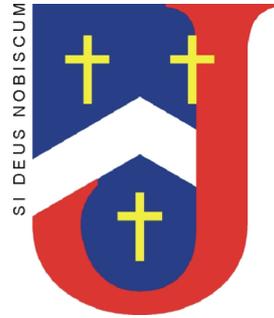


St. Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant

Positive Behaviour Policy

Positive Behaviour Policy



This policy was updated November 2018 by Ian Humpage.

This policy was presented and accepted by the Governing Body on 22 November 2018.

This staff were made aware of this policy and or updates on 23 November 2018.

This policy will be reviewed during September 2019.

Positive Behaviour Policy

1. AIMS

This policy aims to:

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

St Joseph's Positive Behaviour Policy outlines the school's expectations relating to individual and collective responsibilities to produce and sustain a respectful, happy, vibrant, safe and successful community. Furthermore, it specifies the opportunities to celebrate and reward positive behaviours while also summarising the measured consequences of inappropriate behaviour. The policy has been drawn up through the involvement of the whole school community including:

- Pupils through Year group representatives and School Council consultations
- School governors
- School staff
- Parents
- Local authority

2. EXPECTATIONS AND VALUES

Christ did not tolerate serious wrong doing. He removed the money lenders from the temple.

(cf. Matthew ch. 21 vv. 12-17)

All members of St. Joseph's RC High School's community are to be recognised as made in the image and likeness of God and respected accordingly. All members of the school community are encouraged to follow the example of Christ.

In practice this means that everyone should strive:

- to give praise and thanks to God
- to put other people first
- to tell the truth
- to be courteous
- to welcome visitors
- to offer and to accept help
- to take responsibility
- to be hopeful, energetic, attentive, encouraging
- to be honest by saying 'Yes' when it is meant and 'no' when it is meant – politely
- to have a sense of humour

'We want to encourage others to do their best and be recognised for this. Praises will be given to reward and develop a sense of fulfilment while sanctions are the fair consequences of poor choices.'
(Student Council 2018)

These aims are for everyone at all times:

- in assemblies
- in lessons
- around the buildings and the school grounds
- at break-times and at lunch-times
- travelling to and from school
- on trips and journeys outside school

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Good conduct in lessons

Teaching and learning are the core activities of St. Joseph's RC High School. Good conduct, therefore, is vital to ensure that teachers may teach effectively and that all pupils may have an equal chance to learn and to reach their potential.

In lessons pupils are encouraged:

- to do their best with God's help
- to appreciate that each subject brings knowledge of God's world
- to be polite, listen and follow instructions without delay
- to follow safety rules and instructions exactly
- to ask questions and learn as much as possible
- to learn through mistakes
- to collaborate with the teacher and other pupils
- to be punctual to lessons
- to bring the correct books/equipment
- to let others work without interruption

These principles are outlined in the pupil planners and on posters displayed in all teaching areas.

Behaviour five rules: Responsibility and Respect

1. Follow staff instructions first time during lessons and around the school.
2. Arrive to all lessons on time, wearing correct uniform, equipped and prepared to learn.
3. Show others respect and treat them the way you would like them to treat you.
4. Listen to either the teacher or the person(s) speaking.
5. Technological devices, including headphones, should not be visible once in the school building unless requested by staff as a learning tool.

3. DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Poor punctuality
- Inappropriate/disrespectful language
- Not equipped for learning

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Persistent defiant/aggressive/disruptive behaviour
- Any form of bullying
- Physical assault
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Verbal abuse
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour and/or language (in the view of the school)
- Inappropriate and/or unlawful access to school networks and/or school equipment e.g. hacking

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- Malicious allegations against members of staff
- Truancing
- Using mobile devices in lessons without specific permission
- Selling items on school site eg confectionary and soft drinks without specific permission
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

As a Catholic School, we at St Joseph's believe that it is the basic entitlement of all children at school that they receive an education free from humiliation, oppression and abuse. Education is a compulsory experience and it is therefore the responsibility of all the staff in the school to ensure that it takes place in an atmosphere which is caring and protective. Parents/Carers should be entitled to feel confident that when they send their children to school, they will be protected from bullies.

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St Joseph's anti-bullying policy outlines what we will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community including:

- Pupils through the mechanism of Year and School Council
- School governors
- School staff
- Parents
- Youth Service
- LA officers

We recognise it is a basic entitlement of all pupils to engage in their everyday activities and education, free from humiliation, oppression and abuse. It is expected that all members of the school community will actively work to identify, report and tackle incidents of bullying.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

5. ROLES AND RESPONSIBILITIES

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles which are summarised by the school's 5 rules.

