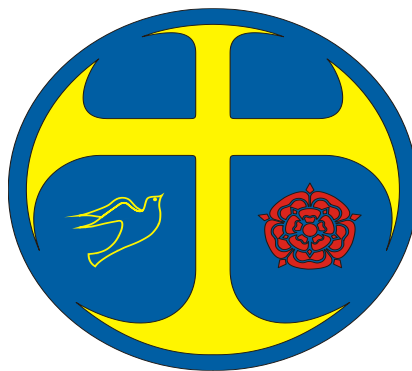


# **All Saints' Roman Catholic High School, A Voluntary Academy**

## **part of Romero Catholic Academy Trust**



*Luceat lux Vestra*

## **Behaviour Policy**

**Updated: Spring 2024  
To be reviewed: Autumn 2024**

**Responsibility of: Assistant Headteacher (Behaviour)  
Approved by: Local Governing Board**

**Policy Approval:**

Signature of Headteacher

23<sup>rd</sup> January 2024

Date

Signature of Chair/Vice-Chair

23<sup>rd</sup> January 2024

Date

## **Mission Statement**

All Saints' is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual student's needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do.

## 1) RATIONALE

Our goal is to teach our pupils to embrace our school motto is "*Luceat Lux Vestra*", "*Let Your light shine*" at all times. Young people do not thrive unless they feel safe and secure. They need a strong pattern of relationships and clear boundaries that can survive their own immaturity as they experiment with behaviours and emotions that they may find difficult to contain. The genuine warmth of the teacher, their reasonable demands and consistent maintenance of boundaries create an atmosphere where young people can feel safe and can learn how to relate to others.

### **Good behaviour is achieved by:**

- creating a sense of good order and self-discipline characterised by fairness and justice;
- promoting self-esteem, a proper regard for authority, and positive relationships based on mutual respect;
- ensuring fairness of treatment for all and encouraging a consistency of response to both positive and negative behaviours;
- providing a safe environment free from disruption, violence, bullying, and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach in the implementation of the school's policy and procedures
- recognising that reconciliation plays a fundamental part of the management of the behaviour of children and young people.

### **This policy relates to:**

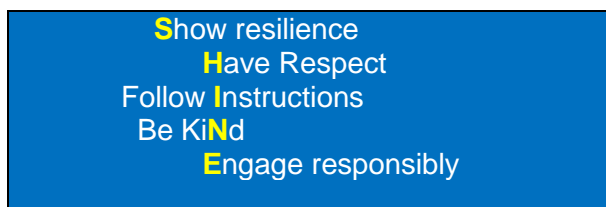
- all activities organised by the school for pupils both during and beyond the school day including all extra-curricular activities and educational visits;
- work experience, school placements and extended work experience placements;
- the period when pupils are in school uniform and making their way to and from school;
- the rights of pupils and staff to use social media appropriately without fear of embarrassment or bullying;
- the right of school staff not to be subjected to harassment at any time in their professional or private lives.

## 2) AIMS

This policy aims to:

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline **how pupils are expected to behave**
- **Define** what we consider to be unacceptable behaviour.
- Outline our system of **rewards and sanctions**.
- Provide a **consistent approach** to behaviour management.

To help everyone to do well, everyone at All Saints' agrees to apply our SHINE code of conduct:



### **3) ROLES AND RESPONSIBILITIES**

#### **The RCAT Trust / The Governing Body**

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and ensuring its implementation by the Headteacher and school leadership team.

#### **The Headteacher is responsible for:**

- promoting good behaviour and discipline in line with this policy;
- drawing up this written statement, and any accompanying documents, which will include the making and enforcing of rules to:
- promote self-discipline and proper regard for authority;
- encourage good behaviour and respect for others;
- ensure that standards of behaviour among pupils are good
- regulate pupils' conduct;
- ensure that sanctions are in proportion to offences and enable pupils to make reparation when appropriate;

#### **The Senior Leadership Team (SLT) are responsible for:**

- Modelling effective implementation of the school behaviour policy at all times.
- Tracking and monitoring the effective implementation of the school behaviour policy.
- Provide additional support and training to staff who do not regularly effectively implement the school behaviour policy
- Challenge and support staff who do not consistently implement the school behaviour policy

#### **Staff are responsible for:**

- Implementing the behaviour policy effectively, consistently, fairly and in line with the Catholic ethos of the school
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of identified pupils where relevant
- Recording behaviour incidents accurately and promptly (during the day or by 4pm at the latest that day)
- Ensuring all 'good practice' strategies for behaviour management are followed at all times

- Contributing to any school review of behaviour management practices if requested
- Providing work for pupils who are placed in internal isolation (Emmaus Centre) and work for suspensions, both fixed term and permanent.

