



**HAGLEY CATHOLIC  
HIGH SCHOOL**  
SEMPER FIDELIS

# Behaviour for Learning Policy

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| Version                 | 4  |
| Date Created/updated    | December 2023                                |
| Ratified by             | Local Governing Body                         |
| Date ratified:          | 7 <sup>th</sup> December 2023                |
| Date Issued             | 8 <sup>th</sup> December 2023                |
| Policy review date      | July 2024                                    |
| Post Holder Responsible | Assistant Principal: Behaviour and Attitudes |
| LGB Chairperson         | Geoff Taylor-Smith                           |



**Commitment to Equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Behaviour for Learning Policy has been approved and adopted by Hagley Catholic High School Governing Body on 7<sup>th</sup> December 2023 and will be reviewed in July 2024.

**Signed by LGB representative for Hagley Catholic High School:**

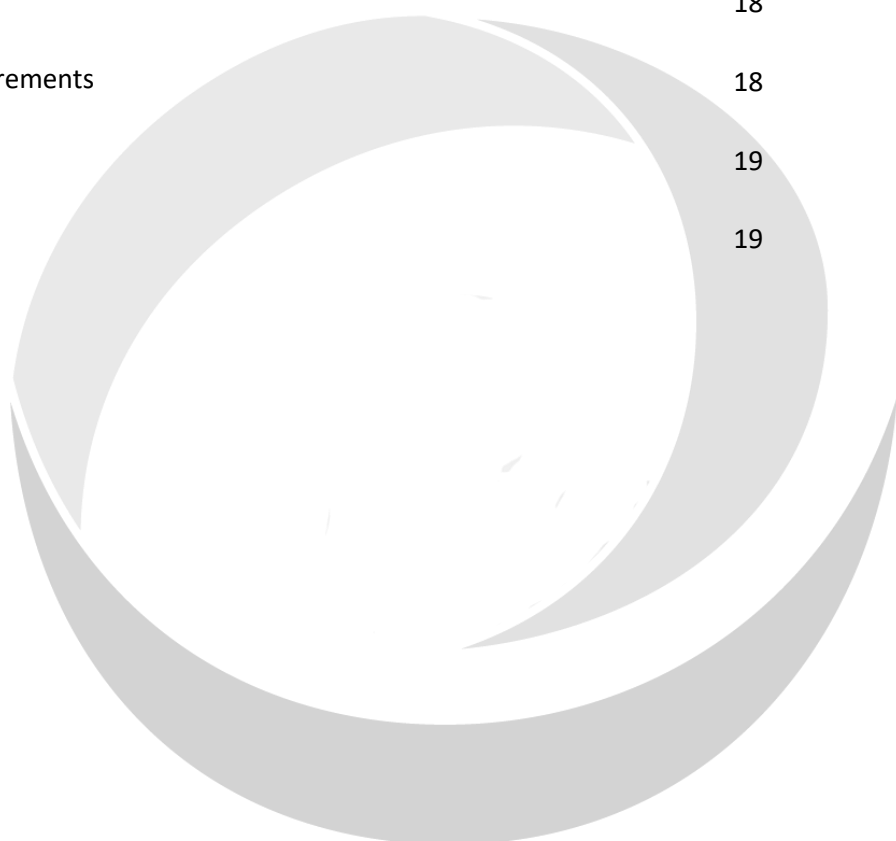


**Signed by Principal:**



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## 1. Policy Statement

Hagley Catholic High School is committed to creating a safe environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our school behaviour policy and values are inspired by Jesus Christ and based upon the Gospel values. We are a Catholic school for all and believe that by nurturing a deeper appreciation of the Gospel values in each learner, they will go on to be caring, responsible and well-rounded adults who can make a positive impact in the world.

Our behaviour policy guides staff to teach self-discipline and not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support both staff and learners.

At Hagley Catholic High School, we recognise that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable, consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority. We recognise the truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.



## 2. Purpose of The Policy

Hagley Catholic High School has been built on a strong foundation that places a large emphasis on high standards, good order, and respect for all members of our community. Our school sets out high expectations for both staff and students, thus enabling high quality teaching and learning for all concerned. It is our belief that if our approach to behaviour management is followed and applied consistently by all, it will make a significant difference to our teachers' ability to teach as well as our students' ability to learn and develop effectively.

