

**St. Robert of Newminster Catholic  
School**  
**and**  
**Sixth Form College**



**Behaviour & Rewards Policy**  
(In line with the School Equality Scheme)  
2016-17

Chair of Governors \_\_\_\_\_

Head Teacher \_\_\_\_\_

Next Review: September 2017

### **Our Vision**

*All individuals are children of God, created equally in his image to share an eternal future. We promise to play our full part in their education and formation.*

### **Our Mission**

*We strive to meet the academic, moral, physical, social and spiritual needs of all pupils so that they may take their place as caring, committed, aware and self-confident adult members of society.*

### **Our Aims**

*In striving to create the school climate, which will nurture this mission statement, the school aims:*

- *To offer to all students a broad, balanced, appropriate, relevant and flexible curriculum.*
- *To develop as an integral part of the local community and in particular the local Catholic community; to develop and maintain the partnership between school and parents, parishes, primary schools and the wider community.*
- *To develop a worshipping community, in which prayer and liturgy are encouraged as part of faith development.*
- *To encourage all members of our school community; students, parents, staff and governors to follow the example of Christ in their daily work and relationships; to treat one another with justice and dignity, tolerance and respect and to be aware of and respond to each other's needs, hopes and aspirations.*
- *To provide and maintain an attractive, happy, secure, safe and healthy school environment.*

### **Professional Requirements of Staff**

*In the light of our mission statement:*

*All members of staff have a professional responsibility to meet the **academic, moral, social and spiritual needs of all students.***

*To enable this to happen:*

- *We will strive to provide an excellent teaching and learning experience for all students.*
- *We will encourage students to come to a fuller understanding of the difference between right and wrong. To be good citizens of the school community the students have to follow school rules, which are enforced by every staff member.*
- *The students will be given every opportunity to develop healthy lifestyles inside and outside the curriculum time. The school has a responsibility to encourage healthy eating and exercise during the school day.*
- *The Gospel values of respect and value for others will be made explicit to all students in their interaction with every member of the community. All members of the community have a responsibility to live out Gospel values in their work relationships.*
- *Opportunities will be provided for all community members to develop spiritually. The growth of the whole person must be implicit in the ethos of the school.*

### **School Motto**

***Sic Luceat Lux Vestra: Let Your Light Shine***

## Behaviour & Rewards Policy

### Principles

Christ's commandment to "Love one another as I have loved you" is our basic principle and it is our aim that we all work to create a truly Christian community in which we care for each other.

### Our values are shown by our actions

It is therefore by our example and encouragement that we promote caring and responsible attitudes in our school community. It is expected that all members of our community strive to do the following:

- \*Behave with consideration, courtesy and respect at all times;
- \*Promote self-esteem and self-discipline;
- \*Act fairly;
- \*Encourage consistency of response to both positive and negative behaviour;
- \*Promote early intervention;
- \*Encourage care for the environment;
- \*Provide a safe environment free from disruption, violence, bullying, prejudice and harassment;
- \*Encourage positive relationships between all staff, students, parents, carers, parishioners and all Stakeholders.

### Roles and Responsibilities

Mr. McHale is responsible for producing the Behaviour Policy and co-ordinating its annual review.

Mr Mchale has overall responsibility for the Pastoral Care, Behaviour & Reward Systems for students in Years 7 – 11 at St Robert of Newminster Catholic School.

The Heads of House and the Extended Services Team play a major role in the delivery and monitoring of the care systems.

Mrs. Slater and the SEN staff provide focused support for students with special educational needs.

The PSHE Coordinator is responsible for the design and delivery of the PSHE Programme which supports the pastoral systems and the development of the whole child.

Mr. Bayne, Head of Post 16, with the Heads and Assistant Heads of Year 12 and 13 oversee the Pastoral Care systems within the Sixth Form.