**Parents are expected to:**

- Support their child in adhering to the pupil code of conduct
- Support the school in its implementation of the behaviour policy
- Inform the school of any changes (at home or medical) that may affect their child's behaviour
- Discuss any concerns with the relevant member of staff promptly, e.g. Form Tutor, Pastoral Leader in a constructive and supportive manner
- Ensure that work is completed for suspensions and exclusions.

#### **4) OUR EXPECTATIONS**

**All pupils have the Right to Learn and Teachers have the Right to Teach**

All parents/carers and teachers believe that the pupils are entitled to get on with their studies in a calm and positive atmosphere. We want all pupils to feel safe and confident on the school site, in the community and at home, in short, in classrooms, corridors, stairwells, yards and on buses, and enjoy being part of a friendly, welcoming, school community. Our pupils belong to a school which works closely with parents and carers.

**Respect for learning**

At All Saints' we strive to promote a positive learning environment throughout all areas of school, ensuring that learning can be effective and that pupils and staff feel safe, secure, valued and respected. This is the behaviour we expect from all our pupils:

**All pupils must follow instructions**

- Must arrive in school and to all lessons on time and in full uniform, worn correctly.
- Must be fully equipped and ready to learn.
- We expect all pupils to follow our school rules and your teachers' instructions within 10 seconds. All staff will make it clear to pupils that they have 10 seconds to follow instructions.

**Have respect**

- Staff and pupils must be mindful to always give respect to others as you would want to receive it

**Be kind**

- Staff and pupils must not do, or say anything that makes others feel unsafe or threatened.

**Engage responsibly**

- Staff and pupils must work to the best of their ability and must not distract themselves or others.

**Show resilience**

- Staff and pupils must develop their personal resilience by:
- Accepting that they will make mistakes
- Co-operating and compromising so as to seek other solutions to the situations or problems
- Always keep trying and never give up
- Always be prepared to accept responsibility for their choices, apologise and be

reconciled. Restorative approaches with staff and pupils are essential to resolve on-going low-level issues or serious breaches of the school behaviour policy. .

Pupil and parents' views and worries really matter to us. This is why we try hard to ensure that nobody feels put down, isolated or bullied at school. If pupils' ever do feel upset, scared or anxious we want you to tell a teacher or to ask your parent or a friend to tell a teacher so we can help to make things better for you.

The best person to speak to is your form tutor or Pastoral Leader or, if it is urgent, staff on duty or anybody else in the school. Most of pupils are kind and respectful towards each other. Unfortunately, however, this is not always the case, all of the times with all pupils.

### **Unacceptable behaviours**

These are anything which disrupts the learning environment of the school and/ or fails to respect learning, people, our culture or our environment.

At All Saints' we will not tolerate bullying, cyber-bullying, name-calling, teasing, mockery over looks or body size, inappropriate physical contact, fighting, incitement to fight, peer on peer abuse, racism, homophobia (using words like "gay" as a term of abuse), transphobia, any other prejudice-based bullying or other anti-social behaviour within school, on the school buses or when representing school by wearing the school uniform.

More information in our anti-bullying policy is available on our school website. Above all else we expect all pupils to be kind towards other people. Sexual abuse, sexual harassment in any shape of form – which could include using slurs/language will not be tolerated.

The school will deal with each case on an individual basis and where appropriate we will take advice from the Lancashire Safeguarding Team and at times the police and CSC as well as the wishes of the victim. Sanctions, as appropriate, include after school detentions, seclusion, suspension, permanent exclusion as well as support and education for the victim and perpetrator..

We expect the highest standards of behaviour outside school, on school business, (for example school trips, sports fixtures, 9work experience etc.) and also where there is a clear link between the behaviour and the maintaining of good order and discipline within the school i.e. where the behaviour of the pupils may have repercussions in school or may affect its reputation. In appropriate circumstances, school sanctions are applicable where a pupil has misbehaved off-site when representing the school, such as on a school trip, but also includes any time whilst they are in school uniform. In addition, any negative behaviours at any other time, whether wearing school uniform or not and including behaviour on social media, which reflects negatively on our school or which may affect the harmony of school life.

