



Our Lady of Lourdes
Catholic Multi-Academy

BEHAVIOUR POLICY

Introduction

The School Behaviour Policy shapes the school ethos and highlights the intrinsic nature of our Catholic Virtues in regards to the behavioural expectations of all students.

Positive behaviour and attitude are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.

Successful schools extend themselves beyond their obvious physical and social limitations and are not fixated on academic performance.

They maintain successful learning environments for all pupils, and this begins a culture in which staff and students are encouraged to enjoy membership of a cheerful and collaborative community which is concerned for human potential in its fullest meaning.

There is definitely a 'happiness' factor to schools which are successful and fully inclusive.

Behaviour is best managed by attention to the processes that involve everyone in the school.

Any discipline system/policy depends on consistency and fairness, and setting a good example. All teaching staff should endeavour to be constructive and positive – such an approach will encourage exactly the same in pupils.

AIMS OF THE POLICY

St Bede's believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, learning environment based on our Catholic Virtues: where every pupil's contribution is valued, where everyone in the school is treated with respect and accords respect to others.

This is achieved by:

- Promoting good behaviour, attendance and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect and forgiveness;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early prevention;

Signature: Chair of Academy Representatives	Name:	Date:
Signature: Principal	Name:	Date:
Signature: Chair of Pupil Welfare Committee	Name:	Date:

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- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach to education.
- Involving them in the implementation of the school's policy and associated procedures.

MAIN BODY OF THE POLICY

The school operates a system of reward, support and sanctions.

Rewards

There are a range of rewards which are earned by the pupils for excellent achievement in any aspect of the curriculum or exceptional service to the school as well as good or improved attendance. These are recorded as ePraise points by all staff and are added to the ePraise system which can be viewed by pupils and parents and carers on line.

ePraise Categories
Demonstrating Catholic Virtues
Contribution in Class
Excellent Effort
Excellent Classwork
Excellent Homework
Excellent Presentation
Sporting Fixture Achievement
Accelerated Reading 100%, Attendance
Literacy Across the Curriculum
Numeracy Across the Curriculum
HARTs Faculty Participation
Extra-Curricular Commitment
Homework Diary Signed

Rewards will vary according to the nature of the action and the circumstance. The following options are available to staff when rewarding pupils:

- "Green" notes
- ePraise Points
- ePraise Points Awards
- Attendance Awards
- Positive Referrals to Head of Department/Head of Key Stage/SMT
- Subject Colours
- Curriculum Awards
- Praise Trips
- Head of Key Stage Award
- Praise Postcards
- Praise Letters
- Golden Tickets
- Star Of The Week

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- Rewards Afternoons

There are four houses **Lindisfarne**, **Iona**, **Jarrow** and **Whitby**. Each pupil is assigned to one of these at the beginning of their time at St. Bede's. The House System promotes and encourages a sense of belonging, pride and achievement - all positive elements which contribute to the importance of upholding the School Disciplinary Policy.

Support

We offer a range of support and interventions in school to support the emotional wellbeing of all of our children. This list below is always developing and growing depending on the needs that we have within school.

Epraise

Epraise is our online school rewards programme that motivates and engages student to be successful in behaviour and attendance. Epraise allows parents to login and see an overview of their child's profile.

Thrive 1:1

Identified children have a Thrive session once a week to help support their social and emotional well-being. During the child's sessions, they will undertake different activities that enable them to start to understand their emotions and help them to recognise and regulate their emotions when feeling over-whelmed.

Thrive Friday

All of school take part in Thrive Friday. This is a 20 minute session, in reflection time, where they will participating in activities that help with their social and emotional wellbeing.

1:1 Support

Support is offered to children who need help and guidance in supporting their emotions and well-being. Examples of some of the support we can offer are: anxiety and stress, self-esteem, anger-management and friendship support.

