



Salvatorian
College

BEHAVIOUR POLICY

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

1 Corinthians 13

Reviewed: September 2022

GENERAL

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

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

AIM

Our aim is to be found in the vision statement for the school. We want pupils to be models of good behaviour, responding to adults and to their peers with polite manners and a respectful attitude. In this way pupils can feel safe and learning is facilitated giving more pupil the opportunity to reach their full potential. We want the school to have a reputation for being strict and insistent upon good behavior; this is what parents tell us they want. We want to prevent bullying and ensure that pupils focus on their learning. We expect our pupils to recognise the need to behave in a Christian way and to recognise their duty of contributing to the building of a cohesive community. Ultimately, we aspire to our young people becoming independent, self-disciplined and self-regulating learners.

METHODS

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

RESPONSIBILITY

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

The Executive Headteacher and Head of School will be responsible for the implementation and day-to-day management of the policy and procedures.

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

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

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

SPECIFIC RESPONSIBILITIES

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

PERMANENT EXCLUSION

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

- Serious or threatened violence
- Sexual abuse, assault or threat
- Supplying illegal substances
- Carrying/secreted an offensive weapon such as a knife
- Health and safety infringement e.g. fireworks, computer hacking
- Gang membership
- Pornography
- Inciting violence
- Robbery or threatened robbery.
- Behaviour not in keeping with British values e.g. expressing extremist or radicalising views
- Fighting or causing physical harm
- Bullying behaviour, particularly if repeated
- Repeated defiant behaviour e.g. failure to obey legitimate instructions

EXPECTATIONS

We expect pupils:

- to behave at all times in an orderly manner paying due courtesy and respect to other members of the school: adults, other children, visitors and the general public. This includes non-criminal or criminal bad behaviour; street gang affiliation or bullying, away from school premises, which the school becomes aware of through any source;
- to comply with the modifications that the school has and will put in place in order to ensure that the school is Covid-19 secure (whilst on premises, pupils should behave in a safe way, avoiding risky behaviour and socially distancing when possible; during online lessons, pupils are expected to behave courteously, responding appropriately to teachers and obeying instructions.)
- to respond promptly and obediently, without questioning, to the instructions of staff;
- to be mindful: never malicious, in thought or deed, and never bearing false witness against pupils or staff;
- to show respect for other people's property, the school and its environment.
- to arrive on time for school, lessons and all other scheduled activities in school
- to work to the best of their ability;
- to achieve better than 96% attendance each academic year;
- to be well presented both in manner and attire;
- to have pride in themselves;
- to maintain a healthy and active lifestyle; and

- to comply with any sanctions;
- to cooperate with any investigations (eg. agreeing to be searched and providing information that is for the greater good of the school).

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

GUIDING PRINCIPLES

- Ensuring good behaviour is the responsibility of all staff and is a prerequisite to quality learning.
- All pupils have the right to learn and achieve their potential and the responsibility to let others do the same.
- We will deal with any transgression promptly and with respect for the individual.
- We aim to prevent and challenge peer-on-peer abuse so that it is not normalised or trivialised by maintaining a whole-school approach, a culture of respect and by not tolerating wider behaviours, including but not limited to, sexist and sexual bullying, sexual harassment, sexual violence and up-skirting.
- The school will encourage parents to work in partnership with the school and will do our best to ensure a good working relationship.
- We will listen to all pupils and respond to their concerns.
- We will expect our pupils to be ambassadors for the school, behaving well at school but also when travelling to school or from school and in local areas, or when participating in school connected events such as trips.
- We recognise that poor behaviour is sometimes the result of unmet needs, special needs or issues of mental health. We will endeavour to recognise the signs and symptoms resulting from these needs and issues, in order to put in place preventative measures to support the individual. Decisions to impose sanctions will take into account such extenuating circumstances and will be proportionate.
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every pupil. Rewards, therefore, should be balanced with sanctions.