They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's expectations and values (Section 2). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff will be expected to:

- arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

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5.4 Parents and carers

Parents and carers are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work
- support their child in adhering to the pupil code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour

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6. REWARDS AND SANCTIONS

6.1 List of rewards and sanctions

	Rewards and Sanctions	
	<p>SJHS Rewards It is important that achievement and good behaviour are rewarded. The main way of doing this is by recording 'PRAISES' on the school system (SIMS) for good work, exceptional effort, significant and sustained improvement in behaviour, volunteering to help at functions etc, on the school system. Staff must be consistent in their acknowledgement of rewards.</p>	<p>SJHS Sanctions Excellent behaviour within lessons, in the pursuit of learning, in the completion of classwork and of homework is first and foremost the responsibility of the class teacher. If additional support is required, this should be sought from the head of department, from SLT line manager or the on-call rota</p> <p>If pupils misbehave significantly, break rules or disrupt lessons, a series of consequences should be followed. Although it is for the professional judgement of the teacher to decide how rigidly rules and consequences should be applied, a general rule of thumb is that if a lesson has to be interrupted to deal with misbehaviour then the process should start.</p> <p>Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff. Each case must be dealt with according to its merits.</p>
Class teacher	<p>Example list of rewards include:</p> <ul style="list-style-type: none"> • Positive verbal feedback/encouragement • Praise logged on SIMS • Postcard/letter/SchoolComms • Praise stamp acknowledgement in planner/book • Call home • Referred to HOD for praise meeting • Raised at department meeting 	<p>Order of sanctions:</p> <p>Step 1: Rule reminder.</p> <p>Step 2: Verbal warning.</p> <p>Step 3: Moved in the class (logged on SIMS).</p> <p>Step 4: Removed from class to HoD or designated class (logged on SIMS).</p> <p>Step 5: Teacher detention (logged on SIMS). If detention is not attended (logged on SIMS) refer to HoD (see below).</p> <p>Step 6: If misbehaviour patterns are repeated issue a further class detention (logged on SIMS).</p> <p>Step 7: Class teacher call home (logged on SIMS).</p> <p>Step 8: If misbehaviour persists refer to HoD (logged on SIMS).</p>
Head of Department	<p>Example list of rewards include:</p> <ul style="list-style-type: none"> • Positive verbal feedback/encouragement • Praise logged on SIMS • Postcard/letter/SchoolComms • Call home • Praise meeting with individual or group of pupils • Communication with HOY • Nomination for KS 3/4/5 Celebration of Excellence Evening 	<p>Persistent misbehaviour must be recorded and dealt with by HOD.</p> <p>HOD order of sanctions: (each logged separately on SIMS)</p> <p>Step 1: Meeting with pupil/detention (this step can be utilised on a number of occasions). If detention is not attended (logged on SIMS) communicate with HOY for awareness.</p> <p>Step 2: If misbehaviour patterns are repeated issue a further HOD detention.</p> <p>Step 3: Placed on departmental monitoring report (to be evaluated by HOD each lesson). HOD letter home to parents/carers explaining monitoring report and wish to work together.</p> <p>Step 4: Call to parents/carers to discuss progress and success of departmental monitoring card.</p> <p>If above does not lead to consistently good behaviour:</p> <p>Step 5: Temporary removal from lesson.</p> <p>Step 6: Referral to HOY.</p>

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Rewards and Sanctions		
Head of Year	<p>All praises are to be collated by each HoY and measured against common whole school values for differentiated rewards.</p> <p>Example list of rewards:</p> <p>HOY to award appropriate rewards in line with whole school threshold guidelines:</p> <ul style="list-style-type: none"> • Verbal praise • Praise letters/SchoolComms home • Publicly sharing praise via school social media streams • Praise calls to parents/carers • Praise meetings with pupil or groups of pupils • Learning kit • Student of the Week/Month • 'Jump the queue' • Free breakfast • Termly awards assembly and public recognition • Donation to charity • 'Meal deal' • 'Tea and toast' • Dodge ball event • 'Picnic in the park' • Shopping vouchers • Silver and gold star award • '200 Club' end of year draw accessing different reward 'experiences' • Guest Speakers to sustain motivation/aspiration and praise sustained progress • Nomination for KS3/4/5 Celebration of Excellence evening • End of year rewards day 	<p>Serious and/or persistent misbehaviours must be recorded and dealt with by the HOY.</p> <p>HOY sanctions include: (each logged separately on SIMS).</p> <p>Step 1: Meeting with pupil to discuss issue/lack of progress and next steps/targets.</p> <p>Step 2: Removal of pupils from yard accessibility.</p> <p>Step 3: Introduction of <i>HOY Monitoring Booklet</i> with agreed personalised targets.</p> <p>Step 4: Letter/SchoolComms sent home explaining <i>HOY Monitoring Booklet</i>, the process and need to work together.</p> <p>Step 5: Introduction of 'Pupil Punctuality Card' to monitor and track time keeping and accountability.</p> <p>Step 6: Call to parents/carers to evaluate progress and success of <i>HOY Monitoring Booklet</i>.</p> <p>Step 7: After school detention.</p> <p>Step 8: HOY and HOD introduction of '<i>Responsible and Respectful</i>' action plan. Meeting with parents/carers highlighting targets in a specific subject or whole school area.</p> <p>Step 9: Meeting with parents/carers to discuss progress and next steps.</p> <p>Step 10: Evaluation of current timetable provision.</p>
Rewards and Sanctions		
SLT	<p>Example list of rewards:</p> <ul style="list-style-type: none"> • Schoolcomms contact home 	<p>Very serious incidents are dealt with by HOYs and SLT.</p> <p>Sanctions available include:</p>