**Delivering the Behaviour Policy is the responsibility of all members of the school community.**

**The Governing Body** will support the review and update of the Behaviour Policy and contribute to it through the work of the Governor's Pastoral Sub-Committee as well as the Governing Body's overall contribution to the running of the school.

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**The Head Teacher** will lead the school and encourage all stakeholders to contribute and support the Behaviour Policy.

**All Staff** are responsible for the pastoral care of the students. As adult members of our community, they are seen as positive role models and are therefore expected to set a good example at all times and work positively with our students. They are to ensure that the policy and procedures are followed, and consistently and fairly applied to help achieve a high quality learning environment.

All Tutors will ordinarily remain with their students for five years (7-11) and two years (12-13) and are encouraged to develop a special relationship with the members of their tutor group. This relationship can be developed through the Pastoral System, PSHE programme, retreats and extra-curricular activities.

Staff are given the opportunity to raise any issues from the operation of the policy via, Pastoral Meetings, Department Meetings, Staff Meetings or directly to the Heads of House/Year, Head of Post 16, Senior Assistant Head Teacher: Pastoral, Head Teacher or the Governors.

Mrs Elizabeth Hughes is our School Based Social Worker who provides counselling for students, their families and the staff at St Robert's. She works closely with a number of agencies to help meet the needs of those she supports.

The School Attendance and Home Liaison Team support the Heads of House/Year and Tutors as they monitor attendance and punctuality. As part of their role they may make home visits and liaise closely with a number of outside agencies.

### **Staff Training**

New staff: non-teaching staff, new teachers, newly qualified teachers, student teachers and cover supervisors are provided with information and updates on the school's Behaviour Policy.

Lunch supervisors: the school provides annual Inset for lunch supervisors, which includes behaviour management.

Whole school & Pastoral Staff Inset, is provide as and when appropriate.

Supply teachers are provided with the relevant information for behaviour management and support is provided at all levels, as appropriate, to address any issues or concerns.

**Parents/Carers** are expected to take responsibility for the behaviour of their child(ren) both inside and outside the school. They are encouraged to work in partnership with the school to support it in maintaining high standards of behaviour. It is important therefore they support the school rules and sanctions given, should their child break the school rules.

Parents/Carers are given the opportunity to raise with the school any issues arising from the operation of the policy via their child's Head of House/ Year, Director of Sixth Form, Senior Assistant Head Teacher Pastoral, Head Teacher or the Pastoral Governors

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for the School. They may do so by telephone, in writing or by making an appointment. Please note that staff have a number of responsibilities and therefore it is important that parents/carers phone to make an appointment.

**Students** are expected to take responsibility for their own behaviour, respect all members of the community and follow the school rules. They have a responsibility to ensure that incidents of poor behaviour, vandalism etc are reported.

They are made aware of the school rules, the reasons for implementing them and sanctions imposed if the rules are broken, through the student planners, school assemblies, registration periods, pastoral programmes, as well as through the guidance and example of the adults in the school community. Ignorance of the rules is no excuse.

Students are given the opportunity to raise with the school, issues arising from the operation of the policy via the Year Councils, School Council and directly to their Tutors, Head of House/ Year, Extended Services Team, Director of Sixth Form, Senior Assistant Head Teacher Pastoral, and the Head Teacher.

### **Procedures**

School rules are necessary to ensure that our school operates smoothly and successfully. It is required that the rules are respected and it is important that everyone recognises that they are there for the good of the whole community.

### **Rewards**

The vast majority of students for most of the time behave and work well and all adults are expected to praise and encourage the effort, good behaviour and accomplishments of our students. It is crucial that responsibility and self-discipline are promoted and seen to be valued at every opportunity. The focus of our staff should not be limited to those whose academic work or behaviour is poor. Staff should promote and celebrate positive behaviours and effort. They may give verbal praise, provide comments in the Student Planner and receive merits.