STRATEGY

To achieve this aim, the staff at Salvatorian College shall:

- establish and set out formally, in various documents such as the Pupil Journal, our expectations of what constitutes good behaviour and the standards we expect;
- reference, examples of unacceptable behaviour so that pupils understand what is expected;
- teach pupils a 'behaviour curriculum' and try to develop in them the skills to manage their own behavior;
- try to identify causes of poor behavior so that specific strategies can target the root causes;
- organise a regular 'Nexus meeting' to triangulate poor behavior with safeguarding, SEND and pastoral / mental health concerns;
- ensure that poor behavior may be considered in relation to a pupil's SEND (although it does not follow that every incident of misbehavior will be connected to their SEND). We recognise our schools have duties under the Equality Act 2010 to take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practice.
- operate and update, at least annually, a 'Tariff' system of guideline punishments for behaviour infringements, thereby promoting consistency, whilst acknowledging staff discretion to be exercised according to particular circumstances;
- operate a recording system to note and deter incidents of poor behaviour, facilitating a clear picture of the pupils' infringements;
- work to strengthen our Catholic Ethos, encouraging all to live out the Gospel values;
- strive for fairness and consistency in the management of pupils;
- develop and reinforce positive attitudes towards activities that promote community cohesion;
- celebrate and reward effort and achievement e.g. through praise and, more formally, through commendations and Epraise points;
- encourage departments to develop their own complementary policies on behaviour to reinforce school systems e.g. postcards home;
- place pupils with barriers to learning and / or behaviour difficulties in the Learning Support Centre and Reflection Room - the purpose of these facilities is to help the pupils to: improve their behaviour, relationships, and attitude to learning; rehabilitate and, ultimately, re-integrate them, in a staged way, into the mainstream. Mentoring,

circle time, rehearsing common scenarios and self-reflection opportunities are key parts of intervention support and both external and internal staff are assigned to work with pupils with behavior difficulties;

- provide new staff with induction training which aims to set out the school's expectations, rules and principles. It will explain the hierarchy of sanctions and how to use them (as well as the balance to be achieved with 'praise', inform as to the roles of different individuals within the school eg. the Behaviour Lead and DSL, and tell new staff who they should go to to report individuals or seek help. The induction training will also cover some principles of effective classroom management and wider school issues such as bullying and child-on-child abuse. We will make explicit the link to safeguarding and the Safeguarding Policy and make it clear that abuse is not tolerated in our school.
- provide staff with regular in-service training targeted at enhancing behaviour management skills;
- support, train and empower staff to use reasonable force to prevent pupils from hurting themselves, hurting others or behaving in a way that is detrimental to the maintenance of good order;
- empower staff to discipline children both at school and in the local area and on school events and trips that take place outside school;
- Identify those with persistent disruptive behaviour and refer pupils to outside agencies and/or use consultants, if considered appropriate, to support pupils in improving their behaviour;
- use consultants and refer pupils to outside agencies, where appropriate, to help them improve their behavior;
- not allow disruptive or challenging behaviour to mar lessons or prevent others from learning;
- use prefects and a peer mentoring system to model and enforce good behavior;
- endeavour to identify signs of extremist or radicalised behaviour and respond, swiftly, by working with the relevant external agencies;

This policy will be reviewed on an annual basis.

Appendix: Important School Rules

Obey legitimate instructions: defiance and/or disobedience can lead to exclusion and permanent exclusion in extreme cases. This list is not intended to be exhaustive. All rules apply on school premises and when travelling to and from school.

