we will deal with all cases of alleged bullying that involve our students. The governors' sanctions extend to permanent exclusion in the most severe or repeated cases.

There is, in the first printed section of pupils' journals, a whole page related to bullying and child protection. This is an indication of how seriously the topic is taken at Bishop Douglass Catholic School. We ask in the journal that any cases of bullying are reported to the appropriate Head of Year. However, Parents may feel so strongly that they want the reassurance of the issue being passed to and supervised directly by a member of the senior management. The Head of School is responsible for Pastoral matters and is in charge of overseeing our anti-bullying measures.

Further information on the use of the X system, Learning Support Centre, Reflection Room and SEND, can be found in the Staff Handbook. There is also a tariff of sanctions which operates as a guideline.

This policy should be read in conjunction with other important school policies including:

- 1 Safeguarding Children Policy
- 2 Anti-Bullying Policy

3 Attendance Policy

4 Confiscation and Searching Policy

This policy will be reviewed annually.

Date of last review: Reviewed by Governing Body 12th October 2022

Date of next review: Autumn Term 2023

GUIDELINE SANCTIONS/CORRECTIVE MEASURES: This list is not exhaustive and other sanctions corrective measures may be reasonably imposed.

EXAMPLES OF ACTION TO CORRECT/ DETER POOR BEHAVIOUR

Action Taken

Implemented by

- Non-verbal communication
- Word of correction
- Reminder of normal rules
- Change of seats
- Cooling off Period
- Warning of the consequence of repeated poor behaviour
- Task to help teacher
- Use of journal
- Teacher Detention
- Sent to Head of Year or Senior Leadership
- Phone call home
- Letter home
- Referral to Head of Department
- Isolation within Department
- Department Detention

Any staff can and should implement these sanctions, where appropriate

- Use of daily On Report system
- Litter picking
- Head of Department Meeting with Family
- Referral to Halfway House
- Referral to Head of Year
- Detention
- Exclusion from school activities and trips
- Head of Year Meeting with Family
- Pastoral Support Plan
- Referral to Mentor
- Special Educational Needs Referral

Middle Managers Head of Year and Senior Leadership can and should implement these sanctions where appropriate

- Referral to Assistant Head Teacher
- Referral to Deputy Head Teacher
- Referral to Head Teacher
- Meeting with Family
- Saturday Detention
- Placement in Learning Support Centre
- Managed Moved

Senior Leadership/Senior Leadership Head of School implementation

- Fixed Term Exclusion with Re-Integration Meeting
- Appearance before Governors' Disciplinary committee
- Permanent Exclusion

Head Teacher and Governors