Samples of students' work are celebrated by exhibiting them on the classroom or corridor display-boards where the school community may view them. Stickers, post cards, certificates, medals, trophies, gift vouchers or awards are given for particular achievements and effort e.g. in sport, for attendance/punctuality, prefect duties, positive contribution etc. These are presented by the Teacher, Tutor, Head of House/Year, Head Teacher, a member of the Leadership Team or guests in assemblies and in Award Ceremonies. Articles are placed in school publications and the website. The local newspapers promote students' academic and non-academic effort & achievements.

The annual Record of Achievement Ceremony celebrates the positive achievements of our Year 11 students and the annual Whole School Awards Evening acknowledges all aspects of Year 7-13 students' positive contributions and achievements.

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## Behaviour Policy

### Discipline

Students who fail to meet the school's standards of behaviour will be disciplined. Discipline is to be fair and clearly explained to the student(s) involved so that lessons can be learned from the experience. Students are to be treated with unconditional positive regard. We may disapprove of their behaviour but we respect them as individuals.

The purpose of imposing a sanction is to encourage the person responsible:

- \* to register that his/her behaviour has been unacceptable
- \* to understand that s/he has hurt or offended others
- \* to reinforce the need for self-discipline and control.

Where possible the student should make some form of restitution e.g. a letter of apology, paying for or making a financial contribution towards damaged or lost property. Parents are to be informed of their child's behaviour and the punishment set. Dialogue is encouraged and they are expected to give their full support to the school rules and discipline procedures. They do have the right to appeal to the Governors' Pastoral Sub-Committee.

Staff will monitor behaviour and achievement via the SIMS system, which is analysed on a daily and weekly basis by Heads of House/Year and Senior Assistant Head Teacher Pastoral.

### School Rules

#### Behaviour

Students are expected to give their best at all times. They are to produce quality work and observe the common courtesies of good manners and respect for all members of our community in and out of school.

Students should never run but walk around the school buildings and keep to the left. They should not be in the toilets between lessons (a medical pass is issued for students who have a medical condition which necessitates more frequent visits to the toilet – a medical note is required).

Years 7-11 are to use toilets in the Student Reception area only and will be punished if they use other toilets.

Years 12 & 13 may use the toilets in the Student Reception area as well as those in the Sixth Form block.

Students must behave sensibly when journeying to and from school, paying special attention to road safety e.g. the underpass must be used to cross Northumberland Way and the school crossing should be used to cross Biddick Lane. Students must not run in front of vehicles or throw objects at vehicles or people. When travelling by school or public transport to and from school students should remain in their seat and behaviour should be exemplary. Students who misbehave will be punished and could be banned from travelling on school transport for a set period of time or permanently (depending upon the incident).

No student should truant from lessons or leave the school site without permission from his/her Head of House/Year.

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Parents/Carers are required to produce a note to request permission to leave school during the school day e.g. hospital appointment. A pass is produced to show the Head of House/Year has given his/her consent. This is then taken to the Student Reception where a LA pass is issued. This should be given to the staff at the Student Reception on the student's return to school.

### **Smoking**

St Robert's is a "No Smoking" site and students are forbidden from smoking on the site, near the school site or in school uniform. Cigarettes, matches or lighters are not permitted in school. For more information refer to the school's No Smoking Policy.

### **Forbidden Items**

Illegal substances, knives, guns, correcting fluids, deodorant sprays, stolen goods, alcohol and chewing gum are also forbidden.

### **Environment**

Students are expected to respect the environment and therefore must put litter in the bins provided and should not graffiti walls, furniture, books, clothing etc. School bags and equipment should not be left lying in the corridors.

### **Mobile Phones/Internet Use**

Mobile phones **MUST** be switched off and are **NOT TO BE USED** in school at all (Years 7-11). The phone must remain out of sight whilst a student is on site. If this rule is broken e.g. a student phones, texts, photographs or uses his/her mobile in any other way, the phone will be taken from them and given to the staff at the Student Reception. The phone should be collected from the Student Reception at the end of the day. The student's Head of House will be informed and will inform the student of the punishment given (according to the severity of the situation) and the Head of House will contact the parent/carer and inform him/her that the student will be banned from bringing his/her phone to school if this rule is breached again.