Attendance

Attendance is monitored weekly, and children who receive 100% attendance at the end of every term will receive a reward such as pizza afternoon, film and popcorn or use of the Sports Hall. They will also receive a certificate and be entered into a prize draw whereby they can win a voucher.

Attendance Workshop

During our weekly attendance meetings, if a child is flagged up as a concern, we invite the pupil to an Attendance Workshop. This workshop usually lasts around 6 weeks and parents are also informed and invited to attend a session on the Importance of Attendance.

Target Family Support – Pupil Drop In

During a Monday lunchtime, Jill Wallis is available for children to go and talk to her over any worries or concerns that they may have. Jill offers a range of strategies and practical advice depending on the problem.

Targeted Family Support – Parent Drop In

Jill Wallis works closely with school and supports children and their families with any concerns or worries that they have. Jill provides a drop-in session for parents, bookable by appointment.

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Stress and Anxiety Support—SATs

A designated member of pastoral will work and support children in Year 6 who are feeling anxious and worried over SATs. These sessions will take place once a week and offer the pupils strategies to support their emotions.

Stress and Anxiety Support – Transition

A designated member of pastoral will work and support children in Year 8 whom are worried about transitioning to high school. This will involve a session once a week and extra visits to high school prior to starting.

Mental Health First Aid Training

Key staff have received mental health first aid training so that they can support pupils with any well-being concerns, should they need it.

Social Club and Fun Stuff Club

This club is ran for our more vulnerable pupils who find social interaction more difficult. It teaches children how to interact with other peers through a range of creative activities.

Board Game Club

Board Game Club is ran each lunchtime for children who would like to come and sit down and interact with their peers whilst playing a range of board games. This helps develop social interaction and build positive relationships.

Hidden Sentence

Pastoral members of staff have had training in supporting children who have a family member in prison. Pastoral can offer support and guidance to help a child understand their emotions and talk with them about what happens when and if they visit their family member in prison.

Be You Project

The Be You Project is aimed mainly at KS3 children. Selected children participate in a 12 week project whereby they use a range of practical skills, o

Meditation

Meditation sessions are offered to children who we feel would benefit from having some time out to de-stress and relax and also to help with understanding how meditation can be used to help feel calm during stressful or anxious situations.

Prefects

Year 8's have the option to apply to become a Prefect. Prefects have various responsibilities around school to help and encourage positive behaviour and develop their own leadership skills.

House System

Every child is put into one of our four different house groups. Throughout the year, we hold different House competitions. The House with the most points at the end of the term, will be rewarded with a prize.

Anti -Bullying Group (ABG)

Anti-Bullying representatives are chosen from each form to support our school in stopping bullying. They have regular meetings and come up with ideas, hold assemblies and events that encourage people to respect and be kind to each other.

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Worry Email

The worry email, iamworried@st-bedes.worcs.sch.uk, is displayed in all form rooms and allows children an opportunity to express any concerns or worries they have via email if they do not feel confident enough to talk to an adult.

School Council

School Council representatives are chosen from each form to represent the views of the pupils in their form. They hold regular meetings and discuss any changes that need to be addressed in school.

Foundation Group

School has a foundation group whereby a small number of children in school, who find the mainstream setting academically difficult, are offered a tailored, nurturing curriculum to support their needs. The foundation group also receive Thrive, once a week.

Mini Vinnies

Mini Vinnies helps children to improve their own emotional wellbeing by supporting others whom are less fortunate.

Education Psychologist

The school works closely with an Education Psychologist who, if the school requests, will support children and families with a range of different needs.

School Nurse

Regularly meetings with the school nurse takes place so that school can discuss any concerns that they have with any children and school nurse can offer support where appropriate.

PCSO

School work closely with the local PCSO's. They will support school in talking to the children about local or national crime issues. Or having a chat with the pupils about any concerns they have outside or inside of school.

Young Carers

Most recently, school have been working with the Young Carers organisation to look at how we can help support young carers further in school.