We strongly believe that the vast majority of students at Hagley Catholic High School want to behave well and in turn want to learn in a positive environment. With a strong emphasis on 'positive' behaviour management, it is our belief that we can help all our students to achieve to the very best of their abilities. The school sets out clear aims with regards to being able to evaluate the effectiveness of this Behaviour for Learning Policy. These aims are highlighted below.

- to ensure that all staff and students can work in a safe environment to facilitate high quality teaching and learning.
- to give staff and students a sense of direction, by developing and then advertising a clear and easy to follow Behaviour for Learning Policy, with a particular focus on restorative justice.
- to create a positive mind set amongst students towards 'good' behaviour.
- to clearly define levels of rewards for 'good' behaviour.
- to promote within all student's responsible behaviour; self-discipline; self-respect; respect for others; respect for property as well as respect for the school environment.
- to highlight and then advertise the activities that are not acceptable behaviour in the school (so that the school community are aware of these as a whole).
- to encourage **everyone** at the school to take responsibility for identifying and then preventing poor behaviours.
- to support all staff when dealing with incidents of poor behaviour, by clearly defining procedures for initially dealing with and then reporting the behaviour.
- to clearly define levels of sanctions for poor behaviour.
- to ensure that the application of sanctions is fair and consistent and across the school.
- to teach students to understand, accept and tolerate differences in individuals.
- and finally, it must be remembered that students need to feel that they have the chance of a fresh start. Students who have exhibited poor behaviour in the past and later 're-offend' should be able to start again once they have completed and understood the consequences of their actions.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

### **3. Behaviour for Learning and Children with Special Educations Needs**

At Hagley we are proud to support students with a diverse range of learning needs. We recognise and acknowledge that some students, across the four broad areas of needs (as outlined in the [SEND Code of Practice 2015](#)) may display behaviours that appear contrary to the expectations we have at Hagley. We acknowledge that this behaviour is not always in their control and will make reasonable adjustments to support the processing and remediation of such incidents. As a mainstream school, we believe the sanctioning must take all factors into account but an action without a consequence is not commensurate with preparing students for adulthood and life beyond school.

### **4. Roles and Responsibilities**

Promoting positive behaviour requires the commitment of all members of our school community. Good behaviour does not happen by accident and therefore needs the commitment, consistent application and communication of all members of our community if we are to have a sufficient impact on the learning ethos at Hagley Catholic High School. The generic expectations of each group of people involved within our community are briefly outlined below.

#### **Responsibilities of Students:**

- to be prepared to listen and learn and to control his/her own behaviour.
- to work to the best of their own abilities.
- to let others, work and make progress without any distraction.
- to sort out disagreements without resorting to physical/verbal aggression.
- to respect property and not damage or misuse anything that doesn't belong to them.
- to make their best effort to understand and accept differences and the individuality of everyone and to be supportive in terms of race, abilities and sexual orientation.
- to wear full school uniform without any deviations and to follow all school rules.

#### **Responsibilities of Teaching Staff:**

- to provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and accepting diversity.
- to provide an environment in which students can learn.
- to teach positive behaviour and to plan and prepare stimulating lessons.
- to teach respect by treating students with fairness and consistency.
- to teach interpersonal skills by promoting positive relationships within their teaching.
- to support the school's positive behaviour for learning policy.
- to set up useful, interesting, and relevant work if absent from a lesson.

#### **Responsibilities of Form Tutors:**

- to teach interpersonal skills by promoting positive, supportive relationships each day.
- to maintain positive communications between home and school.
- to do all possible to ensure correct uniform and appropriate self-presentation.
- to provide guidance and assistance to individuals as necessary.
- to monitor student organisers.
- to support the school's positive behaviour policy.

### **Responsibilities of Learning Support Assistants:**

- to support SEN students within all classroom and department settings.
- to work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students.
- to help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh sanctions.
- to consistently implement the school's SEN and Positive Behaviour for Learning Policy.

### **Responsibilities of Heads of Department:**

- to ensure that departmental curriculum includes activities designed to suit different learning styles and cater for any additional needs.
- to provide a positive learning environment in their department for staff and students.
- to ensure that the school's policies are consistently implemented.
- to ensure that there is a climate of reward and praise within the department which heavily outweighs sanctions.
- to monitor the attendance, behaviour and learning of students within the department.
- to monitor the work set by absent colleagues and to liaise at the start of, and at some point, during, each lesson taught by a cover/supply teacher whenever possible.

