

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

Positive Behaviour & Discipline Policy

Positive Behaviour &
Discipline Policy



This policy was updated by A Doughton November 2025

This policy was presented and accepted by the Governing Body, February 2026

This policy will be reviewed Autumn 2027

Positive Behaviour & Discipline 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**

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, attentive, encouraging
- to be honest by saying 'Yes' when it is meant and 'no' when it is meant – politely

These aims are for everyone, at all times: in assemblies and 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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Our virtues

Our Catholic virtues have been used to inform our six behaviour rules, expectations of students and staff, rewards and sanctions.

Pupils at St. Joseph's RC High School are growing to be:

Our virtues	What do they mean?	Students/staff should:
Eloquent and truthful	Eloquent and truthful in what they say of themselves, the relations between people, and the world.	Ask questions, express emotions, speak beliefs, talk about matters of faith and hope, debate points of view, and engage in conversation. When we choose our words, we should do so carefully so they are kind and compassionate, and don't hurt others.
Learned and wise	Learned, finding God in all things; and wise in the ways they use their learning for the common good.	Be a good person and a good citizen, sharing their knowledge with others, striving to understand different cultures and sharing the best from each. When we learn we should be engaged, challenged and inspired to excel, being attentive to our experience so we can reflect, extending and deepening what is taught and learned.
Curious and active	Curious about everything; and active in their engagement with the world, changing what they can for the better.	Probe, seek, ask, question and take responsibility for learning, thinking for oneself, becoming an independent and lifelong learner. When we learn we should 'think globally and act locally', get involved, changing what we can for the time being, using what we learn to make small differences, so that we are ready for the day we can make big changes.
Intentional and prophetic	Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.	Notice the influences which drive us and discern which are good and which are not, guided by compassion, faith, hope and, above all love. Live ethically, with a set of values that mean we make the right choices that have a positive impact on others. Be good and speak out for what is right, celebrating those that do good.
Grateful and generous	Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.	Be generous in the service of others, understanding that deeds are more important than words. Committing to small acts of daily kindness and generosity.
Attentive and discerning	Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.	Listen to one another in all that we do. Deciding to do the right thing in the interest of the needs of others because we know the positive impact that will have on their lives.
Compassionate and loving	Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.	Feel sympathy and concern for other people who are in difficulty, whether they are near to us or far away. Showing sympathy and concern for other people in our actions and by our words.
Faith filled and hopeful	Faith-filled in their beliefs and hopeful for the future	Put the Gospel into action through deeds, having belief and trust in God and in other people. Be optimistic about the future and unafraid to face challenges.

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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 SIX RULES

1. Follow all instructions first time
2. Arrive on time prepared for learning and stay on task throughout the lesson using the voice level as directed
3. Listen to the teacher or the person asked to speak
4. Keep hands, feet, objects and harmful words to yourself
5. Mobile phones must remain in bags and switched off during lesson time. Technological equipment cannot be used in the building unless requested by a teacher as a learning tool
6. Behave appropriately in the corridors and at break and lunch

Appropriate behaviour in the corridors and at break and lunch is defined as:

- Walking calmly through the corridors
- Speaking respectfully to teachers and other students
- Following the one-way system around the school
- Phones being in bags when in the school building
- Using a small group voice level when inside the building
- Being inside the school building during break and lunch only when permission has been given

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
- Lack of effort
- Failure to follow instructions
- Failure to communicate respectfully
- Incorrect uniform

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- Use of technology not permitted in the school policy
- Truancy and lateness

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers/vapes
 - 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)

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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
- LEA officers

We recognize 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.

5. ROLES AND RESPONSIBILITIES

5.1 The governing board

The Governing body is responsible for reviewing and approving the written statement of behaviour principles which are summarised by the school's 6 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 statement of behaviour principles (appendix 1). 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 will 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
- Meet students as they enter the classroom and be on the door as students leave the classroom
- Create a purposeful start to the lesson
- Establish consistent and clear routines that are rehearsed (equipment out, etc.)
- Start each lesson with the sign of the cross
- Follow the school behaviour policy consistently
- Promote and reinforce positive behaviour in the classroom
- Reinforce clear expectations of behaviour
- Deliver a suitably planned and structured lesson which meets all individual needs
- Give students a fresh start when they arrive at the lesson (two verbal warnings before escalating)
- Have a seating plan that promotes highly positive learning attitudes

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5.4 Parents

Parents and guardians 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 behavior
- Sign and uphold the expectations set out in the home school agreement

6. EXPECTATIONS OF PUPILS

Pupils are expected to follow the schools code of conduct:

- Follow all instructions first time
 - Arrive on time prepared for learning and stay on task throughout the lesson using the voice level as directed
 - Listen to the teacher or the person asked to speak
 - Keep hands, feet, objects and harmful words to yourself
 - Technological equipment cannot be used in the building unless requested by a teacher as a learning tool
 - Behave appropriately in the corridors and at break and lunch
- a. Anti-Bullying** - It is a basic entitlement of all pupils in St Joseph's RC High School to engage in their everyday activities and education, free from any form of bullying behaviour. It is expected that all members of the school community will actively work to identify, report and tackle incidents of bullying. Bullying incidents are recorded and monitored. Patterns are identified and appropriate support and consequences put in place for both target and perpetrator. All pupils and staff are actively encouraged to report any incidents to form tutors and heads of year to ensure that the issue is brought to a swift resolution. For further detail reference Anti-Bullying policy.
- b. Uniform and Appearance** - All pupils, including those in the Sixth Form are expected to conform to the school regulations on dress and appearance. Uniform and Appearance guidance can be found in our Uniform policy, on the website and in planners.
- c. Property** - As part of our Positive Behaviour and Discipline policy, we expect all pupils to be organised and ready to learn by having the correct equipment with them. We also expect pupils to respect school books, equipment, and property. Potentially dangerous or valuable items should not be brought to school. Such items include but are not exclusively offensive weapons, bladed items, bottles, aerosols, fireworks, lighters/matches, large sums of money or expensive jewelry.
- d. Illegal Substances/Substances likely to cause harm** - Pupils are informed through the curriculum and by external agencies of the dangers of taking or supplying illegal substances or substances that might cause harm to themselves or others. Such substances are not permitted on the school premises and pupils are forbidden from bringing such substances to school. Furthermore, pupils

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are forbidden from taking, supplying others with, or providing others the opportunity to experiment with illegal substances or substances that might cause them harm.

The most serious sanctions that include permanent exclusion will be put in place in instances where this element of the Positive Behaviour and Discipline policy are breached.

The above regulations apply to the school grounds and immediate environment outside the school site.

All cases will be reported to the police.

If we suspect a pupil of being in possession of a dangerous item or illegal substance this may initiate a search which involves asking the pupil to empty their bags, pockets etc. This will be done with 2 members of staff present (the same sex as the perpetrator if possible), taking into consideration the wellbeing needs of the pupil. If a pupil refuses, parents may be contacted to come into school to assist. If this is not possible the police may be contacted to ensure the safety of our whole school community. Every reasonable effort will be made by the school to seek parental permission before a pupil is spoken to by the police.

- e. **Pupil Movement** - All pupils should enter and leave the school by authorised gateways and doorways. Movement around the site must be by means of the pedestrian ways provided. We expect our pupils to be calm and respectful in our corridors. Movement around the school on staircases and in the corridors should always be orderly. There should be no running, whistling, or shouting and pupils should follow the one-way system. Pupils should ensure that mobile devices are out of sight and not being used in the corridors at any time. Regulations concerning the use of the bus bay must be strictly observed.
- f. **School Meals** - A cashless canteen system operates in the school selling hot meals and snacks, including healthy eating options. Pupils are expected to demonstrate the highest standards of behaviour and respect when queuing to purchase food and using the school canteens. Pupils are asked to remove their headphones when speaking to canteen/lunchtime supervisors to ensure their safety.
- g. **Use of hard standing areas** - The principles of the school's Positive Behaviour and Discipline policy of respecting one another and our environment apply to pupils using the recreation areas. In particular, dangerous games are not allowed. Litter should always be deposited in the litter bins provided and pupils are expected to cooperate with staff if asked to dispose of their litter.
- h. **Litter and the School Community** - In line with our expectations, all pupils should respect the school environment. The cleanliness of the school and its surroundings is a reflection on everyone. Litter should be disposed of in the bins provided.

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- i. **Fire Regulations** - To ensure the safety of everyone who uses the school site, we expect pupils to be familiar with the fire regulations which are displayed in all teaching rooms. Pupils are reminded of evacuation procedures at the start of each academic year and by way of regular fire drills. As with all movement around the school site everyone is expected to evacuate the buildings in a calm and purposeful manner, following all instructions first time. They should proceed to the relevant assembly point for their teaching room in register order and in silence under the supervision of their teacher. Detailed instructions for evacuation in the event of a fire alarm sounding are included in the Fire Evacuation Procedure. Fire alarm call points should only be activated in the event of a fire. Pupils who deliberately activate a call point will be sanctioned at serious or very serious level.
- j. **Smoking/vaping** - All members of the school community should understand that smoking and vaping is forbidden in school, in the precincts of the school or on public-service vehicles.