If there is inappropriate material on a mobile phone the student will not have the phone returned to him/her at the end of the day and the parent/carer will be required to meet with the student's Head of House/Year, Senior Assistant Head Teacher or Head Teacher to discuss our concerns and to collect the phone. The police will be contacted if it is appropriate e.g. the recorded information is illegal.

Students are not permitted to use their phones to take photographs, videos or make sound recordings whilst in school or involved in school activities. It would be deemed a serious breach of school rules should a student do this and also should any recorded material be posted on any social network sites.

**It is also unacceptable to make any comment about a member of staff on the internet.** Should a student or a parent have a compliment, comment or complaint they should follow the school's procedure by writing to the Head Teacher who will take appropriate action.

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### **Attendance and Punctuality**

**All students should arrive in school no later than 8.40am.** Students who are late for registration/assembly should sign the late book at Student Reception and will be punished accordingly. If the reason for the lateness is genuine a note from a parent/carer providing an explanation should be given to his/her Tutor no later than the following morning. Failure to follow this rule may result in a phone call home by the appropriate Head of House/SAHLT Team (School Home Attendance Liaison Officers). Persistent lateness will necessitate detentions set to make-up for time lost and a meeting of the Head of House (and also a member of the SAHLT Team, when appropriate), with the parent/carer and student to discuss the issues raised and reinforce the importance of punctuality (see Attendance Policy).

Students are expected to be punctual for all lessons throughout the day. Students will be punished by the class teacher if a student is late without a valid reason. If a member of staff delays a student they should record the time the student left them with the date and their signature in the student's planner. Staff are required to record the student's late arrival to class on the attendance system.

If a student is absent from school his/her parent/carer is expected to phone the school before the start of the school day to explain the reason for the absence. On return to school the student should present a note from his/her parent/carer to explain the absence (There are pages in the back of the planner to accommodate a brief note). If this is not produced the absence will be recorded as unauthorised. If the note is not received the Tutor should refer the student to the Head of House. The Head of House will speak with the student and contact the parent/carer to explain why the note is required. If progress is not achieved e.g. parent/carer cannot be contacted, then SAHLT will visit the home to discuss with the parent/carer the reason for the absence, and explain the importance of the note for legal reasons. The Local Authority monitor unauthorised absences and may invite parents/carers to formal meeting to discuss poor attendance or punctuality and a parent's/carer's responsibility for this. If the matter is not resolved, parents/carers will be taken to court.

Students who leave school without permission at break, lunch or during lesson times will be given five evening detentions and their HoY will contact their parents/carers. Students who truant from lessons will be required to catch up with the work missed. Those who truant at break times will be required to do community service e.g. set out chairs for assemblies, litter picking etc. All students who truant will be placed on report to monitor their attendance.

Parents will be invited into school to discuss the truancy with the student's Head of House. If the truancy/ attendance issues persist then the Local Authority will be involved.

### **Presentation**

Students are expected to arrive in school in full school uniform as described by the school and wear it correctly at all times. Students must not wear earrings, make-up or nail

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varnish. No outlandish hairstyles e.g. Mohican, tramlines, patterns or colourings are permitted. The Head Teacher reserves the right to decide what is suitable.

Students who do not wear their uniform correctly should be challenged by staff and punishments may be set. Head of House/ Year should be informed of persistent offenders.

The school website contains the full uniform policy.

### **Being Organised**

Students are expected to carry their school books and equipment in a bag and are advised to organise what is required for school the evening before. Writing equipment, rulers, calculators etc are essential. Planners are the main line of contact between home and school and should be kept up to date. Homework and deadline dates should be entered. Planners ought to be signed weekly by a parent/carer and the Tutor. The Tutor and Head of House will monitor student planners. Students are responsible for all text and exercise books issued to them. Students should be punished if they graffiti book covers and pages, equipment, walls and furniture etc. The student will be responsible for replacing/repairing damaged items, or for cleaning the equipment, furniture or walls (if they graffiti on them or permit others to deface their books or equipment).