### **Responsibilities of Heads of Year:**

- to liaise and communicate with parents and outside agencies regarding student needs.
- to manage closely challenging students with their line manager and SENCO.
- to support individual students by:
  - tracking the student's behaviour/achievement.
  - meeting with parents and students to solve problems which interfere with their learning and/or the learning of others.
  - monitoring student attendance and punctuality.
  - consistently implementing and supporting the school's behaviour expectations.

### **Responsibilities of the Senior Leadership Team:**

- to support staff in managing student behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented.
- to ensure that good practice is both developed and shared.
- to ensure that the school regularly communicates with parents, carers and governors.
- to provide a visible and dependable support to staff throughout the day.
- to ensure a curriculum is in place which motivates the disaffected.

### **Responsibilities of the Local Governing Body Representatives:**

- define the principles underlying the school's positive behaviour for learning policy.
- ensure that all aspects of the policy promote equality for all students and addresses individual needs.
- monitor, evaluate and review the implementation of the policy.
- support the practical strategies of the policy by holding disciplinary panels for students and their parents when there are serious concerns over poor behaviour.

### **Responsibilities of Parents / Carers:**

- to take responsibility for the behaviour of their child both inside and outside the school.
- to sign/return and abide by the schools 'Home School Agreement'.
- to support the school's core Catholic ethos and its aims on positive behaviour.
- to support the school in celebrating success as well as carrying out of any consequences.
- to ensure their child's regular attendance and punctuality.

## **5. Procedures**

The Procedures arising from this policy will be developed by the Principal and Senior Leadership Team in consultation with staff and students. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the responsibility of every member of the school towards the whole community.

One of the ways to encourage good behaviour is to ensure everyone involved in the school has clear expectations; students, parents/carers and school staff. The student Home School Agreement sets out the values, virtues and principles of the school and demonstrates commitment to collaborative working to support and maintain excellent behaviour and attendance.

The school has identified examples of unacceptable behaviour such as that which includes name calling, threatening language or behaviour, intimidation, incitement, physical abuse, disruptive behaviour in the classroom, incidents of defiance, fighting, damage to or theft of property belonging to another, damage to school property, bullying (including all forms), harassment and all forms of prejudice-related behaviours.

The school will implement a range of strategies to address inappropriate behaviour by students, including:

- regular use of restorative communications.
- talking and reflecting 1 to 1/ verbal reminders or reprimand.
- issuing behaviour incidents through Arbor and the use of school sanctions.
- referral to Head of Year, Assistant Principal, Principal.
- staged reports to Form Tutor, Head of Year, Assistant Principal
- meetings with Parents/Carers.
- withdrawal of privileges (e.g. attendance on school trips; restricted use of the school site).
- community service (e.g. litter picking; canteen duty).
- referral to external agencies.
- referral to LGB representatives.
- the use of restorative project work in an attempt to change learnt behaviours.
- the use of student searches and potential confiscations where appropriate.
- behaviour modification programmes/adapted timetable.
- off-site directed provision
- arrangement of a managed move.
- arrangement of appropriate alternative provision.
- use of a suspension.
- use of a permanent exclusion.



## **6. Behaviour for Learning in the Classroom**

Classroom expectations play a significant role when influencing behaviours of students, even before they have entered the learning environment. A list of classroom expectations to aid effective teaching and learning as well as a positive approach to behaviour will be shared with all students at the beginning of each new term throughout the school year. Any departments using classrooms that facilitate the use of specialist equipment such as computers, bunsen burners, craft knives, scissors or other specialist departmental equipment, should follow more specific departmental guidance's and in turn, must have effective procedures in place for sharing of this information. It is a requirement that classroom expectations are returned to by departments / classroom teacher on a regular basis.

Engagement with learning is always the primary aim for all lessons at Hagley Catholic High School. For the vast majority of students, a gentle reminder of the required standards is all that is needed. Although there are occasions when it is necessary for a student to be removed from a lesson, it is understood that every minute a student is out of a lesson is one where they are not learning and will therefore have a negative impact on their educational opportunities. As a school, our objective is to have a positive and flexible approach to classroom behaviour management, where at the same time still setting a high standard and wherever possible our aim is to keep all students in their lessons.