Where appropriate we will encourage a restorative approach (pupil and teacher, pupil and pupil) to encourage the re-building of relationships and prevent further issues.

Respect for ourselves, low self-esteem can be at the root of poor behaviour and lack of progress at school. It is normal, however, to have self-doubts and worries, especially as you go through secondary school.

The pastoral support team, are available in school following a year leader referral if a pupil needs someone to listen to or give advice. We also have prefects, pupil mentors, counsellors and a school nurse who can give lots of support.

We want our pupils to always do their best and to be ambitious for themselves. Pupils must recognize that they are responsible and accountable for their own behaviour and that they make a clear choice when deciding how to behave.

When a pupil chooses not to follow our expectations by breaking our school rules or behaving in an unacceptable way, that pupil will have a consequence. Our sanctions will be used in a hierarchical way to support learning and eliminate negative behaviour. Sanctions include verbal warnings, writing apology letters, lunchtime detentions and after-school detentions (issued by teachers, Curriculum / Progress Leaders or a member of the School Leadership Team).

Pupils who persistently breach the school rules to the extent that they have accumulated a large number of behaviour points or incidents will be permanently excluded at the discretion of the Headteacher. Pupils will also be permanently excluded if they have had several fixed term suspensions which may or may not cumulate in a one-off serious incident that would not normally result in a permanent exclusion.

There may be occasions where the Headteacher will use their professional judgement with regards to the length of a suspension for a pupil, when the behaviour presented by a pupil warrants a higher level of suspension; these suspensions will be reviewed in line with similar incidents across the school to ensure consistency. Following a suspension that has been given outside the process described below, the pupil will revert to the system described below for subsequent suspensions.

One-off serious incidents such as bringing drugs of any sort onto the school premises at any time and/or bringing any knives or other weapons onto the school premises at any time will result in a permanent exclusion.

On re-entry to school after a suspension a pupil may be placed in isolation for a reintegration process unless reasonable adjustments are made at this point. Reintegration following a suspension for violent conduct/physical assault will include a period of isolation until there has been a successful restorative meeting with the victim.

## **Rewards**

Having a rewards system is an effective way to improve pupils' learning behaviours. Our school systems range from whole-class to whole-school approaches to behaviour and could include star charts or house points.

Positive behaviour is rewarded via;

- Staff praise
- Achievement points
- The use of a post card home or a phone call to inform parents.
- The giving of a behaviour point on SMH, which could be transferred into tangible rewards, as appropriate
- Certificates awarded at assemblies, recognising good behaviour/ effort/ attainment/ progress.
- Invitations to rewards trips or the end of Y11 prom.

## **SEND and behaviour**

A pupil who has behavioural issues may also have a special educational need. To be inclusive we tailor our strategies and make reasonable adjustments. A guided approach using the expertise of the SENDCO is the most productive method.

### **5) Classroom Routines**

#### **Classroom management**

Our staff are reflective practitioners. Evidence suggests that effective training for building classroom management expertise involves teachers or school staff:

- Reasonable adjustments will be made where appropriate
- Reflecting on their own approach;
- Trying a new approach; and
- Reviewing progress over time

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. We have set 'routines' which are incorporated into every lesson as follows. Staff will:

- Meet & Greet' pupils at the door at the start of each lesson
- Provide a 'Do Now' activity that all pupils will be expected to start work on immediately
- Use clear language to gain order in class which pupils must adhere to; 'All eyes on me' dictates that students should cease activity and be quiet and listen to staff. 'Start now' directs pupils to begin work after staff direction
- Highlight and praise positive behaviours using some of the school systems, e.g. achievement points, postcards, star of the week boards.
- Have seating plans which are used to promote a positive learning environment and pupils will be expected to sit where they are placed.

#### **Intervention**

We have a staged approach in the classroom. Other than a serious incident, pupils are taken through four stages and each is designed to give the pupil every reasonable opportunity to make the right choice concerning their behaviour.