Careers Provision

During KS3, school supports and guides pupils to start the think about careers.

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Sanctions

Young people have a firmly identified sense of justice and it is for this reason that staff will operate consistent sanctions for misdemeanours and incidents of indiscipline.

All negative behaviours and sanctions will be recorded on the ePraise system.

Sanctions for breaking the Code of Acceptable Conduct. There are 9 formal stages:

Pre-Emptive Stages

Staff will use all teaching and learning strategies to engage students and prevent any negative behaviour.

Stage 1/2

Staff in lessons will give a warning about behaviour, may move the pupil within the classroom or may enter an ePraise demerit or red note with a breaktime detention that will last 15 minutes. This information will be logged on ePraise

STUDENTS SHOULD STOP AND THINK ABOUT THEIR BEHAVIOUR

Stage 3

If the behaviour continues or a pupil does not turn up for their breaktime detention, staff may issue another breaktime or lunchtime detention/community service. This detention will last 15 minutes. If staff do this, they will automatically log this information on ePraise.

Stage 4

If the behaviour continues further or there is a serious behaviour issue, staff may issue Head of Key Stage detention at lunchtime which will be served in the Pastoral Room. This will be a 25 minute detention.

Stage 5

For serious behavioural incidents, KS3 students will serve an after-school detention for either 30 minutes or 1 hour, depending on the severity of the behaviour. This will be decided by the Head of Key Stage or member of SLT. KS2 students will serve a 40 minute detention at lunchtime. These detentions will be supervised by members of SMT. Parents will be informed of the detention in advance by pupil diary, email, or phone in order to make appropriate arrangements in the case of after school collection. Students may be placed onto a report card, at the discretion of the Head of Key Stage.

Stage 6

For extreme behavioural incidents or for several episodes of poor behaviour, students could be placed into Internal Exclusion. Students will work independently for half a day or full day (depending on the severity of their behaviour) and will be provided with curriculum work to complete, as well as some reflective work to enable them to see how their behaviour was wrong and to provide them with strategies to ensure that this will not happen again. Students will only be placed into Internal Exclusion by the Heads of Key Stage or members of SLT. All stages in choices and consequences are displayed in every classroom and around the school.

Stage 7

In certain cases, it may be necessary to exclude students from school for a fixed period of time. This is called a Fixed Term Exclusion. Following the Fixed Term Exclusion, students must attend a readmittance meeting with a member of SLT and their parents/carers prior to recommencing lessons. Students will also be placed onto a Pastoral Support Plan for 8-12 weeks. Review meetings will be scheduled with parents/carers every 4 weeks.

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Stage 8

Students may be referred for Managed Move under the North East Worcestershire Fair Access Panel. This is when a move to another school is facilitated for a fixed period of 10 weeks. Should the student's behaviour be positive whilst on placement, they will be accepted on roll at the new school.

Stage 9

In rare cases, it may be necessary to Permanently Exclude pupils.

In any cases, students can enter the stage system at any stage. They do not have to progress through all stages (e.g. Students can enter at stage 6 without going through stages 1-5).

We do not operate a policy or practice of 'seclusion' — where pupils are exited from lessons are unsupervised and left standing in corridors or outside classrooms.

Red Notes

When these are issued for a serious incident, parents and carers are notified through the homework diary and if these notes persist then parents and carers will be contacted to discuss future action. The outcome of this meeting may result in the pupil being put onto a form of report.

Positive Praise and Reports

At St Bede's, we use a range of mechanisms to ensure excellent behaviour and engagement.