Staff are expected to know who they are teaching and therefore the approaches that work best for every individual student in the school. Steps should always be taken with care and consideration, taking individual needs into account where necessary. Staff will praise the behaviour that they want to see and will not pander to negative attention but deal with it effectively.

It is a requirement of all staff to always make attempts to deescalate negative or disruptive behaviours in an effective and professional manner. Student behaviour is not as simple as being 'black or white' and therefore should not be treated so. Every situation is different and should be dealt with on its merits. All staff at Hagley Catholic High School are responsible for the behaviour of students within their lessons, so should always make every attempt to deal with any issue in the first instant.

Students will be held responsible for their behaviour but will be supported by staff who will firstly inform them about the required expectations; will then remind them of these expectations; and will then eventually lead onto a process of managing behaviours that may be deemed to impact on the learning of students within the classroom setting that they are based.

Next, follows a very brief identification of the processes that will be followed, within a classroom setting:

### **Expectations**

Classroom, departmental and whole school expectations will need outlining at all new beginning points (term times; rotations; course beginnings) or when the need requires.

### **Reminders**

All students will need reminding of the required expectations on a regular basis to cover any confusion or misunderstanding. Reminders can be used to initially rectify behaviours. SLT will provide reminders through the form of emails, letters, posters, and PowerPoints on a regular basis to support with this process.

### Warning

Through use of the C system, a staged approach will take place to enable all staff to manage behaviour that falls below the expected level. Students will initially be warned that their behaviour is not where it needs to be and then positively encouraged to change it. Staff may use the term C1, for this initial warning.

### C2 Warning

A second warning will be used. At this point students will be informed that their behaviour hasn't changed sufficiently and in turn are advised as to what will happen if they don't rectify the concerns quickly. This is known as a C2 warning.

### C3 Departmental Time Out

If a student's behaviour continues to a point that it is significantly disrupting the learning of other students within the group, then they will be directed to work for the remainder of the lesson in the departmental time out or refocus room. **Staff will endeavour to keep all students in all lessons and therefore to de-escalate any conflicts before it gets to the need for a removal.**

### C4 Or on Call Removal

For students who completely fail to follow the teachers' instructions or significant safety concerns, the on-call SLT member will be sent for to remove the student from the situation. This will lead to the student needing to serve a sanction with the member of SLT who had to remove them.

A detailed outline of the C system and how it links to the POWERful culture of learning expected at Hagley, is available in appendix 1. Staff will always go through the system cautiously and calmly, giving the student the opportunity to change their behaviours at each stage. It is in nobody's interest to confront poor behaviour with anger and therefore staff are always encouraged to keep their voice levels controlled when dealing with students.

## 7. Behaviour Outside of The Classroom

High standards of behaviour are expected by all students outside of the classroom as well as in it. This policy includes expectations on ...

- behaviour in the corridors and communal areas of the school.
- behaviour at break and lunchtimes.
- behaviour on the way to and from school.
- behaviour outside of school if it impinges on the well-being of other students and/or staff.

Students are expected to:

- show respect for each other in the way that they communicate and behave.
- show respect for all adults in and outside of the school community.
- show respect for the physical environment to include not littering or damaging property.
- be aware of and follow without question all school routines and rules.
- behave calmly and safely so that no other student is placed at physical risk.
- refrain from any activity that could be regarded as bullying or harassment of others.
- show equality to all by not acting in a way that could be seen as prejudiced or discriminatory.

As with classroom incidents, it is expected that most out of class incidents will be dealt with on an escalating scale. In many cases restorative conversations or a verbal reminder of the expected standards from a member of staff is sufficient to alert a student to his/her inappropriate behaviour and to prevent the behaviour from developing further or from recurring.

Behaviours outside the classroom are recorded through Arbor in the same way that Classroom behaviours are. A detailed outline of the out of classroom behaviours and how they link to the POWERful culture of learning expected at Hagley, is available on appendix 2.

Staff will always deal with behaviour issues around school cautiously and calmly, giving the student the opportunity to understand their wrongdoing and change their behaviours. It is in nobody's interest to confront poor behaviour with anger and staff are encouraged to keep their voice levels controlled when dealing with any issues.