### **Learning Mentors**

Learning Mentors are available to support students e.g. who have poor organisational skills, poor homework record, lack of focus etc. They offer individual and group support arranged via the student's Head of House and Senior Staff.

### **Punishments**

The main forms of punishment which teaching staff may use are written impositions and detentions.

#### **Written Impositions**

Written impositions should require the student to reflect upon their behaviour. Great care must be taken in judging the particular student's ability to complete the imposition in a reasonable time. Long impositions will not be given to less able students. Mrs. Slater (Director of SEN) or the student's Head of House may be consulted if staff are in any doubt.

#### **Detentions**

Break or midday detentions may be arranged by teachers but students must not be left unsupervised.

After school detentions should be supervised by the teacher giving the detention or by arrangement with another member of staff e.g. some departments operate a Subject Detention and all members of staff in the department take it in turn to supervise the evening detention.

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As of January 2012, the government has indicated that schools do not have to give parents/carers notice of an evening detention. However it remains school policy, that staff will normally give parents/carers 24 hours notice, as a matter of courtesy, so parents have adequate time to make transport arrangements for your child's journey home afterwards. This will be via a note in the student's planner and this is to inform parents/carers – not to ask their permission.

In some circumstances e.g. persistent lateness, staff will keep students back to make up for time lost at the start of the school day. Parents will be contacted e.g. by phone to inform them this is happening.

The Head Teacher, Senior Assistant Head Teacher or student's Head of House may agree a contract with a parent/carer and student. This may involve a student being required to attend a detention the day a student does not keep to the conditions agreed. There is a pre-agreed procedure which ensures school has a contact phone number for parents/carers or an agreed relative to ensure they are informed if a student is kept in detention after school at short notice.

Students held in detention should sign in at Student Reception and indicate where and with whom they have the detention. After the detention students should sign out at Visitors' Reception. Please ensure students under your supervision have followed this procedure.

Students who fail to turn up for the arranged evening detention without providing an explanation should be asked to provide a valid reason. If there is none then the detentions may be doubled. Parents should be informed as to why the punishment has been doubled. If the student still fails to co-operate with the punishment then the Subject Leader should be informed. S/he may wish to phone or write to the parent/carer of the student. Subject Leaders should check with the student's Head of House before phoning as they may provide some important information or useful advice.

### **Student Discipline in the Classroom**

Children should be made aware of the standard of behaviour expected and the consequences of misbehaviour in class. Sanctions may involve a verbal warning, written exercise, detention set. The incident should be recorded in the student's planner for the Tutor and parent to see. Repeated misbehaviour in class, failure to do impositions, homework etc. should in the first instance be reported to the Subject Leader who will apply Department discipline procedures. Continued breaches of the above disciplinary matters should be reported to the Head of House for further measures to be taken.

Staff may exclude a student from a lesson for no more than 5 minutes for minor misdemeanours. For more serious behaviour, staff should use the department's remove policy in the first instance. When a serious incident (such as violence or refusal to cooperate) occurs, the member of staff on tour should be contacted and the student will be removed to Inclusion.

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- All Class Exclusions are logged. At the beginning of each half term, Subject Leaders, Head of House and Tutors will be given the appropriate behaviour data, relevant to their role, from the previous half-term.

### **Student Discipline Outside of the Classroom**

Any breach of discipline outside the classroom must be dealt with by a member of staff witnessing the incident or to whom the incident is reported. The incident and punishment given should be reported to the student's Head of House.

Should a member of staff be unable to deal with the breach of discipline outside the classroom, then s/he should report the matter to the student's Head of House.