Each stage is clearly communicated to the pupil and they have 10 seconds to respond. All staff are asked to be consistent and explicit when the 10 second role applies by saying the following or something similar " I am now giving you 10 seconds to think about your actions, otherwise I will have no alternative than to move to the next stage of the school behaviour policy"

Stage	Approach	Explanation
1	Warning	If a pupil does not correct their behaviour they are reminded of the rule/ expectation and given 10 secs to respond.
2	Formal warning	If disruptive behaviour continues then a formal warning is given and given 10 secs to respond.



3	Action	If there is still no improvement the pupil will be moved to another seat or area in the classroom and given 10 secs to respond.
4	Focused Action	Referral from the classroom. Stage 4 is recorded by the teacher on SMH. This automatically leads to an after school 30min detention. If they fail this detention, or fail to turn up, they will be placed on the SLT detention for 1 hour. Failure to attend this detention will result in a full day in the Emmaus Centre and repeating the 1 hour after school detention that has been missed.

### The school “on-call” system

The school operates an “on-call” system of behaviour management support during lesson times. This is only used for serious incidents and when required it will lead to a consequence for the pupil involved.

Staff should also use their professional ‘behaviour tool kit’ to support pupils who continually display negative behaviours. At times, this will incorporate mentoring sessions or may involve external agencies to support. Alongside this positive intervention, the school also has in place a sanction system which helps support the overall process to improve some pupil behaviours. Sanctions are also important for other pupils to understand that some behaviours are not acceptable in our school. Negative behaviours will be monitored using school systems.

- **Detentions-** These are used to provide a time to reflect on poor behaviour. Staff will bring pupils who have a detention at the end of the day to the school hall. (These pupils will be identified on the register for period 5).
- The staff member who has issued the detention will attend the detention and will discuss with the student what the behaviour choices were that led to the detention and how the situation can be resolved.
- Pupils who are withdrawn from lessons or are involved in more serious poor behaviour will be sent to the school internal exclusion unit called the Emmaus Centre until 3.10pm that day. If pupils fail to follow the instructions whilst in the Emmaus Centre they will be required to either repeat the day or they will receive a suspension.

### Targeted support

At each level different sanctions and interventions are in place for the individual student. It is designed to be graduated so that students have time to reflect on their behaviour and have a mentor at each stage who will use a positive approach to get them back on track.

Level	Lead mentor	Approach
01	Pastoral Leader	A report card with agreed SMART targets. Teachers complete every lesson or break time. Daily communication.
2	Assistant Head teacher	Failure at L1 leads to a meeting and a move to a L2 report. A report card with agreed SMART targets.
3	Deputy Head teacher	Failure at L2 leads to a meeting and a move to a L3 report. A report card with agreed SMART targets.

4	Head teacher	Failure at L3 leads to a Governors' meeting and a move to a L4 report. A behaviour contract is agreed.
	Head teacher	Failure at L4 leads to a limited number of options: alternative provision, a direction, a managed transfer or a permanent exclusion.

### **Managing allegations of child-on-child abuse**

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.

All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. As with all investigations, the key approach is to listen and record all the key information from the victim, the alleged perpetrator and any witnesses.

All the facts must be recorded on CPOMS. All staff will speak to the DSL if they have any concerns about child-on-child abuse. The DSL may liaise with key members of the pastoral team so they can advise the member of staff on how to proceed. All actions must be recorded on CPOMS.

### **Suspensions and Exclusions**

We believe suspensions and exclusions of pupils are damaging to both the pupil and the whole school community. Consequently, a pupil will only be suspended, excluded or sent on a direction when other strategies have not been effective over time in dealing with persistent breaches of the behaviour expected, or when there has been a single, clear and serious breach of discipline, or if allowing the student to remain in the school would seriously harm the education or welfare of the student or other students in the school.

Suspensions will generally be escalated for repeated behaviours from 1>2>3>4>5 days. Suspension, continued repeated suspensions can result in permanent exclusion. All pupils who have 3 days of suspension will have a personal support plan (PSP) agreed with pupils and parents. When pupils reach 15 days suspension an informal governors behaviour meeting will take place. Pupils are expected to complete all work set during all suspensions or exclusion, and to return the work to the school. Teachers are expected to set work for the first five days of a suspension or exclusion. After five days of suspension it becomes the responsibility of the school and after five days of a permanent exclusion it becomes the responsibility of the Local Authority.