We have bespoke methods depending on the student. However, we do use:

1. Positive Praise – These are for positive praise to raise self-esteem and re-engage in learning. Students may attend trips/fixtures at the discretion of the trip leader/fixture leader.
2. Report Cards – These provide an overview of pupil behaviour and progress. Students may attend trips/fixtures at the discretion of the trip leader/fixture leader. The report system
Form Teacher/Subject Teacher Report – This is the first stage in going onto report. The Form Teacher or Subject Teacher will contact parents to let them know why their child is going onto report and the targets that are being set.
Pastoral Report – If targets are not consistently met on a Form Teacher/Subject Teacher report, a pastoral report will be put in place. Parents/carers will be invited in for a meeting to discuss support in moving forward with their child's behaviour.
Head of Key Stage Report – Head of Key Stage Report is put into place after an exclusion or if a child has failed to meet targets on the first two report cards. This report card will involve regular meetings with parents.
3. Pastoral Support Plan - This is the most severe form report card. Whilst on a PSP, students cannot attend any trips or take part in school sporting events. 2 weekly meetings will take place between school and parents/carers.

These are issued when it is considered necessary to monitor pupils' behaviour very closely by lesson.

The pupil will be given a Report Cards for a period initially of a maximum of 2 weeks. A further report could be a maximum of up to 6 weeks.

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Investigating Incidents

The school will investigate, as appropriate, reported incidents of pupil misbehaviour. Statements may be taken and CCTV footage looked at.

Following an incident, the perpetrator may receive the following sanctions:

- Verbal reprimand
- Referring incident to Form Tutor/Head of Key Stage/SLT
- Withdrawal of school privileges
- Letters, email or phone call to parents
- Code of Conduct put in place between pupils
- Meeting with parents and carers
- Fixed-term or Permanent Exclusion

Record keeping

The prompt and accurate reporting of incidents is considered particularly important to the School's Behaviour Policy.

CCTV

We actively use CCTV in school to monitor pupil behaviour and to support us in investigating specific incidents. We use CCTV in line with our CCTV and Privacy Policies.

Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the School's website.

Mobile Phone Issues

Our policy is to allow children to have phones with them when they come into school, but they must ensure that they are turned off as they arrive (not turned to silent), and they remain off during the school day. If children have phones that are not turned off, then they will be confiscated and only returned directly to a parent. Responsibility for looking after the phones rests completely with individual children – we cannot accept any responsibility for loss, damage or theft – and this is something that parents will need to consider when deciding whether to allow your children to have a phone with them. Repeated incidents may result in confiscation for a fixed period of time.

Monitoring Incidents

The school monitors incidents of disruptive behaviour in terms of:

- Type of incident (extremist/radicalistic, racist, sexist and homophobic, bullying, forbidden substances i.e. drug; tobacco, alcohol)
- Critical places within/outside the school
- Pupils involved
- Profile of students involved (ethnicity, gender, age, SEN)
- Outcomes

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Behaviour Outside of School

If a pupil's behaviour outside of school hours brings the school's name into disrepute then that pupil will be disciplined according to our Policy as stated in Section 89(5) of the Education and Inspections Act 2006

Appendices

Appendix 1 – School Code of Conduct

Appendix 2 – Reflection Sheet

Appendix 3 - Consequences Tariff

Appendix 1 – School Code of Conduct



Code of conduct

You are expected to behave in the following way in lessons and around school:

- Line up quietly outside the classroom.
- Enter rooms sensibly and go straight to your work space.
- Bring all equipment to lessons.
- Respect the teacher and others in your class. Do not call out in class. Let others express their point of view.
- Eating, drinking and chewing are not allowed in lessons.
- Rudeness and disrespect will not be tolerated.
- You are expected to move quietly and gently around the school, using the designated one way system.

Remember you represent the school on trips and in the local area.

THE SCHOOL REPUTATION DEPENDS ON YOU.