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7. REWARDS AND SANCTIONS

7.1 List of rewards and sanctions

	Rewards and Sanctions	
Responsible	SJHS Rewards	SJHS Sanctions
Class teacher (CT) Form Tutor (FT)	<p>It is important that achievement and good behaviour are rewarded. The two main ways of doing this are by giving 'praises' for good work and recording such things as exceptional effort, improvement in behaviour, volunteering to help at functions etc, on the school system.</p> <p>Rewards include:</p> <ul style="list-style-type: none"> • Verbal praise • Praise logged on SIMS • Praise reward card • Phone call home • Email home • Student of the week 	<p>It is the responsibility of subject teachers to deal with minor incidents which occur in the classroom.</p> <p>Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits.</p> <p>Sanctions could include:</p> <ul style="list-style-type: none"> • Rule reminder/s • Verbal warning/s • Moved in the class • Removed from class to HOD • Teacher Concern call home • Teacher Concern formal letter home (see appendix) • Teacher detention set -logged on SIMS-detention target setting • Discussion with form tutor
Head of Department	<p>For single or multiple reason(s)</p> <p>Rewards include:</p> <ul style="list-style-type: none"> • HOD verbal praise • HOD student of the fortnight email home • HOD phone call home • HOD email home • HOD student of the month • Praise logged on SIMS 	<p>Persistent incidents, or incidents of medium severity must be recorded and passed to HoD. Unacceptable behaviour in this category includes: Persistency of minor incidents as above rudeness to staff, verbally aggressive behaviour to another pupil, being continually off-task.</p> <p>HoD's sanctions include:</p> <ul style="list-style-type: none"> • Meeting with pupil • Contact with parents by phone or letter • Placement on Departmental Report • Departmental detention • Afterschool detention • Discussion with Form Tutor • Referral to HoY

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Head of Year	<p>Rewards include:</p> <ul style="list-style-type: none"> • HOY verbal praise • HOY Logged on SIMS • HOY call home • HOY email home • HOY student of the month (drink with headteacher) • Praise letter/postcard/schoolcomms • Half termly Assembly recognition • End of term/year VIP treatment/rewards 	<p>Serious Incidents Serious incidents are dealt with by the HOY. Unacceptable behaviour in this category includes: truancy from school & lessons, extreme rudeness to staff, aggressive behaviour, smoking, refusal to comply with other sanctions, theft, bullying</p> <p>HOY's sanctions include:</p> <ul style="list-style-type: none"> • Meeting parents/guardians • Placement on Daily Report • HoY's Detention • Afterschool detention
SLT	<p>Headteacher's Commendation This is awarded at the discretion of the headteacher.</p> <p>Prize Giving Awards Prizes are awarded annually to pupils for outstanding effort and achievement, for excellent attendance and punctuality, for success in examinations, for sporting endeavour and for services to the school.</p> <p>Reward trips Reward trips for those students who have no concerns and other students at the discretion of the HoY and/or SLT. Visit to Tredegar park for outstanding effort and achievement.</p>	<p>Very Serious Incidents These incidents are dealt with by HoYs and SLT. They include: persistency of the above; serious incidents of discrimination against the nine protected characteristics; bullying; sexual contact; racial/sexual harassment; fighting; bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive); involvement with drugs or alcohol; physical aggression to a member of staff will be treated with the utmost severity</p> <p>Sanctions available include:</p> <ul style="list-style-type: none"> • Internal reflection • Fixed term exclusion • Permanent exclusion • Police involvement

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7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 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.

8. BEHAVIOUR MANAGEMENT

8.1 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 pupil code of conduct
- Develop a positive relationship with pupils, as set out in section 5.3.

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Escalation process

Failure to follow our expectations of pupils' behaviour *after two verbal warnings (classroom teacher's discretion)*. The first verbal warning should not be recorded on SIMS.

On-call should be used as and when appropriate as described in section 3b.

Classroom teacher

First occasion	Initial response – 2 warnings then moved in class Consequence - 10 minutes detention Further defiance will result in removal to HOD or designated person (department) Consequence - 15 minute detention with HOD and teacher
Second occasion	Initial response – 2 warnings then moved in class Consequence – 10 minute detention with email home. Further defiance will result in removal to HOD or designated person (department) Consequence - 15 minute detention with HOD and teacher
Third occasion	Initial response – 2 warnings then moved in class Consequence – 10 minute detention with phone call home to discuss targets. Further defiance will result in removal to HOD or designated person (department) Consequence - 15 minute detention with HOD and teacher

Head of Department

Fourth occasion	Initial response – Removed to HOD Consequence – Removed to HOD with contact home and HOD detention and department monitoring card
Fifth occasion	Initial response – Removed to HOD Consequence – Removed to HOD with contact home and HOD detention