- Be punctual to school and to lessons. We may consider lateness to be a disciplinary offence
- No smoking, vaping or associated paraphernalia
- No illegal drugs or "legal highs" - possession, use, or dealing in drugs is likely to result in permanent exclusion
- No alcohol, pornography, stink bombs, lasers, fireworks, weapons or any items which can serve as weapons, stolen items, tobacco or other smoking/vaping materials, or any other items likely to cause disorder - all such items may be confiscated - infringement may lead to permanent exclusion
- No offensive weapons e.g. knives, knife blade, razor blade; any other article which has a blade or is sharply pointed such as a metal afro comb; anything which is made, or adapted to cause injury, e.g. a laser; any imitation or real firearms - any infringement is likely to result in permanent exclusion
- No involvement or association with street gangs - this is likely to result in permanent exclusion
- Chewing gum is prohibited and will result in an X
- Mobile phones and devices with internet or filming capabilities are banned at all times; both at school, and when travelling to or from school (7 day confiscation in first instance, 6 weeks in the second instance and a third offence will result in the mobile phone being confiscated and not returned until the last day of the following half term) We reserve the right to search pupils if we suspect they are in possession of any banned item. Confiscated items may also be examined for harmful, pornographic, or inappropriate content.
- Uniform to be worn properly and conventionally, to, from, and at school
- Headphones not on show, unless during break-time
- No hooded sweatshirt tops
- No piercings or tattoos. No other jewellery except a plain watch.
- Wearable technology is not allowed (e.g. Apple watch)
- Hairstyles must be conventional: not exaggerated, lined, or coloured
- Eyebrows must be natural
- Boys must not have long or untidy hair as judged by the Head of School or appointed staff
- Books and equipment should be carried in a sturdy school bag capable of being closed with a zip or buckle
- Pupils should carry a reading book
- No horseplay, play fighting or fighting (in severe or repeat cases this may result in permanent exclusion)
- No incitement to violence, threatening and/or aggressive behaviour (in severe or repeat cases this may lead to permanent exclusion).
- Only small amounts of money (less than £10) should be brought to School in normal circumstances, though it is preferred that pupils bring no money at all
- Money must not be lent or borrowed and there must be no buying or selling between peers
- We reserve the right to search pupils, with or without their consent

Appendix: Anti-Bullying (sent to parents February 2021)

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

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

There is, in the first printed section of pupils' Journals, a whole page related to bullying and child protection. This is an indication of how seriously the topic is taken at Salvatorian College. We ask in the Journal that any cases of bullying are reported to the appropriate Head of Year. However, parents may feel so strongly that they want the reassurance of the issue being passed to and supervised directly by a member of the senior management. Mr Bryant is the Anti-Bullying Tsar in charge of overseeing our anti-bullying measures.

Appendix: Guideline Sanctions

Example of action to correct/deter poor behaviour (list not intended to be exhaustive):

Action taken:	Implemented by:
Non-verbal communication Word of correction Reminder of normal rules Change of seats Confiscation (confiscated items may be returned at the Head of School's discretion at a time determined by him) Warning of the consequence of repeated poor behaviour Task to help teacher Use of journal Teacher Detention Sent to Head of Year or Senior Leadership Phone call home Letter home Referral to Head of Department Isolation within Department Department Detention Community Service or imposition of a task or tasks	Any staff may implement these sanctions where appropriate
Use of daily On Report system Litter picking Head of Department Meeting with Referral to Halfway House Referral to Head of Year Friday and/or Saturday detention Head of Year Detention Exclusion from school activities Head of Year Meeting with Family Pastoral Support Plan Referral to Mentor Referral to SEN (Special Educational Needs / Additional Needs department)	Middle Managers and Senior Leadership can and should implement
Referral to Assistant Head Teacher Referral to Deputy Head Teacher Referral to Head of School Senior Leadership Meeting with Family	Senior Leadership implementation
Placement in Learning Support Unit Suspension with Re-Integration Meeting Managed moves to other secondary schools Alternative Provision (other education providers) Appearance before Governors' Disciplinary committee Permanent Exclusion	Head of School, Deputy Head and Pastoral Director

Further information on the use of the X system, Learning Support Unit, Halfway House and SEN, can be found in the Staff Handbook. There is also a tariff of sanctions which operates as a guideline.