Students who cause disruption at lunchtimes may be referred via the student's Head of House for School Lunchtime Detention. The student is withdrawn from the school population for the whole lunchtime period under the supervision of a member of staff. The duration of this punishment is determined by the nature of the incident. Students will be given the opportunity to eat their lunch.

### **Physical Intervention**

#### ***Circumstances in which physical intervention may be appropriate***

In the context of this document, physical intervention is the application of "**reasonable force**".

(a) The use of force can be regarded as reasonable only if the circumstances of a particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil committing a trivial misdemeanour or any situation that can clearly be resolved without force.

(b) The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

Any force should always be the minimum needed to achieve the desired result.

### **The first priority is the health and safety of students, staff and others present.**

#### **Preventative Strategies:**

Staff should make use of techniques for calming pupils or re-directing the outbursts of students who are distressed, angry or potentially violent, prior to the use of any physical contact.

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In this situation you should ALWAYS send for the Head Teacher or in the Head Teacher's absence, Mr. McHale or a member of the Leadership Team.

**The policy of this school is that physical intervention will only be used if a pupil is:**

1. a danger to themselves or others;
2. engaging in any extreme behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

**What actions staff may take:**

Physical intervention will only be used in order for the school to carry out its duty of care towards the student concerned and others present.

Staff faced with a situation where physical intervention may be required immediately should adhere to the following sequence wherever possible:

1. Send for help immediately (to assist with the incident itself and to ensure that there are adult witnesses).
2. Appraise the situation quickly and honestly and decide whether or not it is controllable by oneself – especially in terms of physical strength.
3. Send away any other pupils who may be at risk or who may be exacerbating the situation
4. Intervene non-physically as quickly as possible, using a calm voice and displaying a calm and authoritative demeanour.
5. Try to interpose oneself between the protagonists (or between the protagonist and the object at risk) without using physical contact, and without putting oneself at risk.
6. Use physical contact to restrain the student(s), bearing in mind the constraints listed below, whilst explaining in a calm and measured way why the action is being taken, and where the pupil is going.
7. Continue to talk calmly and *non-judgmentally* to the protagonist(s) while they regain their composure and become able to follow normal verbal instructions.

If physical intervention appears to be likely, staff should adhere to the following guidelines:

- Remove other pupils from the area immediately
- Whenever possible ensure that two members of staff carry out any physical intervention
- If the situation can be contained in the short term send for a senior member of staff
- Proceed as previously listed

Do **not** use any of the following types of physical contact:

- holding a student around the neck or by the collar or in any other way that might restrict the student's ability to breathe (this includes double arm locks)
- twisting or forcing limbs against joints

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- tripping up a student
- holding or pulling a student by the hair or ear
- holding a student face down on the ground
- holding a student in any way that may be considered to be indecent

### ***School Procedures following an incident***

If any incident takes place which requires physical intervention or the physical restraint of a student, the following actions should be taken:

1. The Head Teacher or in the Head Teacher's absence, Mr. McHale should be informed immediately.
2. Medical Room staff (when safe to do so) will check for any injuries and make appropriate arrangements.
3. The Head Teacher/SL may decide to contact the police/make a CP Referral/contact the LA
4. Parents will be contacted immediately and will be required to come into school promptly
5. The staff involved should complete a written report for the Head Teacher.
6. A record of the incident and a copy of any reports will be retained for future reference.

### **Other Policies**

#### **Bullying/Fighting**

Students involved in bullying or fighting should be reported IMMEDIATELY to their Head of House (or Mr. McHale). For further information refer to the Anti-Bullying Policy.