Head of Year

Sixth occasion	Initial response – Removed to HOD Consequence – HOY meeting with parent and student. HOY monitoring card Follow up contact with parents to update on progress. HOY after school detention
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SLT

Seventh occasion	Consequences could include: Escalated meeting with SLT and HOY, after school SLT detention, form move, reduced timetable, managed move
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8.2 Use of on-call

In some circumstances, staff may require further support. This may be required in the following instances:

- A student refusing to move to a designated member of staff
- Behaving inappropriately when removed to designated member of staff
- To be escorted to a HOD at a distance
- Leaving lesson without permission
- Fighting
- Truancy
- Swearing
- Aggressive behaviour
- Any other significant behaviour that puts the safety of the pupil or others at risk

If on-call is used for one of these reasons, an appropriate sanction will be decided following an investigation.

In these instances,

8.3 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 (see appendix 3 for a behaviour log)

8.4 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.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3.

Before searching

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A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search.

During search

The member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. If possible, they should also be the same sex as the pupil.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

If a pupil is found to be in possession of a prohibited item listed in section 3, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Recording searches

Any search by a member of staff for a prohibited item listed in section 3 should be recorded in the school's safeguarding reporting system, including whether or not an item is found.

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search

Informing parents

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed in section 3 that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

8.5 Searching electronic devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find

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images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

8.6 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.

9. 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.

10. 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

11. Monitoring arrangements

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

12. Links with other policies

This behaviour policy is linked to the following policies:

- Inclusion policy
- Mobile phone policy
- Strategic Equalities policy
- Anti-bullying policy
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

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- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

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Appendix.

Emails to parents about pupil behaviour – templates

First email home from classroom teacher (second occasion for classroom escalation)

Dear Parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please reply with the following details to confirm you have received this email. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

This should be logged on Sims as a concern and as an initiative on behaviour management.

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Teacher phone call home (third occasion for classroom escalation)

- This is an opportunity to address your concerns with a parent/carer
- Start by introducing yourself and outlining the purpose of the phone call
- Discuss the students current behaviour in lesson. Give specific example
- Discuss and agree three targets for the student moving forward. Have these prepared prior to the meeting
- Inform parent/ carer that failure to meet these targets will result in escalation to Head of Department

Mobile phone policy

Policy	Why?	Consequence
<p>Mobile phones must remain in bags and switched off during lesson time.</p> <p>If a parent/carer needs to contact their child and this cannot wait until break or lunch, this should be done through contacting the school landline.</p>	<p>Mobile phone use can lead to disruption of lessons, bullying, filming, inappropriate use of the internet and social media leading to potential safeguarding issues.</p> <p>Students using mobile phones during lessons to organise meet ups at toilets/in corridors.</p> <p>96% of parents believe that mobile phones should not be used in the classroom.</p> <p>The majority of parents feel that confiscation for misuse of phones is most appropriate.</p> <p>Nearly all students agree that phones should not be used in lesson without permission.</p>	<p>First occasion – if a phone is seen during lesson, phone confiscated for the day and to be returned to student at the end of the day. <i>This applies to any reason.</i></p> <p>Further violations – phone confiscated and to be collected by parent/carer.</p> <p>Refusal to comply will result in a more serious consequence (defiance so on-call removed from lesson and will result in Internal Reflection (KS3/4)).</p> <p>Must be logged on Sims so we can track the number of occasions.</p>

Positive Behaviour & Discipline Policy

Mobile phones may be used during break and lunch outside of the school building.	<p>Many parents agree that a student should be allowed to use their phone during break and lunch.</p> <p>Allows pupils to communicate with parents regarding important messages.</p> <p>All students agree that they should be allowed to use their phone during break and lunch.</p>	
Mobile phones should not be used inside the school building during lesson, lesson change over, break or lunch. They can be used in the canteen during break time and lunch time.	<p>There are still lessons going on so it will cause disruption to other lessons.</p> <p>The corridors get crowded and looking down at the phone could cause accidents.</p>	<p>This will follow the same sanctions as for use of phones in lesson.</p>
Although phones can be used during break and lunch, they should not be used to record / film or take pictures around the school site.	<p>Bullying, filming, inappropriate use of the internet and social media leading to potential safeguarding issues.</p>	<p>Mobile phones will be confiscated and will need to be collected by parents/carers.</p>

Positive Behaviour & Discipline Policy

SJHS Pupil Voice Levels

0 Silence	No pupil noise. Hand up, wait for support.
1 Working Whisper	Pupils whisper to the pupil next to them only .
2 Small group/partner voice	One person from each group talking. It must not disturb other groups.
3 Class voice	Clear enough for everyone to hear across the classroom.
4 Front of room voice	Presentation style.
5 Outside voice	Never heard inside.