

**St Cuthbert's
Catholic High School**

Live life in all its fullness

School Behaviour Policy

2017 - 2018

School Behaviour Policy

This is a statement of policy for St Cuthbert's Catholic High School. It provides guidelines for the standards of behaviour that we would promote within the school and provides an outline of the procedures that have been adopted by the school and its governors. It also outlines the procedures followed if students behave in ways that fall short of these expected standards.

The policy attempts to ensure that all behaviour is consistent with the values by which we seek to live which is outlined in the school's Mission Statement

This policy is also closely linked to the Attendance Policy.

St. Cuthbert's is a Catholic School in which students, staff, governors and friends will

**“Work together in a Christian atmosphere
to live the message of the Good News of Jesus Christ, to love God
and our neighbour” (Mark 12:29-31)**

‘Treat others as you would like to be treated’
The Golden Rule (Matthew7:12)

Aims

- To make expectations clear and raise standards throughout the school community
- To celebrate success and achievement and to motivate by use of rewards
- To have a clear, consistent and structured approach to disciplinary matters and use of sanctions

Principles

- The rights of each member of the school community should be respected at all times.
- Appropriate behaviour has to be taught.
- Appropriate attitude to learning has to be taught/ demonstrated.
- Rules should be applied sensibly.
- Positive behaviour is to be recognised, supported and rewarded.
- The behaviour and not the child is to be challenged where appropriate.
- A balance between justice and reconciliation.
- The gospel value of forgiveness.

Rights and Responsibilities

Staff

Rights	Responsibilities
To be supported by peers and managers	<ul style="list-style-type: none"> To ask for support when needed To offer support to colleagues and managers
To be listened to	<ul style="list-style-type: none"> To listen to others
To share opinions	<ul style="list-style-type: none"> To give opinions in a constructive manner
To be treated courteously by all others in the school community	<ul style="list-style-type: none"> To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's systems/policies, expectations	<ul style="list-style-type: none"> To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	<ul style="list-style-type: none"> To support others developing their skills in promoting positive behaviour and good attendance To acknowledge areas of own behaviour management skills which could be developed To try new approaches
To allow staff to make mistakes	<ul style="list-style-type: none"> To ensure children have their rights

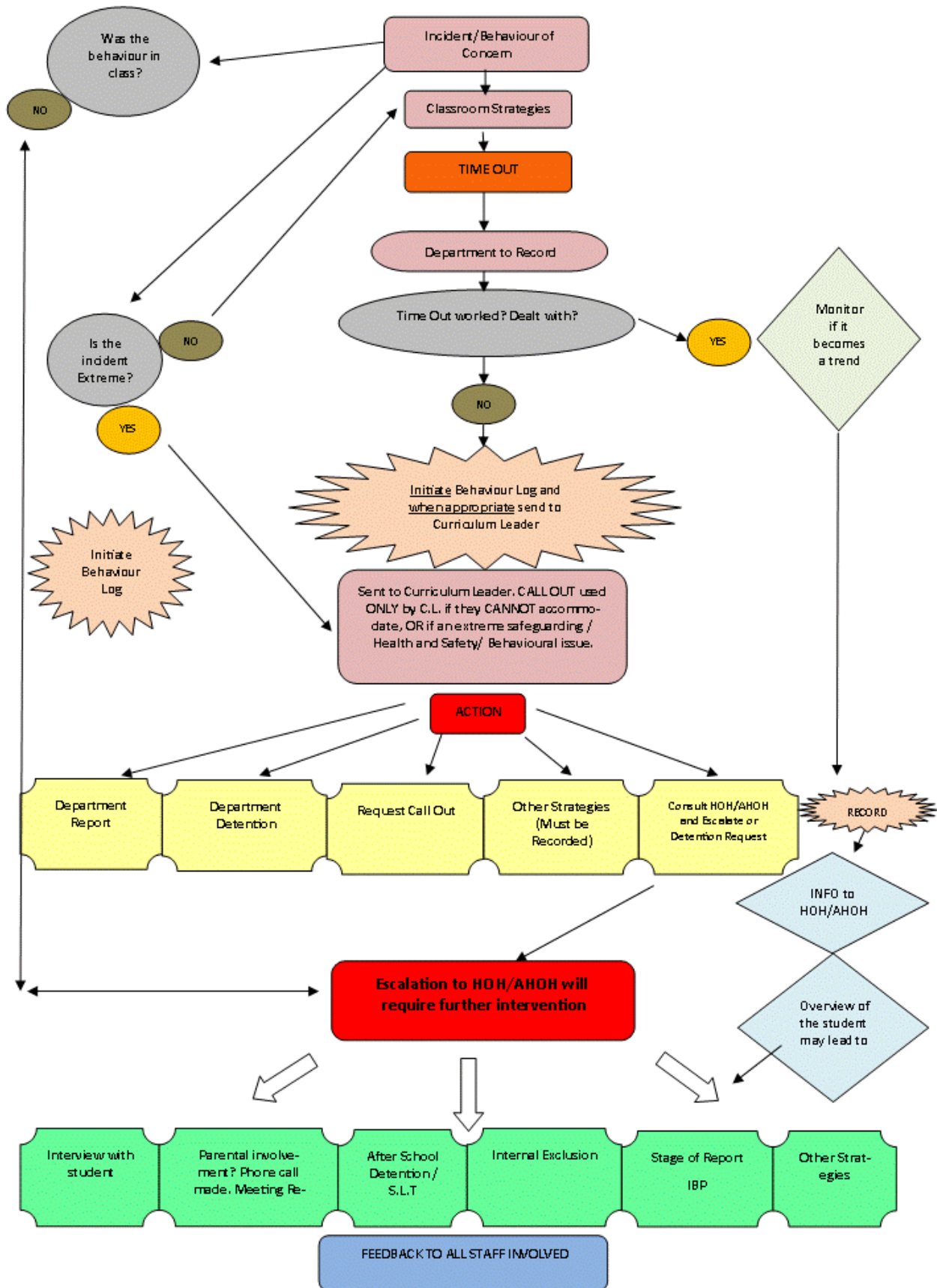
Children/Students

Rights	Responsibilities
To be treated with respect	<ul style="list-style-type: none"> To behave respectfully to others, students and staff To be prepared to speak out against injustice
To be safe	<ul style="list-style-type: none"> To behave in a way which keeps self and others safe
To learn	<ul style="list-style-type: none"> To attend school regularly and on time To be prepared and willing to learn To allow others to learn
To make mistakes	<ul style="list-style-type: none"> To own up to mistakes To allow others to make mistakes
To be listened to	<ul style="list-style-type: none"> To give opinions in a constructive manner To listen to others
To be part of our school community/family	<ul style="list-style-type: none"> To wear school uniform with respect To be prepared for learning and have the correct equipment To represent school properly To be respectful to school buildings and environment

Parents/Carers

Rights	Responsibilities
<ul style="list-style-type: none"> • To be treated with respect • To be kept informed about their child's progress 	<ul style="list-style-type: none"> • To behave respectfully towards others • To make sure their child attends school regularly • To talk to their child about what he/she does in school • To talk to teachers if they have any concerns about their child's learning or well-being
<ul style="list-style-type: none"> • To be listened to 	<ul style="list-style-type: none"> • To listen to others
<ul style="list-style-type: none"> • To have access to information of the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> • To absorb information and share concerns
<ul style="list-style-type: none"> • To have concerns taken seriously 	<ul style="list-style-type: none"> • To share concerns constructively • To send their child to school:- Well equipped for lessons In correct uniform/kit On time 'Fed and watered'
	<ul style="list-style-type: none"> • To ensure their children are ready to learn

Behaviour and Sanctions Flow Chart



Hierarchy of Sanctions used

Always initially the responsibility of the subject teacher:

- Warning
- Move places
- Time out
- Department detention
- Referral

Curriculum Leader

- Warning given
- Department detention
- Department report
- Parental involvement
- Move of class considered
- Liaise with Head of Year

Pastoral Staff

- Student interview with HOY/AHOY
- Form Tutor Involvement?
- Parental involvement
- Interview with Assistant Headteacher
- Referral to Teachers' Panel
- Referral to Standards Group of Governors

Detentions

Interviews

Panels

Internal Exclusions - Minerva

Fixed Term Exclusions - Home

Exclusions

For behaviour which causes great concern, fixed term exclusions are given. Abuse of other students and staff, the carrying of weapons, the use of illegal substances on premises is not tolerated and will be responded to with the greatest of severity. Exclusions are made to the Minerva Centre.

Permanent Exclusions are always sought to be avoided by the L.A. and a system of Managed transfers is in place. Those 'managed out' and those 'managed in' are to be given every support possible as they strive to begin again.