Appendix 2 – Detention Form



Detention Form

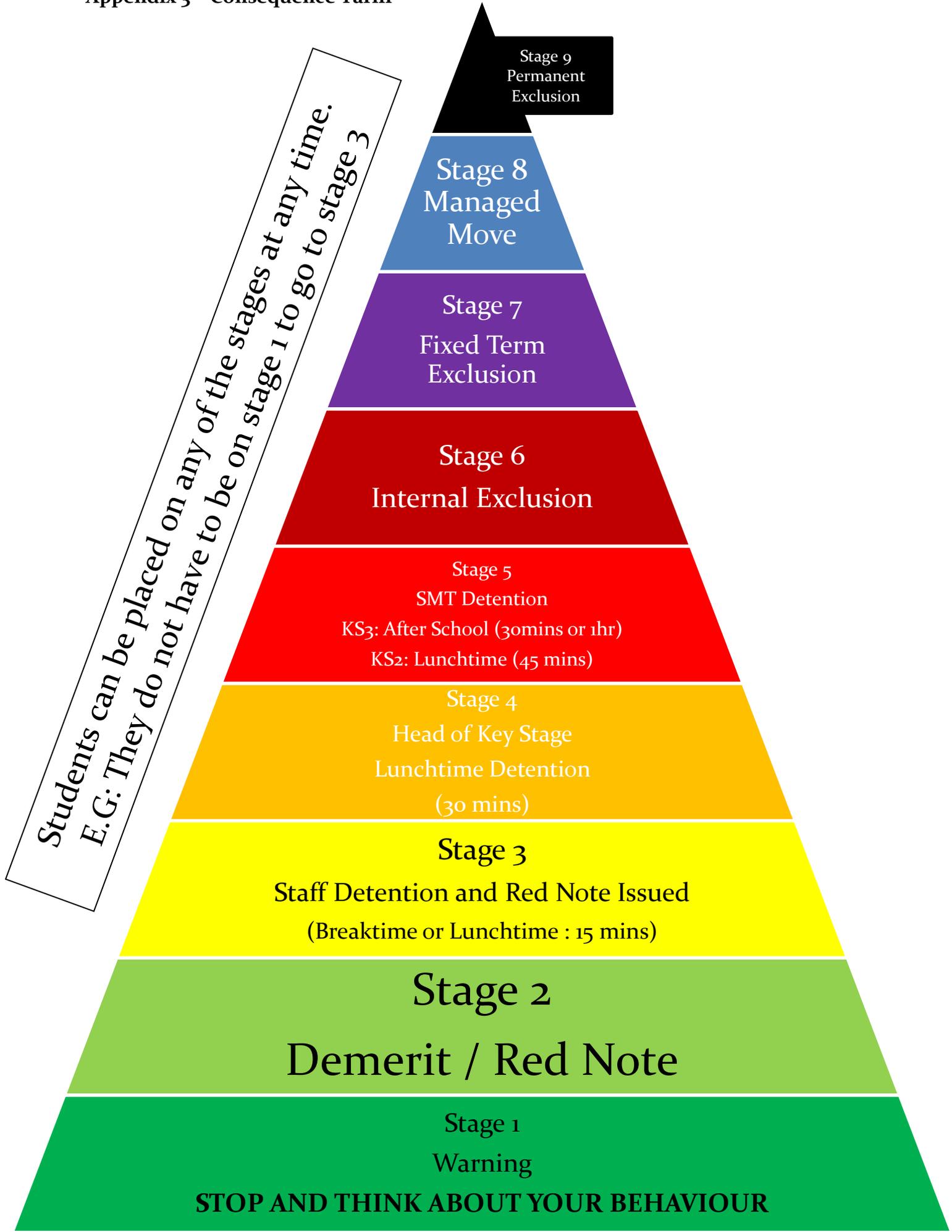
Name of Student				Form Group	
Reason for Detention Form (Please Tick)	Disruption		Violent Behaviour		
	Bullying		Racist Incident		
	Theft		Other (State Below)		
	Failure to Follow Instructions				

What did I do wrong?	
Why did I do this?	
Who did it affect and how were they affected?	
What should I have done instead?	
What could I do to make things right?	

Do I have the support I need to do better?	
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‘Working Together to Make Things Better’

Appendix 3 – Consequence Tariff



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