

**All Saints' Roman Catholic High School,
A Voluntary Academy
part of
Romero Catholic Academy Trust**



Luceat Lux Vestra

**Behaviour Policy
2024-2025**

**Updated: Autumn 2024
To be reviewed: Autumn 2025**

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

Policy Approval:

A handwritten signature in black ink, appearing to read 'F. Hall', written over a horizontal line.

Signature of Headteacher

19th September 2024

Date

A handwritten signature in black ink, appearing to read 'R. White', written over a horizontal line.

Signature of Committee Chair/Vice-Chair

19th September 2024

Date

Mission Statement

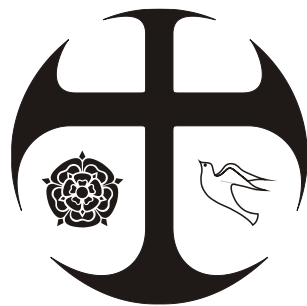
All Saints' is a school where the Catholic faith is taught, lived and celebrated.

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 students 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 students 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 students are in school uniform, and when students are making their way to and from school;
- the rights of students and staff to use social media appropriately without fear of embarrassment, malicious attacks 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 students 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 students are good and does not negatively impact on the learning of others;
- regulate students' conduct;
- ensure that sanctions are in proportion to offences and enable students to make reparation when appropriate;

The Senior Leadership Team (SLT) are responsible for:

- Modelling effective implementation of the school behaviour policy at all times.
- Liaise with parents/carers to proactively intervene and provide support to address a student's repeated poor behaviour choices.
- 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/bespoke approach to the specific behavioural needs of identified students where relevant, making reasonable adjustments as and when necessary and appropriate
- 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 students on Synergy/paper, 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 student 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.
- Attend all reintegration meetings following a suspension
- Attend a Governors disciplinary meeting if their child's behaviour has reached that stage.

4) OUR EXPECTATIONS

All students have the Right to Learn and Teachers have the Right to Teach

All parents/carers and teachers believe that the students are entitled to learn in a calm and positive atmosphere. We want all students 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 students 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 students and staff feel safe, secure, valued and respected. This is the behaviour we expect from all our students:

- Student must arrive in school and to all lessons on time and in full uniform, worn correctly.
- Students must be fully equipped and ready to learn.
- We expect all students to follow our school rules and all staff members instructions. All staff will provide take up time to allow students to follow instructions.
- Staff and students must be mindful to always give respect to others as you would want to receive it
- Staff and students must not do, or say anything that makes others feel unsafe or threatened.
- Students must work to the best of their ability and must not distract themselves or others, accepting that they will make mistakes but always keep trying and never give up.

- Students must always be prepared to accept responsibility for their choices, apologise and be reconciled, understanding that each day and each lesson is a fresh start.

Restorative approaches between staff and students are essential to resolve ongoing low-level issues or serious breaches of the school behaviour policy and are instrumental to following the Gospel Values and living out our Catholic faith. Restorative conversations will take place after school, as part of any Reflect same day detention that a student has received.

The views of students and parents are extremely important to us. This is why we try hard to ensure that nobody feels put down, isolated or bullied at school. If a student ever does feel upset, scared or anxious we want them to tell a teacher or to ask their parent or a friend to tell a teacher so we can help to make things better for them.

The best person for a student to speak to is their form tutor or Pastoral Leader or, if it is urgent, staff on duty or anybody else in the school, so that the matter can be resolved.

Unacceptable behaviours

Unacceptable behaviour, is any behaviour that 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, in the local community whilst in our school uniform or identifiable as a student at our school, on any form of school visit or trip or when representing the school, again in any way.

More information can be found in our anti-bullying policy which is available on our school website. Above all else, we expect all students 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, work 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 students may have repercussions in school or may affect its reputation. In appropriate circumstances, school sanctions are applicable where a student 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, or identifiable as a student at our school and including behaviour on social media, which reflects negatively on our school or which may affect the harmony of school life, may also result in sanctions being applied at the discretion of the Headteacher.

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

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

The pastoral team, are available if a student needs someone to listen to or give advice. We also have other external agencies that we can refer to, if a student requires that support.

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

When a student chooses not to follow our expectations by breaking our school rules or behaving in an unacceptable way, that student will have a consequence. Our sanctions will be used in a way to support learning and reduce future poor behaviour choices. Sanctions include verbal warnings, writing apology letters, lunchtime detentions, after-school detentions, time spent in the Emmaus Centre and if necessary a direction to another school in the local area.