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	<ul style="list-style-type: none"> • Praise within rota assemblies • Headteacher 'tea and biscuits' • Headteacher lunch • KS 3/4/5 Celebration of Excellence Evening 	<p>Step 1: After school detention. Step 2: School Transport ban. Step 3: Internal exclusion. Step 4: Request '<i>School to school</i>' internal exclusion via <i>Managed Move Panel</i> referral. Step 5: Co-construction of <i>Student Support Plan</i> with HOY/Inclusion department/Learning Coaches/other agencies. Step 6: Call to parents/carers explaining <i>Student Support Plan</i>, the process and arranged meeting to set personalised targets. Step 7: Agreed evaluation/progress meetings to review milestones, targets and next steps. Step 8: Review of timetable provision. Step 9: Request details to be discussed at <i>Managed Move Panel</i> and the possibility of placement at <i>Bridge Achievement Centre</i>. Step 10: Fixed term exclusion. Step 11: Application for Managed move. Step 12: Head teacher/Governors Permanent exclusion.</p>
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6.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, sports fixture or transport on the way to or from school. (See Travel Behaviour Code for further guidance.)

6.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

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7. BEHAVIOUR MANAGEMENT

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the 5 rules and any of their own classroom rules.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption (with knowledge of rewards/sanctions listed in 6.1)
 - Using positive reinforcement

7.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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
- Never be used as a form of punishment
- Be recorded and reported to parents

7.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with Welsh Government guidance.

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7.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. TRAINING

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

10. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed every 2 years. At each review, the policy will be approved by the headteacher.

11. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Inclusion policy
- Strategic Equalities policy
- Anti-bullying policy

12. PERSONAL APPEARANCE

- Take care of your appearance by wearing school uniform.
- Always look smart and tidy.
- Wear a smile whenever you can! It makes a huge difference.
- Take a pride in all that you do, both in your work, and in the way you deal with other people. Your aim should be to make the school a better and a happier place for yourself and all other members of our school community.

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APPENDIX

LETTER TO PARENTS/CARERS (HEAD OF DEPARTMENT)

Dear Parent/carer,

It is with regret that I have to inform you that -----'s behaviour is continuing to cause concern in (subject).

As a result of this I am placing ----- on a subject monitoring report for the next----- weeks so that his/her behaviour in lessons can be monitored regularly and robustly. I would appreciate your continued support and understanding in this matter.

Please could you discuss the importance of excellent behaviour with ----- and the negative impact the current situation is having on his/her and others' learning.

If you require further information or wish to discuss the above measure please contact me on 01633 653110.

Yours sincerely,

Head of department name/subject:

Date:

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APPENDIX

LETTER TO PARENTS/CARERS (HEAD OF YEAR)

Dear Parent/carer,

It is with regret that I have to inform you that despite a number of strategies and sanctions -----'s behaviour is still causing concern.

To help..... improve his/her behaviour while in school, I am introducing a daily monitoring booklet for weeks. This measure will enable members of staff to evaluate and comment on progress associated with agreed personalised targets. I will also evaluate this booklet on a daily basis and conduct personal conversations to track progress and reaffirm our high standards and expectations.

The booklet will be brought home every night so that parent/carer involvement can support progress. Please could you sign to acknowledge you have read the daily report, and also make any appropriate comments you feel may help secure higher standards of behaviour.

I would be very grateful if you would discuss the importance of excellent behaviour with and the negative impact the current situation is having on his/her and others' learning.

If you require further information or wish to discuss the above measure please contact me on 01633 653110.

Yours sincerely,

Head of Year name:

Date: