



**St Cuthbert's  
Catholic High School**

*Live life in all its fullness*

# School Behaviour Policy

2020 - 2021

<b>Person responsible for Policy:</b>	Senior Leadership Team
<b>Committee responsible for Policy:</b>	Curriculum & Outcomes
<b>Date To Governors:</b>	October 2020
<b>Date Agreed:</b>	September 2020
<b>Review Due:</b>	September 2021 and annually thereafter
<b>Is this Policy to appear on school website:</b>	Yes

# 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.

This policy is also closely linked to the following policies:

- Attendance Policy
- Anti-Bullying, Harassment and Hate incidents Policy
- Safeguarding & Child Protection Policy (including PREVENT)

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

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

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 (Matthew 7:12)

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

## Children/Students

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

## Parents/Carers

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



# 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 – The Melrose Centre

## 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 Melrose 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.

## School Safety Officer

Certain behaviour, both in and out of school may now need to be addressed by the SSO. The role of P.C. Pender our School Safety Officer is pivotal in dealing with matters where students and/or staff may be at risk or where unco-operative behaviour becomes an issue.

# 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.

## Behaviour strategies table

What is the issue/problem?	What are students' expected to do?	Who is responsible?	What strategies can be used to ensure expectations are met?
<b>Non-compliance</b>	Follow instructions of ALL Staff.	<b>ALL</b> (supported by HoY/AHoY, CLs, SLT & SSO)	<ul style="list-style-type: none"> <li>• Consistent approach</li> <li>• Positive behaviour management</li> <li>• Conflict avoidance</li> <li>• Parental support</li> <li>• Learning Support Unit (LSU)</li> <li>• (A)HoY/CL support</li> <li>• Lunchtime detention</li> <li>• After-school detention</li> <li>• AtL monitoring</li> <li>• Report</li> </ul>
<b>Low level disruption in classroom</b>	Listen to the teacher's instructions, work on task with good AtL	<b>ALL</b> (supported by HoY/AHoY, CLs, SLT & SSO)	<ul style="list-style-type: none"> <li>• Consistent approach</li> <li>• Positive behaviour management</li> <li>• Conflict avoidance</li> <li>• Classroom strategies used</li> <li>• Time Out</li> <li>• Call Out</li> <li>• Department Report</li> <li>• Lunchtime detention</li> <li>• After-school detention</li> <li>• (A)HoY/CL support</li> <li>• Parent intervention</li> <li>• Learning Support Unit (LSU)</li> </ul>
<b>Mobile Phones</b>	Turn mobile phone off and store in bag/pocket 8:30am-2:40pm	<b>ALL</b> (supported by HoY/AHoY, CLs, SLT & SSO)	<ul style="list-style-type: none"> <li>• Mobile phone policy regularly provided/reminded to all parents/carers and students</li> <li>• Initial requests to put phones away</li> <li>• Mobile phone may be taken and returned at a later time to student</li> <li>• Mobile phone may be taken and parent/carer come to collect after 2:40pm</li> <li>• Mobile phone may be seized by SSO if used for <b>illegal</b> activity</li> </ul>
<b>Equipment</b>	Have all the correct equipment to all lessons. Full access to all the curriculum and aid progress.	<b>ALL</b> (supported by HoY/AHoY, CLs, SLT & SSO)	<ul style="list-style-type: none"> <li>• Form Teacher to complete regular checks</li> <li>• Staff to ensure any barriers to preventing the ownership of equipment are overcome</li> <li>• Staff ensure students are aware of what is needed for lessons</li> <li>• Negative AtL for lack of correct equipment</li> </ul>

What is the issue/problem?	What are students' expected to do?	Who is responsible?	What strategies can be used to ensure expectations are met?
			<ul style="list-style-type: none"> <li>• Parental intervention if necessary</li> <li>• (A)HOY referral</li> </ul>
<b>Inappropriate language</b>	Should not be used in or around school or representing outside of school; students to exhibit positive manners and be respectful.	<b>ALL</b> (supported by HoY/AHoY, CLs, SLT & SSO)	<ul style="list-style-type: none"> <li>• Staff consistency in challenging students on corridors or yard or lessons.</li> <li>• Use of AtL in classrooms</li> <li>• Opportunity given for students to rectify what they have said</li> </ul>
<b>Students out of class during lessons</b>	Be in lessons at all times, unless exceptional circumstances and/or Hall Pass issued.	<b>ALL</b> (supported by HoY/AHoY, CLs, SLT & SSO)	<ul style="list-style-type: none"> <li>• Students should use the toilet and get water at break and lunch.</li> <li>• Only allowed to the toilet in lessons for medical or exceptional reasons.</li> <li>• Students should never be allowed to work in an unsupervised area.</li> <li>• Students should not be sent in groups to use the printer.</li> <li>• Students should see pastoral staff including Farne staff during break and lunch unless requested.</li> <li>• Any student out of class must be issued with a Hall Pass or will be returned to lesson.</li> <li>• Students should only go to the School Nurse for emergencies.</li> </ul>
<b>Uniform/appearance</b>	Follow school uniform and appearance rules at all times	<b>Form Teacher</b> (supported by All staff, HoY/AHoY & SLT)	<ul style="list-style-type: none"> <li>• Consistent approach.</li> <li>• Guidelines issued regularly, displayed on website.</li> <li>• Form checks on a regular basis.</li> <li>• Parental contact when required.</li> <li>• Notes required with adequate explanations.</li> <li>• Lunch detentions when necessary.</li> <li>• Some items, such as PE kit, shoes may be provided and used as one-off.</li> <li>• "Call Out" used if needed during lessons.</li> <li>• Escalation of concerns to (A)HoY if directed towards a member of staff.</li> <li>• Placement in the Learning Support Unit.</li> <li>• Placement in The Melrose Centre.</li> <li>• Possible Fixed Term Exclusion.</li> </ul>
<b>Litter on school site</b>	Place litter in an appropriate place not on the floor.	<b>All Duty Staff</b> (supported by All staff, HoY/AHoY, CLs & SLT)	<ul style="list-style-type: none"> <li>• All staff to challenge students and be directed to a litter bin.</li> <li>• Refusal to be referred to (A)HoY.</li> </ul>

What is the issue/problem?	What are students' expected to do?	Who is responsible?	What strategies can be used to ensure expectations are met?
<b>School canteen</b>	Students to line-up outside in year groups at their allotted time. Queue sensibly, eat in canteen and clear all rubbish to bins.	<b>All Duty Staff</b> (supported by All staff, HoY/AHoY, CLs & SLT)	<ul style="list-style-type: none"> <li>• Selected staff on duty rota.</li> <li>• Year group rota adhered to.</li> <li>• Consistent reinforcement of expectations.</li> <li>• Students expected to respect the area and staff helping and conform to expectations.</li> <li>• Referral to (A)HoY if needed.</li> </ul>
<b>Lateness to lessons</b>	Be on time for lessons unless a valid reason is supported by a signed note.	<b>ALL</b> (supported by HoY/AHoY, CLs, SLT & SSO)	<ul style="list-style-type: none"> <li>• Log lates in SIMS with red flag and explanation.</li> <li>• Staff to welcome students at the door.</li> <li>• Staff to challenge students on the corridor.</li> <li>• Discuss with Form Tutor if persistent.</li> <li>• Class Teacher detention.</li> <li>• Negative AtL for lateness.</li> <li>• CL detentions.</li> <li>• Parental intervention.</li> <li>• Discuss with Attendance Officer.</li> <li>• (A)HoY intervention.</li> <li>• Punctuality card.</li> </ul>
<b>Aggressive behaviour towards staff or students</b>	Be respectful, polite and non-aggressive to all members of the school community.	<b>ALL</b> (supported by HoY/AHoY, CLs, SLT & SSO)	<ul style="list-style-type: none"> <li>• Positive reinforcement of relationships.</li> <li>• Removal from the situation.</li> <li>• Use of "Call Out".</li> <li>• Refer to (A)HoY/SLT/SSO.</li> <li>• Use of Learning Support Unit and The Melrose Centre.</li> <li>• Fixed Term Exclusion.</li> <li>• Restorative Practice.</li> <li>• Consistent approach for all participants.</li> </ul>

## 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:

- Attitude to Learning (AtL) where every lesson is graded 1 to 5 – [see descriptors on the next page](#)
- 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

# Attitude to Learning in lessons

<b>ATL 1</b> Outstanding	<b>ATL 2</b> Very Good	<b>ATL 3</b> Good	<b>ATL 4</b> Requires Improvement	<b>ATL 5</b> Unsatisfactory
<p><b><i>A highly self-motivated student who is exceptionally positive about all aspects of learning and is passionate about achieving</i></b></p> <p>Arrives at the lesson prepared with any required homework</p> <p>Classwork tasks, when working as part of a group or independently, are completed with enthusiasm, with exceptional attention to detail, showing a thirst for knowledge and a love of learning</p> <p>Attitude, conduct and manners are excellent</p>	<p><b><i>A motivated student who takes a keen interest in learning and is determined to achieve</i></b></p> <p>Arrives at the lesson prepared with any required homework</p> <p>Shows a commitment to fully completing tasks, when working as part of a group or independently, and work shows detail</p> <p>Attitude, conduct and manners are excellent</p>	<p><b><i>A conscientious student who takes an interest in learning and tries to achieve</i></b></p> <p>Arrives at the lesson prepared with any required homework</p> <p>Shows a commitment to completing tasks, when working as part of a group or independently</p> <p>Attitude, conduct and manners are excellent</p>	<p><b><i>A student who lacks motivation and rarely makes use of opportunities to develop learning</i></b></p> <p>Arrives at the lesson unprepared/or without any required homework</p> <p>Classwork tasks, when working as part of a group or independently, are completed but work does not always reflect ability</p> <p>Attitude, conduct and manners within the lesson are, at times, cause for concern leading to low level disruption</p>	<p><b><i>A student who is unprepared to learn and has a poor attitude which disrupts their own learning and the learning of others</i></b></p> <p>Arrives at the lesson unprepared/or without any required homework</p> <p>Classwork tasks, when working as part of a group or independently, are incomplete showing little effort</p> <p>Attitude, conduct and manners are cause for concern, leading to the disruption to the learning of others</p>