Students who persistently breach the school rules to the extent that they have accumulated a large number of negative behaviour points, incidents or fixed term suspension, will be permanently excluded at the discretion of the Headteacher.

Students 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 student, when the behaviour presented by a student 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 student 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 student may be placed in the Emmaus Centre 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 time in the Emmaus Centre until there has been a successful restorative meeting with the victim.

Rewards

Having a rewards system is an effective way to improve students' learning behaviours. Our school systems range from whole-class to whole-school approaches to behaviour and could include reward points, positive calls/emails home and postcards.

Positive behaviour is rewarded via;

- Staff praise
- Positive SHINE points
- Form star of the week

- Class star of the week
- The use of a post card home or a phone call home to inform parents.
- Certificates awarded at assemblies, recognising good behaviour/ effort/ attainment/ progress.
- Prizes at assemblies, recognising good behaviour/effort/attainment/ progress
- Celebration events, recognising good behaviour/effort/attainment/progress
- Invitations to rewards trips or the end of Y11 prom.

SEND and behaviour

A student who has behavioural issues may also have a special educational need. To be inclusive we tailor our strategies and make reasonable adjustments for students based on their needs where possible and appropriate.

A guided approach using the expertise of the SENDCO is the most productive method and staff will consult with the SENDCO to determine what adjustments need to be made to support the student.

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:

- Reflecting on their own approach;
- Trying a new approach;
- Making reasonable adjustments for students where appropriate
- 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' students at the door at the start of each lesson
- Provide a retrieval activity that all students will be expected to start work on immediately
- Use clear language, linked to the SHINE values, to explain to students if they are not displaying the appropriate behaviour, how to amend it and what the consequence is if necessary.
- 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; students are expected to sit where they are placed.

Intervention

We have a graduated approach in the classroom. Other than a serious incident, students are taken through three opportunities to modify their behaviour; each is designed to give the student every reasonable opportunity to make the right choice concerning their behaviour.

Each opportunity is clearly communicated to the student and staff members will ensure that take up time is given and allowed to enable the student to amend their behaviour in line with the teacher's request/instructions.

<u>Behaviour for learning</u>	<u>Actions taken</u>
Remind	Students are informed that this is their first official warning by their teacher, the student will be reminded of expectations in the classroom and how their behaviour needs to be amended.
Repair	Students are informed that this is their second official warning by their teacher, because the student hasn't changed their behaviour after they received the Remind. The teacher will explain to the student how they need to repair and amend their behaviour so that it meets the behaviour expectations.
Reflect	Students are informed that this is their third warning, their behaviour is still not reaching the required standard and they have now been given a 15minute same day after school detention to allow them to reflect on their behaviour. The teacher will attend the detention to have a restorative conversation to help the student understand what went wrong and how they can help the student moving forward into the next lesson.

The school "on-call" system

The school operates an "on-call" system of behaviour management to support during lesson times. This is only used for serious incidents or whereby students are continuing to choose to disrupt the learning of others. If a student has 'on call' requested for them, this might involve the On-Call staff member removing them from the lesson and placing them in the Emmaus Centre for the rest of the lesson, or spending time with the On-Call staff member, and will be dependent upon the nature of the On-Call request.

Staff should also use their professional 'behaviour tool kit' to support students who continually fail to meet the behaviour expectations of the school. 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 behaviour system which helps support the overall process to improve some student behaviours. Sanctions are also important for other students to understand that some behaviours are not acceptable in our school.

Class teachers, Form tutors, Pastoral Leaders, Curriculum Leaders and linked SLT staff will monitor students' behaviour choices using school systems and act accordingly.

Detentions

- These are used to provide a time to reflect on poor behaviour. It is the students' responsibility to ensure that they attend the Reflect detention in the Emmaus Centre that evening and we expect parents to support us with ensuring students attend.
- 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, so that there is a clear fresh start for the next lesson.
- Students who are withdrawn from lessons or are involved in more serious behaviour incidents, may be taken to the school internal exclusion unit called the Emmaus Centre for a prolonged period of time, including the whole school day if the behaviour incident

warrants. If students fail to follow the instructions whilst in the Emmaus Centre they will be required to either repeat the day or they may receive a direction to another school in the local area or a fixed term suspension.

