

## **Behaviour Policy**

At St Robert's Catholic School and Sixth Form College, we wish to maintain the highest standards of behaviour in school. We aim to ensure a caring, respectful atmosphere in school where students can feel happy and secure and are able to make the most of their God-given gifts and talents. The school is blessed with caring teachers, parents and carers and well-behaved, well-mannered students. The school's aim is to encourage this positively by encouragement, praise and example.

The Governors believe that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. The school seeks to create a caring and learning environment by:

- Promoting excellent behaviour, self-esteem, self-discipline and respect.
- Encouraging consistency of response to both positive and negative behaviour.
- Providing a safe environment free from disruption, violence and bullying.
- Encouraging a positive relationship with parents and carers to ensure that they play their part in the implementation of the school's policy and procedures.
- Supporting the Headteacher and Staff when faced with challenging behaviour.

### **How do we promote good behaviour, self-discipline and respect?**

- Children have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of students. In keeping with the ethos of the St Robert's.
- Rewards and awards are very effective in motivating students. Good behaviour and achievement will be recognised – see Rewards below.
- Discipline should be constructive in nature and staff attitudes must be consistent.
- A clear and consistent code of conduct is necessary for all students and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed. (see separate Code of Conduct)
- Students with behavioural issues will be supported through the pastoral system.
- St Robert's acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.

## **SIMS**

St Robert's uses a points system (SIMS) to reward students with achievement points for their efforts, good work, good behaviour and doing good work for others. We also use Behaviour points to record when students fail to meet school expectations, rules and standards. Student records are monitored closely by their form tutor and Head of House. The record of a student may be used to determine permission to take part in wider school events such as excursions, school trips and other out of lesson activities.

<b>Overall, we would expect all pupils to have more achievement than behaviour points at all times during the school year.</b>	
<b>Achievement Points</b> These are awarded to students for the following reasons, good classwork/homework, excellent effort, good attendance and punctuality and contributing to the school community through charity work and assemblies.	<b>Behaviour Points</b> These are given to students for a lack of homework/coursework, make-up or uniform issues, poor attitude, disruptive behaviour, using a mobile phone etc.

## **Rewards**

Throughout the year, there a variety of rewards a child may receive. Each term, Heads of House award Bronze, Silver, Gold and Platinum certificates which recognise achievement point milestones:

Bronze = 25

Silver = 50

Gold = 75

Platinum = 100

We also, each week select one Key stage 3 and one Key stage 4 student who receives the accolade of 'Student of the week'. The Head of House will send a letter home to parents to recognise the excellent achievement of that student in a week.

There are many other rewards and awards used by department areas throughout the year. Examples of these include:

- Celebration of Achievement Assemblies.
- Gold Standard work displayed around school.
- Postcards sent home by departments for exemplary work and effort.
- Positive comments in student planners.
- Raffle tickets with prizes for excellent homework.
- End of Year Achievement Celebration.

Students are encouraged to keep all their awards as they journey through their time at St Robert's and all of these will be collated into their Record of Achievement folders at the end of year 11.

### **How do we prevent Bullying?**

We aim to develop a school community where bullying is not tolerated, and students feel safe to tell someone who can help, if they are being bullied. We aim to create an anti-bullying message throughout the school to encourage all individuals to act with tolerance, care and consideration to others at all times.

For further information on how we prevent bullying, please visit the school's bullying policy <https://www.strobertofnewminster.co.uk/wp-content/uploads/2020/01/Bullying-Policy.pdf>.

### **How do we ensure the completion of work and homework?**

Teachers will maintain high standards in their classroom at all times and will impose sanctions when students fail to adhere to these standards. When a student fails to meet the standards set out in school/departmental policies, the member of staff should inform the Subject Leader outlining the problem and action taken by them. Subject Leaders must accept responsibility for classroom standards in their departments and must monitor the classroom management of staff in their department. They should impose sanctions on referred students and liaise with the Pastoral team.

### **Homework:**

At St Robert's we believe the purpose of homework is:

- To encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own.
- To prepare pupils for the demands which await them in their studies, such as assessments, revision, external examinations, production of coursework, controlled assessments, research projects and extended writing.
- To consolidate and reinforce the knowledge, skills and understanding developed at school.
- To extend learning beyond the classroom.
- To involve parents/carers in their child's learning and keep them informed about the work their child is doing.

### **Planning and Preparation:**

We recognise that the quality and effectiveness of homework depends on how well it has been planned. As a result, we aim to make sure that homework is relevant and planned to complement classroom learning. Whenever a task is set, teachers and students will designate the task as one of the following three types in the pupil planners. Pupils will record in their planners either P, C or E. (Prepare, Consolidate or Extend)

### **Pupils must:**

- Complete homework on time and to a high standard.
- Re-draft homework if it is not to a high standard.
- Clearly signpost their homework in exercise books and files.

### **How do we regulate the conduct of pupils?**

The school has a set of very clear rules, which are regularly communicated to students. These rules are summarised below:

#### **Rules for All students**

Whilst not an exhaustive list, for the purpose of this policy, St Robert's defines **'unacceptable behaviour'** as any behaviour which may cause harm to oneself or others, disrupts learning, disturbs the running of the school, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment – behaviour towards others, which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour.
- Bullying – a type of harassment, which involves criticism, personal abuse, an insidious or persistent action which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, legal highs alcohol or tobacco.
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers).
- Truancy.
- Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions.
- Theft.
- Swearing, racist remarks or threatening language.
- Fighting, violence or aggression.
- Persistently poor and/or disruptive behaviour.
- Smoking/Vaping.
- Lateness to registration and class.
- Low level disruption and talking in class.
- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at school without homework.
- Disruption on public transport.
- Use of mobile phones/ear phones in school.

- Graffiti/vandalism/chewing gum or deliberate damage to property.
- Failure to comply with the uniform policy (including haircuts, jewellery/make-up/false nails, trainers etc. – see uniform section of this policy).

### **Mobile Phones**

Students are allowed to carry a mobile phone on the school site in their pocket or bag, but it must remain switched off at all times. It must not be taken out at any point, unless directed to do so by a member of staff. It must not be turned on or used at any point, unless directed to do so by a member of staff. If any student contravenes these rules, they may be punished for doing so and their phone may be confiscated until the end of the day. For repeat or serious offenders, the phone may be confiscated until parents or carers can retrieve it.

### **Consistency**

St Robert's ensures a consistent approach by staff in the implementation of the Behaviour Policy through regular whole staff training and guidance on INSET days, twilight sessions and at Staff Briefing on a Monday morning. All members of staff are advised to use a variety of "Ready to Learn" strategies to promote excellent learning and behaviour in their classrooms. These "Ready to Learn" expectations are communicated to students in Assemblies and they are reminded of these expectations and the Code of Conduct on a daily basis by their Tutors and in their lessons by their Teachers.

PSHE lessons and Tutor time will also be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All curriculum areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all students can learn and make progress. Heads of House will support this curriculum through standardised assembly themes to cover; Bullying, IAG, Drugs, Alcohol and Tobacco misuse, Finance, Emotional Health, Healthy Lifestyle and On-line safety.

A clear rewards and sanctions strategy is in place to ensure that our Behaviour Policy is consistently applied, all staff are trained in how to use SIMS and this system is tracked by the Pastoral Team. A calm environment around the building and at break and lunchtimes is promoted by staff on duty. All staff both teaching and non-teaching who do duties are given regular training on the school's expectation of them whilst on duty.

### **Facilities and Environment**

The indoor and outdoor spaces and school buildings are very important to us all. Students can help us to keep the school in good condition and a safe and happy place to be by:

- Keeping to the left when students are inside the school building, especially on the stairs.
- Keeping all floors and corridors clear of bags, coats and equipment at all times.
- ALWAYS put their litter in the bins provided. (Community service for those who do not do this).
- Keeping walls and furniture tidy and free of graffiti.

- Not marking floors with their shoes. (Community service for those who do this deliberately).
- Not going out of bounds (this includes certain areas of the school at break and lunchtime).
- Only entering classrooms when a member of staff is present and when they have permission to do so.
- All students in Year 7 – 11 must stay on the school premises when students arrive at school in the morning until 3:20pm.
- Treating all areas of the school with care and respect and this includes being sensible when using the toilet facilities in school.

### **Sanctions**

Occasionally, students' conduct does fall below what is acceptable, and accordingly the school may have to apply sanctions or disciplinary penalties. The school has the statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instructions. This authority applies in school but also elsewhere under the charge of a teacher, for example on a school visit. Teachers can also discipline students in certain circumstances when misbehaviour occurs outside of school (see below). Sanctions are reasonable and proportionate to the circumstances. Below is an overview of the different levels of sanction used.

### **Punishments and Detentions**

Punishment tasks such as writing the school rules and detentions are the main forms of discipline. See notes on detentions below. A student may also be given a Community Service type punishment if their actions have done something that has had a negative impact on the school environment.

### **Report**

If there is a larger problem, students may be put on report. Students will be given a form, which students must take to every lesson for their teachers to fill in and sign. Students must present the report to their Head of House in the morning before school and at the end of the day to be checked. Students must then take the report home so that their parent(s)/carer(s) can read and sign it. The students Head of House will regularly communicate with Parents / Carers to discuss how to improve the situation.

The staff are here to help students to realise their full potential. A Tutor and Head of House have special care for students and if there are difficulties please ask them for help. Sharing a problem is often the first step to solving it. If a student consistently fails to reach the high expectations St Robert's sets for behaviour then the school may work with outside agencies such as the Behaviour Support Team, Together for Children/Early Help, CAMHS and CYPS to try to find solutions and strategies to help that student manage their behaviour more successfully.

## **Inclusion**

If a serious incident occurs in school which needs to be investigated, students may be placed in Inclusion whilst we deal with this issue. The Inclusion Room may also be used if students receive an unacceptable amount of behaviour points in a day or week or if students perform poorly on the report students have been placed on. It is also used as a sanction for students who persistently break school rules and expectations, or are involved in a serious behaviour incident.

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

Students whose behaviour is giving serious cause for concern may be referred 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.

## **Exclusion**

In extreme or repeated cases, exclusion (fixed term or even permanent) may be the appropriate sanction for an offence. In such cases students' parent(s)/carer(s) will be asked to discuss the situation with students Head of House, Assistant Head teacher or Senior Assistant Head teacher. Please see the Governors' Statement of behaviour, for further information. <https://www.strobertofnewminster.co.uk/wp-content/uploads/2019/11/Governor-Standards-Website.pdf>

## **Use of detentions**

Teachers have the authority to impose detention outside of school hours. On occasion the school may issue a detention either at break, lunch or after school. Parental consent is not required for detentions. With detentions during the school day, staff will allow reasonable time for the student to eat, drink and use the toilet, if needed. The school will not issue a detention where they know that doing so would compromise a child's safety. We will always consider whether the detention is likely to put the child at risk, whether the child has known caring responsibilities, which make the detention unreasonable, and whether the parent/carer can make travel arrangements for the child. However, the distance students have to travel will not provide an adequate excuse for an alternative punishment. Parents/carers will be given 24 hours' notice of the detention, if it is after hours.

## **Confiscation of inappropriate items and the power to search**

The law allows for the school to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The school also has the power to search without consent for *prohibited items* including:

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article used or likely to be used to commit an offence or cause personal injury/ damage to property, any other banned items.

Weapons, knives, certain drugs, and extreme or child pornography will always be handed over to the police. Otherwise the school will decide if and when to return a confiscated item.

### **Discipline beyond the school gates**

The school has the authority to discipline pupils for misbehaving outside the school premises to such an extent as is reasonable. If the school witnesses or has reported to it, misbehaviour or bullying which occurs off the school premises

St Robert's is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students on the school premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from school during educational visits.
- Good behaviour on the way to and from school. In the event of poor behaviour reported on scholars or public bus services students will be sanctioned accordingly.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

Students will be disciplined for bad behaviour while taking part in any school-organised or school-related activity, while travelling to or from school or while wearing school uniform or in some other way identifiable as a pupil of the school. Students may also be disciplined for misbehaviour adversely affecting the orderly running of the school, posing a threat to another member of the school community, or which could negatively affect the reputation of the school.

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property.