



St Katherine's School

Student Behaviour Policy

Policy Number SKP A011

Next Review: December 2018

Signed : _____
Headteacher

Dated : _____

Signed: _____
Chair of Governors

Dated : _____



**St Katherine's School
Policy No. SKP A011**

STUDENT BEHAVIOUR POLICY AND PRACTICE

1.0 RATIONALE

- 1.1 St Katherine's has a clear ethos, values and vision statement. This informs our approach to managing behaviour in our community. Our aim is for every child to reach their full potential and develop essential employability skills by:
- providing a comprehensive school education, available for all ages and abilities
 - developing teaching and learning habits which are a beacon of best practice
 - placing the learner at the centre through assessment for learning, personalised feedback and regular review of the learning journey
 - creating a high quality learning environment both inside and outside the classroom
 - providing a broad curriculum which develops a wide range of knowledge and skills in equal measure
 - giving choice at the appropriate time for students to specialise in areas which meet their interest, talents and future goals
 - giving high quality information, advice and guidance so that students and families can fully access the best choices available to them
 - growing partnerships with parents, families and the wider community
 - maintaining our beautiful grounds and open school site
 - providing extra-curricular learning opportunities beyond the classroom and beyond the school day
 - providing enriching learning experiences that promote deeper and more memorable learning experiences
 - developing compelling young people who are polite, respectful and confident in character
 - developing students who understand the principles of good leadership and have the opportunity to practise this in our community
 - teaching young people about the value friendship, embracing diversity and difference, demonstrating mutual respect
 - developing students who demonstrate a passion and love of learning for the rest of their lives
 - celebrating the success and achievements of all members of our school
- 1.2 Young people are a product of their family values, the friends with whom they socialise, the school they attend, their early childhood attachment, significant events which happen in their adolescence and their future ambition. Young people are not born knowing how to behave in all the social situations they encounter. Some young people learn good behaviour quickly and some young people need continual reinforcement to change poor attitudes, entrenched habits and the conflict between the school and their family values. It is the equal responsibility of schools to teach the formal academic curriculum and to teach the values, attitudes and skills needed to become responsible, mature and engaged citizens. Teaching children to behave is a fundamental part of school life and we can expect young people to grow by getting things wrong as much as they get things right. It is also important to understand that young people learn good



behaviour by watching the world in which they live and listening to the common messages received from both school and home.

2.0 AIMS

2.1 The aims of St Katherine's School can only be achieved through the good behaviour of its students. This policy sets out the principles and procedures which promote the good behaviour of all in pursuit of these aims.

2.2 The responsibilities for implementing this policy of different roles in the school are set out below:

2.2.1 Governors

- will establish, in consultation with the Head of School, staff, students and parents, the principles and practice of the policy
- will review this policy every two years
- will support and challenge the school in maintaining high standards of behaviour
- will monitor and evaluate the impact of this policy
- will fulfill statutory responsibilities of governors in relation to behaviour and safeguarding

2.2.2 Head of School

- will establish good behaviour in the community through this policy
- will draw the community's attention to the policy at the beginning of each year
- will recommend changes to policy
- will delegate responsibility for the implementation and day-to-day management of policy and procedures to the Deputy Headteacher
- will fulfill statutory responsibilities in relation to detentions and exclusions

2.2.3 Staff

- will ensure the policy and procedures are followed and consistently and fairly applied
- will create a positive classroom climate setting high standards for themselves and students they teach, applying our sanctions and rewards procedures
- will teach good behaviour, including the effective management of poor behaviour and bullying incidents which may arise
- will be a role model for good behaviour at all times
- will give mutual support to each other in the implementation of this policy
- will report and resolve any incidents of bullying and harassment, notifying other leaders where appropriate
- will advise the Head of School on the effectiveness of this policy

2.2.4 Parents

- will take responsibility for the behaviour of their child both inside and outside of the school
- will work in partnership with the school, agreeing and supporting the planned actions for improving behaviour
- will attend meetings with school staff to ensure the good behaviour of their child
- will constructively raise issues arising from the operation of this policy



- will report any incident of bullying or harassment endured or perpetrated by their child to an appropriate adult in school

2.2.5 Students

- will contribute to the review of this policy
- will follow the school rules
- will take responsibility for their own behaviour
- will accept the sanctions for behaviour and learn from experience
- will not engage in incidents of disruption, violence, bullying or any form of harassment
- will not stand idly by and allow incidents of poor behaviour to escalate
- will report any concerning behaviour of others to an appropriate adult.

3.0 Principles

3.1 The Governing Body, Head of School and staff will ensure there is fair and equitable application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality making reasonable adjustments for students who are considered disabled under the Disability Discrimination Act (1995) and fulfilling Equality Duties (2010). They will also ensure that the concerns of students are listened to and appropriately addressed.

3.2 The principles we work to in developing a positive, caring and respectful learning environment are to:

- provide a safe environment for all (students, staff, visitors) free from disruption, violence, bullying and any form of harassment
- promote our core values of tolerance, respect, honesty, determination, equality, excellence, friendship, aspiration, resilience and responsibility.
- encourage a positive relationship with parents, carers and other agencies developing a shared approach when implementing the school's policy and procedures.
- clearly define and model what good behaviour is
- ensure positive reinforcement is used more than punitive consequence
- focus our efforts on high quality teaching
- promote self-esteem and self-discipline through relationships that are based on mutual respect
- identify and respond to each individual's behaviour needs to the best of our ability and resources. This includes careful thought given to specific social and emotional need, special educational need, physical or mental health difficulty and children in care
- acknowledge that there will be some instances where the only alternative is to exclude
- encourage consistency of response to both positive and negative behaviour
- promoting early intervention



| Expected Behaviour | Unacceptable Behaviour |
|---|--|
| <p>Students who</p> <ul style="list-style-type: none"> ● attend school regularly ● behave respectfully and responsibly to all members of the community ● respect property and the environment ● are resilient, do their best and aim high ● are focussed and have an interest in schoolwork ● are organised and prepared ready to begin the lesson promptly ● work effectively, individually and in groups ● seek help appropriately and contribute to lessons constructively ● are calm in what they think, say and do ● show tolerance of others who are different or who hold different views from themselves. | <p>Students who</p> <ul style="list-style-type: none"> ● do not attend school/individual lessons. ● are rude or put down others ● damage and / or steal property eg graffiti. ● avoid work. ● prevent others from learning. ● do not demonstrate resilience or being ready to learn ● display anti social habits – chewing gum, smoking, dropping litter, swearing ● bully others (physical/verbal/ sexual) – including aggressive behaviour towards students and staff. ● are involved in drug, alcohol and tobacco misuse. ● show no respect for others who are different or whose views are different from themselves |

3.3 During Autumn 2016, all students and staff reflected on our values and set out what we expect of ourselves in and around the school.

| We value | Our learners | This means |
|------------------------------------|--|--|
| St Katherine's values achievement | I will be on time, ready to learn | <ul style="list-style-type: none"> ● I will try and attend school every day. ● I will pack my bag the night before and get to bed early so that I am ready to do my best. ● I will eat a proper breakfast so that I am fuelled for my day's learning. ● I will arrive to lessons on time and not get side tracked. ● I will remember all equipment for lessons. ● I will wear the correct uniform. |
| St Katherine's values politeness | I will follow an adult's instructions first time | <ul style="list-style-type: none"> ● I will do as asked by an adult first time. ● I will use "please" and "thank you". ● I will not answer back. ● I will listen carefully to what an adult is saying at all times. ● I will not talk over anyone ● I will consider others even when I am having a bad day. |
| St Katherine's values perseverance | I will try my best at all times | <ul style="list-style-type: none"> ● I will concentrate and never give up even when I find the going hard. ● I will believe in my abilities. ● I will act on feedback. ● I will put in my best effort at all times, especially when I am stuck. |



| | | |
|--------------------------------|--|--|
| | | <ul style="list-style-type: none"> • I will ask for help if I cannot do something • I will complete all set homework. |
| St Katherine's values equality | I will respect myself and the school community | <ul style="list-style-type: none"> • I will treat everybody like I expect to be treated. • I will consider others in my actions and words. • I will not drop litter. • I will respect and tolerate everyone in my school community no matter what their ethnicity, religion, sexuality or background. • I will recognise that difference and variety is good and shows character. • I will listen to everyone's opinion in my school community. • I will not swear or use abusive language • I will help my classmates when they need it. • I will respect and look after school equipment as if it were my own. • I will seek the help of an adult if I fall out with my friends. • I will take responsibility for my actions. |

3.4 Positive behaviour is recognised by the following rewards:

3.4.1 The categories listed below are neither prescriptive or exhaustive.

P1 –P4 Verbal praise for repeated positive contributions to school

- excellent answer in class
- correct answer
- trying hard/great effort
- excellent behaviour
- completing homework on time
- complete work to the best of your ability
- showing good determination
- on or above level/target expected
- no C's all term
- positive participation
- excellent attendance
- helping others
- getting planner signed regularly
- working hard
- representing the school
- good mark in test
- taking part in Sports Day / academic competitions
- correct punctuation and spelling
- acting as a student guide
- taking part in charity week
- attending revision sessions
- attending clubs / extra-curricular activities

P5 - Postcard from your teacher



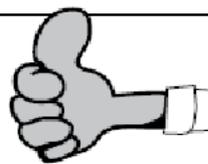
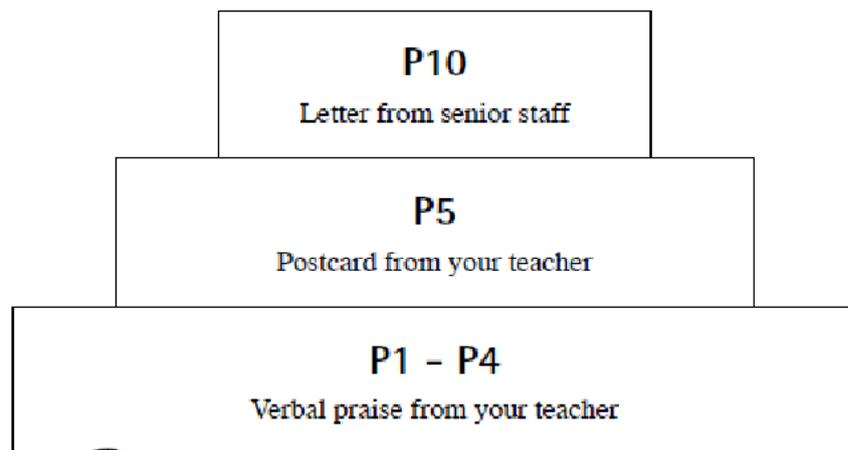
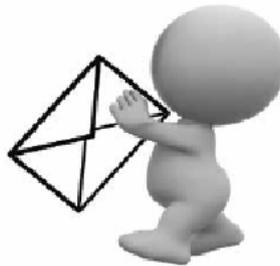
- sustained effort over a period of time
- significant attainment
- excellent progress
- excellent determination
- showing good commitment
- complete project work to a high standard
- helping out a faculty on something significant
- great work throughout a term

P10 - Formal letter from the Head of School

- helping at open evenings/mornings
- assisting with school functions in The Leaf
- representing school sport for whole season
- contribution / achievement in extra-curricular activity
- delivering an assembly



Behaviour for Learning



The podium of praise

© 2010



What are your praises worth?

| | |
|------------|---|
| 100 | Student Support prize |
| 150 | Tutor postcard |
| 200 | Head of Year postcard |
| 250 | Head of Year mystery prize |
| 300 | Break time reward event with Head of Year |
| 400 | Lunchtime reward event with Head of Year |
| 500 | Head of Year letter Afternoon reward event with Head of Year |
| 600 | SLT letter |
| 700 | SLT lunch |
| 800 | Head of School prize |



4.0 Consequences

4.1 With reference to the School Discipline chapter of the Education and Inspections Act 2006 which came into force on 1st April 2007, teachers and other staff as described in this policy have a specific power to enforce disciplinary penalties to any student of the school. These powers are decided by the Head of School are set out in the table below: The categories listed below are neither prescriptive nor exhaustive.

| | |
|---|---|
| <p>The Classroom Teacher Sets clear boundaries, plans learning engages students Reinforces positive behaviour, Responds quickly to negative behaviour – C1-C2 warnings given Records incidents</p> <p><i>If negative behaviour persists, escalates to Faculty Leader</i></p> <p>Classroom based support staff Agree procedures to be adopted in classroom with subject staff Refer to duty staff at break and lunchtime.</p> <p>Always take positive action, challenge inappropriate behaviour. Praise students verbally. Maintain duty of care expected of all staff Reinforce positive behaviour. Respond quickly to negative behaviour</p> | <p>C1 – C2 for repeated inappropriate behaviour</p> <ul style="list-style-type: none"> • Failure to respond to staff instructions • Disruption of learning • Talking over the teacher • Shouting <p style="text-align: right;">out</p> <p>C4 A student will receive a lunchtime detention for a failure to respond to C1-C2 and must be recorded on SIMS.</p> <ul style="list-style-type: none"> • Bullying behaviour • Confrontational attitude • Dangerous behaviour • Eating/drinking/chewing in a lesson • Failure to follow staff instructions outside of a lesson • Inappropriate behaviour • Inappropriate language • Lack of equipment • Lack of uniform • Late for lesson • Late for registration • Misuse of equipment/resources • Misuse of mobile device • Out of lesson without permission • Speaking disrespectfully to staff or students <p>The student may be removed from the lesson on a C4/PL and placed in the faculty withdrawal room if there is behaviour is causing a significant disruption to learning.</p> |
| <p>Faculty Leader Establish clear policy, practice and routines within department</p> <p>Support and advise subject staff, mentor students, warn of consequences, reinforce positive behaviours, responds quickly to negative behaviour</p> | <p>(PL) Protecting Learning Detention: Faculty interventions to address a significant incident or persistent disruption in faculty area. These will be applied where a student has been sent to the faculty withdrawal room. Heads of Faculty complete an open text box in SIMS to record their intervention. For example:</p> |



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| <p>Monitor behaviour across subject area, remove student to another group</p> <p><i>If negative behaviour persists / liaise with Head of Year.</i></p> <p>Faculty sanctions - Curriculum Leader interviews student. Actions could include: department report, detention at lunchtime or after school, extra work, telephone home, withdraw student to another agreed room within the faculty.</p> | <ul style="list-style-type: none"> • Repeat lunchtime/after school work in faculty area (arranged with parents) • Restorative meeting with teacher and student • Contact with parents by phone or email • Faculty report • Temporary change of class • Cost of replacement items damaged by misuse or theft <p>Failure to engage with PL will lead to C5 or C8</p> |
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| <p>Head of Year</p> <p>Supports and advises form tutor, mentors students, warn of consequences reinforces positive behaviour, responds quickly to negative behaviour.</p> <p>Liaise with home - organises meeting with parent including IBP and PSP and plans further action that could include students placed on report, internal isolation, whole school detention, referral to external support agencies, withdraw student from lessons, recommend isolation room.</p> <p><i>If negative behaviour persists / escalates refer to SLT Link.</i></p> | <p>C5 After school detention (Tuesday 3.30-4.30)</p> <p>Students who fail to attend a PL or C4 automatically receive a C5 detention. This is staffed by a Head of Faculty/Head of Year. Students are placed in an after school detention for missing a C4 detention, failing to engage with a PL sanction/intervention. A C5 will also be given for a serious behavioural incident such as smoking - Heads of Year/Heads of Faculty and SLT will make this decision.</p> <p>Students will be expected to take work to do or read for the duration of the detention. Some general work will be available for students who fail to bring any. If a student fails to attend this detention they will be expected to attend a C7 Senior Leadership Detention (SLT) on a Friday (3.30-5pm).</p> |
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| <p>SLT/ Deputy Headteacher</p> <p>SLT liaise with Deputy Headteacher. Actions could include: students placed on report, internal isolation, further detention, parental contact, formal written contract, IBP/ PSP written, set extra work, C4/PL or C8. Service to school, litter picking, withdrawing privileges</p> <p>Reinforces positive behaviour, Responds quickly to negative behaviour - Phase C4-C8</p> <p><i>If negative behaviour persists / escalate to Headteacher</i></p> | <p>C8 A full day in Isolation</p> <p>Students will be required to sit in isolation for the whole school day, to work in silence and to complete the work set. This is a very serious sanction. It signifies that the student has made choices that are unacceptable within our community. The isolation day gives them a chance to reflect on the choices they have made. Students who misbehave during their time in isolation will repeat the day again or receive a C9 (Fixed Term Exclusion).</p> <p>Students may be given a C8 for one of the following reasons. These are not exhaustive or prescriptive:</p> <p>Failure to attend a C7 SLT detention Receiving a high number of sanctions over a fixed period Persistent disruptive behaviour Persistent refusal to cooperate with school</p> |
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| | <p>procedures Use rude and abusive language towards a member of staff Smoking (2nd offence)</p> |
| <p>Head of School Discusses situation with appropriate staff Withdraw student from lessons Liaise with home/ call for a review meeting with all interested parties Internal exclusion/Fixed Term exclusion Permanent Exclusion</p> | <p>C9 Fixed Term Exclusion • Serious breach of school behaviour policy</p> <p>C10 Permanent Exclusion</p> |



5. Out of School Behaviour

5.1 To maintain good behaviour, sanctions continue to apply to all students who misbehave outside the school premises and on school business: using school transport, travelling to and from school, educational visits, work-experience placements and college courses, using technology and social media.

5.2 Poor behaviour in these situations, maybe dealt with as if it took place in school. In considering the application of sanctions, the Head of School will take account of the following:

- the extent to which the reputation of the school has been affected
- whether students were wearing school uniform or are otherwise identifiable as members of the school
- the extent to which the behaviour of students may have repercussions for the orderly running of the school
- whether the behaviour of individuals was on the way to or from school, outside the school gates or in close proximity to the school

5.3 The Head of School will take firm action against abuse or intimidation of staff, including unacceptable conduct of students when not on the school site and when not under the lawful charge of a member of staff of the school. All staff have the same rights of protection from threat as any citizen in a public place.

6. Detentions

6.1 School staff have a statutory power to put students aged under 18 in detention after school and on some weekends and non-teaching days. We will give 48 hours written notice for a detention so that alternative transport arrangements can be made for students. Inconvenience or disagreement on the part of the parent is not an excuse for non-attendance.

6.2 Parents will be informed of after-school detentions through a letter sent home. Parents should counter sign and return the slip at the bottom of the detention letter, but this is not a requirement for the detention to proceed.

6.3 Break and Lunchtime detentions

School staff may put students aged under 18 in a break or lunchtime detention without needing to give notice to parents. The length of the detention will reflect the seriousness of the misbehaviour. Staff will ensure that sufficient opportunity is given for students to eat, drink and use the toilets.

6.4 Isolation and external exclusion may apply for persistent failure to attend detentions and serious one-off incidents.

6.5 Detention for smoking

Students found smoking or in possession of cigarettes, lighters or matches will be subject to the smoke free policy. In the early stages, sanctions include an after-school detention.



7. Confiscation

7.1 The school policy on confiscation has been revised with reference to the School Discipline chapter of the Education and Inspections Act 2006 which came into force on 1st April 2007. All staff have the authority to seize, retain and/or disposed of certain items to safeguard the rights of other students and to ensure a conducive learning environment. The following is an example of this authority but is not an exhaustive list:

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| Items dangerous to the health and safety of others | Confiscated and passed to appropriate authorities. |
| Cigarettes, lighters and associated paraphernalia | Confiscated and disposed of without parent's or student's permission. |
| Chewing gum, fizzy drinks and other small items such as paperclips etc | Confiscated and disposed of without parent's or student's permission. |
| Items counter to the ethos of the school and that may cause tension between different communities. | Confiscated and disposed of without parent's and student's permission. |
| Items of jewelry, clothing and other /valuables not part of the School's Uniform Policy. | We will always consider the particular religious significance of jewelry. Where jewelry has sentimental value (eg of a deceased relative) we may allow the item to be worn if it is hidden. Items confiscated will be returned at the end of the school term. We will dispose of items not reclaimed after three months. |
| Mobile Devices | First offence Confiscated and returned at the end of the school day. C4 detention given. Second and further offences Confiscated and returned at the end of the school day. C4 detention given. Further breaches of our policy may result in an extension to this confiscation or a requirement for the parents of the student concerned to prevent their son or daughter bringing a mobile device into school. Staff will not search through a mobile device or access text messages without the permission of the owner. In some circumstances it is reasonable to ask a student to reveal a message, for example, to establish whether cyber-bullying has occurred. If the student refuses, staff may not enforce the request, but may issue a consequence of failing to follow a reasonable instruction. |

7.2 A member of staff should first ask the student to give him or her the item. If such a reasonable request is refused, the member of staff should refer to their team leader.

7.3 The confiscated item should be given to the Student Support office at the earliest opportunity where a central record will be kept. Students will collect their belongings at the



end of the term. Under no circumstances should a student be allowed to leave their lesson before the final bell at 3.20 pm to collect confiscated items.

7.4 We will take all reasonable steps to store confiscated items securely, however, we are not liable for any damage or loss arising.

8. Malicious Allegations

8.1 School staff will always listen to students and parents who raise a concern. In such cases, the school's safeguarding procedures may be activated. All incidents will be taken seriously and investigated so that school leaders can form their own judgement.

8.2 In very rare circumstances, there may be a reasonable belief that a student has made a malicious allegation. Such incidents will be treated extremely seriously due to the detriment caused to the school, waste of resources, the undermining of this policy and the detriment to an individual's reputation. This will be dealt with on a case by case basis but may incur the most severe sanction of the school depending on circumstances, intent, response and attitude of the student and the precise nature of the malicious allegation.

9. Other policies

9.1 There are a number of further policies which may be cross-referenced when applying the school behaviour policy and procedures and are available on request. These are outlined below:

- Safeguarding Policy
- Student Anti-Bullying Policy
- Student Drugs Policy
- No Smoking Policy
- Mobile devices Policy
- Physical Intervention Policy
- Equal Opportunities Policy

10. Complaints by parents about the use of the school behaviour policy

10.1 At St Katherine's School we always welcome feedback and comments from parents and students. If you have a concern or complaint we would like you to tell us about it. We hope we can resolve your problem informally but if you continue to be unhappy you should make a formal complaint to the Head of School in writing. A full copy of the school complaints policy is available on request to any parent who wishes to make a representation about the application of this behaviour policy.

11. Monitoring and Evaluation

11.1 The impact of this policy will be monitored by the Governor's Behaviour and Safeguarding Committee by drawing evidence from the following data: behaviour logs, exclusions, detentions, parent questionnaire, student questionnaire, teacher questionnaire, racial incidents log, central record of bullying incidents.

12. Review



12.1 This principles of this policy will be reviewed every two years. The review will involve representatives of the staff, parents and students.