There may be occasions where the Headteacher will use their professional judgement to not follow the process above, when the behaviour presented by a pupil warrants a different level of suspension; these suspensions will be reviewed in line with similar incidents across the school to ensure consistency. Following a suspension that has been given outside the tiered process, the pupil will revert to the tiered system for subsequent suspensions. One-off serious incidents such as bringing drugs of any sort onto the school premises at any time and/or bringing any knives or other weapons onto the school premises at any time will result in a permanent exclusion.

## **6) OUR NON-NEGOTIABLE EXPECTATIONS**

### **Electronic devices**

All contact between pupils and parents and carers during school hours should be through the school office. Pupil's mobile phones must be switched off throughout the school day. Pupils are not allowed to use other electronic devices such as smart-watches.

Any pupil who uses their mobile phone to video or record other pupils or any staff members without permission may receive a suspension; likewise, any pupil who shares recordings visual or audio on any social media sites, will also receive a suspension. In the case of a serious breach of a pupil or staff members privacy due to the recording and/or sharing of images/audio, it may result in the offending pupil being susceptible to a permanent exclusion due to their behaviour.

Any use of a mobile phone during the school day will lead to immediate confiscation. In rare cases where parents and carers request that a phone/air pods is urgently needed by a pupil, they will be able to collect the phone and an after-school detention will be issued to the pupil.

If for some special reason a pupil needs to make a call or send a text, they must ask a teacher for permission and do so in their presence. Earphones/ear buds must not be worn during the school day or when lining up for buses; pupils are advised not to wear them when they are near traffic.

Pupils who persistently use mobile phones or electronic devices and have them confiscated will escalate.

### **Uniform and appearance**

Our uniform and appearance rules are in our prospectus and on our website. We expect all pupils to comply with our school uniform policy at all times. We expect all parents to support this policy at all times.

Our uniform report card is a clear record of a pupil's adherence to our uniform and mobile phone policy.

Parents continued support with this is appreciated. Three signatures on the uniform card will lead to an after-school detention. On the rare occasion when a pupil blatantly disregards our appearance code they may be sent home or isolated from their lessons until the matter is resolved

### **Prohibited Items**

School staff have the authority to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. If there are not reasonable grounds, then we will ask for parental permission.

Prohibited items include knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, matches, vapes, e-cigarettes, e-cigarette liquid, fireworks, mobile phones\*, laser pens/devices, pornography, chewing gum, energy drinks, aerosols, solvents, jewellery and perfume. It includes any item that a member of staff reasonably suspects has been, or

may be, used to commit an offense or personal injury to, or damage to the property of, any person (including themselves).

Staff may confiscate any item from the above list. Cigarettes will be destroyed. In most cases, parents and carers will be asked to collect confiscated items, or in the case of illegal items, the police will be informed. In cases where police are required to interview pupils about illegal items, parents and carers will always be invited to the interview. (The school follows DFE advice on Searching, Screening and Confiscation: July 2022 which came into force September 2022). These rules can also apply out of school – for example on school buses, trips or other school activities, as outlined above. Pupils in possession of prohibited items such as knives or other weapons, or drugs will face permanent exclusion.

### **Respect for Property**

Theft will not be tolerated. If a pupil steals, the usual sanction is suspension or being placed in the Emmaus Centre. Pupils who damage school property may be placed in the Emmaus Centre or suspended. We will work out the cost of the damage and contact parents/carers to arrange for payment of the repairs.

No items may be sold by pupils on school premises, school buses or school trips unless this has been approved by staff and is for a charitable purpose.

No games involving money or gambling are allowed on school premises, school buses or school trips. This will lead to behaviour sanctions.

### **Physical restraint**

Staff are not advised to restrain pupils unless pupils are at risk of serious injury to themselves or others.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned and never be used as a form of punishment

## **7) TRAINING**

Our staff are provided with training on managing behaviour as part of their school induction process. Behaviour management will also form part of continuing professional development at the school.

## **8) MONITORING OF THE POLICY**

- Monitoring and review of behaviour incidents logged on the management information system, both in terms of effectiveness of recording system and in terms of the number and frequency of incidents so patterns of poor behaviour can be identified.

- Provide suitable interventions to help correct poor behaviour.
- Use behaviour incident records to determine if the culture of the school, combined with rewards and sanctions work to minimise poor behaviour.
- Informal pupil feedback about behaviour and the extent to which the reality of school lives up to the goals of the school.
- The governing body will review this policy and its implementation regularly to ensure it is fit for purpose.