Targeted support

Students may receive targeted support if their behaviour continues to fall below our expectations or staff feel that they would benefit from support/intervention to ensure they are achieving the best that they can and are 'letting their light shine'.

So that students have time to reflect on their behaviour and have a staff member who will use a positive approach to support them in modifying their behaviour choices. If, however, a student fails to address the behaviour concerns, following the support/intervention provided, they will move on to the next stage of support.

Example of the graduated approach that may be taken is below:

<u>Lead mentor</u>	<u>Approach</u>
Form Tutor	Form Tutor report with 3 clear targets to ensure that the student is meeting our basic expectations and is in lessons learning.
Pastoral Leader	A report, whereby the targets are more specific to the identified areas of concern for the student. The report is checked daily by the pastoral leader and is also sent home for parents to monitor progress.
Assistant Head teacher	A report with bespoke targets for the student, if the targets are not met, this may result in further sanctions for the student. The report is checked daily and progress is communicated to parents. Failure to meet the targets set, will result in further sanctions being applied which could include fixed term suspensions, a direction to another school or a Managed move or a Governor's disciplinary meeting.
Deputy Head teacher	A support package that is created in conjunction with parents as well as the student and staff member. If any targets set are not met, agreed sanctions will be implemented which could include fixed term suspensions, a direction to another school, a managed move or alternative provision or a Governor's disciplinary meeting.
Head teacher	A student that is at this level of support/intervention has a limited number of options, which may include: alternative provision, a managed move or a permanent exclusion.

Managing allegations of child-on-child abuse

All staff will be aware that child-on-child abuse can occur between students 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 that fixed term suspensions and permanent exclusions of students are damaging to both the student and the whole school community. Consequently, a student 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 students who have 3 days of suspension will have a personal support plan (PSP) agreed with students and parents; personal support plans may be implemented for students at an earlier stage at the discretion of the Headteacher. When students reach 15 days suspension, a governors disciplinary meeting will take place.

Students are expected to complete all work set during all suspensions and for the first five days of a permanent exclusion, and to return the work to the school. Teachers are expected to set work for a suspension or the first five days of a permanent 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 student 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 student will revert to the tiered system for subsequent suspensions.

One-off serious incidents such as bringing drugs of any sort onto the school premises, including vapes/or vape liquid/THC or equivalent at any time and/or bringing any knives or other weapons/items that could be classed and used as a weapon onto the school premises at any time will result in a permanent exclusion at the discretion of the Headteacher.

6) OUR NON-NEGOTIABLE EXPECTATIONS

Electronic devices

All contact between student and parents and carers during school hours should be through the school office. Student's mobile phones must be switched off throughout the school day. Students are not allowed to use other electronic devices such as air-pods, neither are they allowed to use electronic devices, such as smart watches to communicate with peers or parents/carers during the school day.

Any student who uses their mobile phone to video or record other students or any staff members without permission may receive a suspension; likewise, any student 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 student or staff members privacy, due to the recording and/or

sharing of images/audio, may result in the offending student being susceptible to a permanent exclusion due to their behaviour.

Any use of a mobile phone/air-pod during the school day will lead to immediate confiscation and the student can collect their phone/air-pod at the end of the school day from the Emmaus Centre.

If for some special reason a student needs to make a call or send a text, they must ask a teacher for permission and do so in their presence.

Students who persistently use mobile phones or electronic devices and have them confiscated will receive an escalation of sanctions for the repeated breach of our behaviour policy.

Uniform and appearance

Our uniform and appearance rules are on our school website. We expect all students 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 student'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 an occasion when a student blatantly disregards our uniform policy, or repeatedly breaches the school uniform policy, they may be placed in the Emmaus Centre or sent home to resolve the uniform breach.

Prohibited Items

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

Prohibited items include knives, weapons, items that could be classed and used as a weapon, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, matches, vapes, vape liquid, THC or equivalent, 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 students 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. Students 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 student steals, the usual sanction is suspension or being placed in the Emmaus Centre. Students who damage school property may be placed in the Emmaus

Centre or receive a suspension. 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 students 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. Any evidence that this has taken place will lead to behaviour sanctions being implemented.

7) PHYSICAL RESTRAINT

Staff are not advised to restrain students unless students 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

8) 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.

9) 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 student 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.