#### **Safeguarding**

**If a child's behaviour is believed to be a matter of Safeguarding then it should be reported IMMEDIATELY to the Designated Person for Safeguarding: Mrs Bowen, Miss Brown or Mr McHale. In their absence then it should be passed on to the Deputy Designated Person for Safeguarding (Mr Bayne, Mrs Macklon and Mrs Slater).**

**For further information refer to the Safeguarding & Protecting Children/Young People Policy or contact Mrs Bowen, Miss Brown or Mr McHale.**

#### **Racist Behaviour**

If a child's behaviour involves racist comments or acts then this information must be IMMEDIATELY passed on to the child's Head of House/Year who will take the appropriate action and pass on the information to Mr. McHale (Designated Person for Race Equality), who will keep a record of the incident and action taken and will inform the LA.

For further information refer to the Race Equality Policy, Equality Policy or contact Mr. McHale.

#### **Illegal Drugs**

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If a member of staff suspects a student is involved in taking or selling illegal substances then this must be reported IMMEDIATELY to Mr. McHale (Designated person for Drugs Policy and Police Liaison).

For further information refer to the Drugs Policy or contact Mr. McHale.

### **Stealing and/or bringing stolen goods onto the school premises**

If a member of staff suspects a student of stealing or bringing stolen goods onto the school premises, this must be reported to the student's Head of House/Year, who will inform the Assistant Head Pastoral or Director of Sixth Form.

### **Strategies Available to Manage Difficult or Persistent Behaviours**

#### **On Report**

Students are placed on yellow report by their Head of House, when serious concerns arise e.g. truancy, poor punctuality, disruptive behaviour, lack of effort or when requested by a parent/carer. If they fail to respond to yellow report, they will be placed on red report with the Senior Assistant Head Teacher Pastoral.

The student is given a weekly report sheet. This should be presented to the teacher at the beginning of each lesson and the teacher ticks the appropriate box and signs it to indicate whether the student's behaviour, progress or effort etc was "satisfactory" or "unsatisfactory" during the lesson. There is room for a teacher's comment if this is required. The signed Report Sheet should be returned to the student by the end of the lesson. Each day the student must take the report sheet to be signed by his/her Head of House and each evening a parent/carer is required to check and sign it.

Students who lose, forget or deface their report sheet(s) will be punished.

#### **Inclusion Room**

#### **Students are referred to the Inclusion Room for the following reasons:**

1. If a student is excluded from class, they report to Mr. McHale and s/he is sent to the Inclusion Room for the remaining time of the lesson.
2. If a student displays disrespect, poor behaviour in a specific subject area only, the student may be referred to the Inclusion Room in consultation with the Subject Leader, Head of House and Mr. McHale for one or more lessons with that particular teacher.
3. Students, whose display of unacceptable behaviour would merit short-term school exclusion, may be referred to the Inclusion Room instead via the student's Head of House and in consultation with Mr. McHale. This will enable the school to provide for the student's education but would punish the student by excluding him/her from the rest of the school population during lesson(s) and break times (full day Inclusions). Parents are usually informed of the process in advance, however if a student's behaviour merits removal from the main school immediately this will happen e.g. involved in a fight. Parents/carers will be informed via the approved form which will be taken home by the student at the end of the school day. Heads of House will try to contact parents/carers to discuss the incident but the student will still be referred to the

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Inclusion Room should a parent/carer not be available. Parents/carers will be offered the opportunity to discuss their child's behaviour with the appropriate Head of House.

Teachers are required to provide work for students whilst they are in the Inclusion Room. Head of House or Mrs Mason will contact staff and ask them to provide work and guidance on what the student is required to do. The work should be sent to the Inclusion Room with the guidance, teacher's name and subject indicated.

### **The Governors' Pastoral Sub-Committee**

Students whose behaviour is giving serious cause for concern may be referred via the Heads of House through Mr. McHale to the Governors' Pastoral Sub-Committee. A report is compiled and the student and his/her parent(s)/carer(s) are required to attend. Further strategies to improve behaviour will be discussed and determined. A contract will be drawn-up and the student will be monitored. A report will be produced at the next Governor's Pastoral Sub-Committee Meeting. If progress has been made the Governors will praise the student formally in writing and wish him/her continued success. If progress has not been made, more serious action may be taken involving the L.A. depending upon the situation.