Out of School Behaviour

Certain behaviour out of school may now need to be addressed by school. The role of P.C. Hannan our School Safety Officer is pivotal in dealing with this.

School Reward System

Attitude to Learning (ATL) is the main stay of our measurement of students' performance lesson by lesson and form the basis of our rewards system. It allows us to see how well students do day-by-day and subject-by-subject.

Year System Bespoke package:

Year 7 have weekly awards, Student of the week and Citizen of the week, nominated by form tutors. We also use Attitude to Learning to award top ATL rewards each half term as well as 'spot prizes' for any students who has been trying really hard or who have achieved a lot of ATL 1s in a day. We also have a form of the week award that gets awarded to the form who has no ATL 4s all week.

Year 8 All form tutors implement their own reward systems for day-to-day successes, such as raffles for ATL1s and sweet/stationary treats. Each week the form tutors give out a certificate to their student of the week, this can be for outstanding ATLs, a notable success or a good deed done, the winner gets a priority lunch pass for them and a friend. Top ATLs each week are displayed on our office door, they have a text sent home to congratulate them. At the end of each term/half term, the students that meet out <2.7 ATL 95%+ Attendance standards will be rewarded with a group reward such as a private film screening, disco or another reward suggested by the students themselves.

Year 9 Awards include:

- Certificates for Student of the Week awarded in assembly each week.
- Form of the Month awarded by HOY & AHOY each month and the hold a trophy for that month. We base that on attendance of that form and ATL's r if a student has done something exceptional for their form.
- Early lunch passes
- Letters home to parents on a monthly basis
- Friday Feeling – Telephone calls home to parents for pupils who have had an outstanding week
- End of Year rewards including Cineworld vouchers, Sports Vouchers. This is based on outstanding pupils who have met all expectations including attendance, punctuality, behaviour and ATL's throughout the year. All names of these pupils are put into a draw and drawn out in a special assembly where invite the head, deputy head and business manager to award the certificates and prizes.

Year 10 All form tutors have their own individual rewards system within their form group based on ATL . For example, one form tutor puts everyone that has achieved a 1 ATL into a draw for a prize every two weeks. Year 10 also have use of the Sports hall at lunch time were they can play games listen to music etc. admission to this area is based on ATL and behaviour. ATL and progress announced in assembly every fortnight. For top ten ATL and progress HOY/AHOY rewards are: Half termly – mention on website/in assembly and a text home. Termly awards – token prize, postcard home, mention on website/in assembly and a text home. End of year rewards – Paid for trip to cinema/ice skating/bowling, plus Picture on website and text home.

Year 11 A variety of rewards including:

- Reward roulette – choose a prize for top 3 ATL – 2 weekly
- ASOS vouchers for consistent top ATL
- Attendance prizes (vouchers)
- Photo wall of fame termly top ATL and progress
- Prom ticket paid for top student in the year

At the end of each term, there is a Headteacher's assembly where the focus is a celebration of achievement. This covers the academic, attendance, contribution to school life etc.

Winners are celebrated on the school website and in Year assemblies and there are "spot prizes" throughout the year for students who have collected the most points within a specific time frame.

At the end of each Headteacher's Assembly, a trophy is presented to the House that has collected the most points for that term.

In the autumn of each year we also celebrate as a school when we hold our Annual Awards evening at one of our local parish churches. This is a celebration of academic achievement, commitment, contribution to school life, gifts and talents, attendance and punctuality. There are approx. 100 winners each year who receive a certificate and a glass award. Those students who are nominated but do not win have a letter of congratulations sent home.

Monitoring School Behaviour

Students' behaviour is monitored through the consistent application of the system of rewards, sanctions and referrals. The following elements are particularly important:

- The number of House points awarded
- Information shared between professionals
- Contact with home
- Fair application of the system of sanctions and referrals
- Survey of student behaviour
- Progress Reports
- IBPs
- PSPs

Success Criteria

- Students feel safe, happy and confident and follow clearly laid down guidelines of conduct as found in our Mission Statement.
- Students will strive to achieve more rewards and fewer sanctions will be given
- Students seek improvement in attendance and punctuality
- Students will come to school prepared and ready to learn
- Students take a pride in their uniform and their work
- Students are aware of the consequences to unacceptable behaviour
- Students will acquire the personal and social skills that will enable them to move into the outside world as valued members of society. They will achieve self-discipline to become responsible members of our community