Parents/carers have the right to appeal any action taken in response to a student's behaviour e.g. exclusion. They are required to write to the Governing Body to give formal notice that they intend to appeal a decision and a date will be set for the Governing Body to hear the case from the parent and the school. The Governors will then make a decision. If the parent/carer still disagrees with the Governors' decision they have the right to appeal to the LA.

### **School Exclusions**

A decision to exclude a student will only be taken

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Only the Head Teacher (or, in the Head Teacher's absence the Senior Assistant Head Teacher Pastoral) may exclude a student.

A decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and will be a last resort.

There will however be exceptional circumstances where, in the Head Teacher's judgment, it is appropriate permanently to exclude a student for a first or one off offence.

These might include, but not exhaustively:

\* serious actual or threatened violence against another student or member of staff;

Your opinion matters. Any emailed or written comments will contribute to the annual review of this policy (<http://strobortofnewminster.co.uk/contact/>) (St Robert's School & Sixth Form College, Biddick Lane, Washington NE38 8AF) If requested this policy will be made available in an alternative format.

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- \* swearing directly at a member of staff or subjecting them to serious verbal abuse;
- \* sexual abuse or assault;
- \* supplying an illegal drug;
- \* stealing, or bringing stolen goods onto the school premises, or
- \* carrying an offensive weapon;

In such cases the Head Teacher may choose to inform the police and/or other agencies e.g. Youth Offending Team, Social Services etc. The L.A. will be contacted.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well being of the school community.

The L. A. has indicated that “In cases where a Head Teacher has permanently excluded a pupil for

a) one of the above, or

b) persistent and defiant misbehaviour, including bullying (which includes racist or homophobic bullying), or repeated possession and/or use of an illegal drug on school premises, the Secretary of State would not normally expect the governors Discipline Committee or an Independent Appeal Panel to reinstate the pupil.” (Sunderland Social Inclusion Handbook: Working Together on Exclusions p. 4. Distributed to schools 31 August 2004.)

### **Recording of Behaviour Incidents**

Prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the Behaviour Policy. The school maintains accurate records of behaviour incidents. As part of the monitoring process the information recorded e.g. nature of incidents, where, when and who is involved, as well as an indication of sanctions given and responses received from parents etc is used by the Pastoral Leaders to assist with the management of students’ behaviour and inform the annual review of the school’s discipline procedures and rewards.

### **Policy Monitoring & Review**

The procedures and processes are monitored and reviewed constantly.

**Parents/Carers** are welcome to comment formally or informally in writing or directly to the child’s Head of House, Director of Sixth Form, Assistant Head Teachers, Head Teacher or the Governing Body about specific issues or concerns.

**Students** are encouraged to express their points of view informally to their Tutors, Heads of House, Leadership Team and formally through the Student Council and School Council at the regular meetings.

**All staff** are welcome to make comments informally or formally to the Pastoral Leaders, members of the Leadership Team or at Pastoral/Subject Meetings and Staff Meetings.

**Subject Leaders**, as part of their Self-Review process are invited to report on their Departmental Behaviour Policy and reflect procedures used in an attempt to share good practice and encourage a more consistent approach to behaviour management. They are welcome to discuss policy and procedures with Mr. McHale.

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**Behaviour Policy**

**The Pastoral Leaders** conduct an annual review of the Pastoral System and update information or modify procedures using the input received from all stakeholders. Their views are valued and make a major contribution when the Policy is reviewed.

**Other Related Policies**

- Safeguarding and Protecting Young People's Policy
- Anti-Bullying Policy
- Complaints Policy
- Disability Equality Policy
- Health and Safety Policy
- Equality Policy
- Racial Equality Policy
- Drugs Policy
- No-Smoking Policy
- Inclusion Policy
- School Attendance and Home Liaison Policy
- Mobile Phone Policy
- ICT Acceptable Use Policy