Hagley students will be regularly reminded about the whole school rules and regulations therefore leaving them in no doubt as to what they need to do to meet the expected standards. The shared rules and regulations will include -

- the 8 identified 'Hagley norms and expectations'.
- use of mobile phones – headphones – smart watches and on-line behaviour.
- school uniform expectations – to include haircuts, ear piercings, wearing of trainers etc.
- punctuality to school as well as every lesson.
- movement around the school site and rules related to the expected behaviours.
- respect for themselves, others, and the school environment.
- definition of bullying, racism and homophobia and the process involved in dealing with incidents.
- violence or fighting and the consequences of such acts.
- anti-social behaviour around the school site as well as on the way to and from school.
- the importance of excellent behaviour whilst using any form of transport to get to school.

## **8. Sanctions**

Sanctions are needed to respond to inappropriate behaviour and as a school we believe that we have the responsibility to teach our students core gospel values and create polite, intelligent, and responsible members of society. The school prides itself on its high standards and expectations in terms of appearance, attendance, attitude to learning and conduct around all aspects of the school site and beyond. The types of sanctions available are outlined below.

### **A Verbal Reprimand – Restorative Conversation:**

Although this may not be an official 'sanction', on some occasions, a student may just need it pointing out to them that in the opinion of the member of staff present, that their behaviour fell below that expected. For some students at Hagley Catholic High School, this can be a very powerful tool. These conversations might take place immediately after the lesson (as long as it doesn't make the student late for their next lesson).

### **Informal Break or Lunchtime Interventions:**

An informal break or lunchtime intervention can be used to sanction students who have been allocated a C2 within a lesson. It is an expectation that the member of staff who has given the student the intervention will either lead the sanction or at the very least be present so that a restorative justice conversation can take place. Failure by the student to turn up to this can lead to a more formal sanction, through the form of a formal break or lunchtime detention. This informal approach can also be used to rectify minor standards issues as well, if deemed appropriate.

### **Formally logged Arbor Break or Lunchtime detentions:**

These sanctions exist to help modify or correct student behaviour demonstrated throughout the school day. Young people are not perfect, and we are responsible for ensuring that when mistakes are made, they are put right as soon as possible. The school-based sanctions used at Hagley Catholic High School are an escalated approach which is proportionate to the poor behaviour choice made by the student. The values we place on sanctions are one of respect and reconciliation. These sanctions will be logged through Arbor (for students, parents and teachers to see) and will take place with the teacher who allocated it, usually within 24 hours of the inappropriate behaviour.

### **Formally logged Arbor Extended Lunchtime detentions:**

A student's entire lunchtime can be used for sanctions, if their behaviour is persistently poor; they have been involved in a one-off serious incident or they fail to attend a formal lunchtime sanction the previous day. This type of sanction will usually be overseen by Heads of Departments or Heads of year. Students will always be given the opportunity to eat lunch, but it will be supervised.

### **SLT detentions:**

Any student who disrupts learning to the extent that they must be removed from a lesson by the member of SLT 'on call', can be expected to serve a 55-minute SLT lunchtime sanction. This sanction will be logged through Arbor (for students, parents and teachers to see) and will take place at the discretion of the teacher who allocates it. HOY's and HOD's can request that students are allocated an SLT detention, for persistent disruptive behaviours or for persistently failing to attend the sanctions allocated to them.

### **After-school detentions and Interventions:**

Students who persistently avoid school sanctions or engage in serious breaches of the behaviour policy will be placed into an after-school detention. This will be served with any member of staff and can last until 5pm. If students accumulate a significant number of SLT C4's during the course of one term, further sanctions maybe applied at the discretion of the Principal. Students who misbehave or choose not to attend this sanction can then be placed into SLT supervision and will require a meeting with parents before being allowed back into lesson. If getting home is an issue, then parents can request that the sanction is put back 24 hours so that alternative arrangements can be made ready for the next day. After school detentions can also be used by staff to sanction persistently poor patterns of behaviour by students.

### **PLT/SLT Zero Free Time**

This intervention is issued to students who chose to defy the school rules at social time (before school; break time; lunch times and after school). These will be served with senior members of staff who are on duty that day. During 'zero free time' - students will not have possession of their mobile phones whilst on the school site and they will spend any free time (before school, break, lunch, transition) with a designated member of staff (HOY/SLT). They will attend lessons as normal unless their behaviour is such that SLT

supervision is required. They will arrive at lessons 5 minutes late and then 5 minutes prior to the end of lessons to ensure that contact is minimised with other students. Restrictions can also be put in place as to the areas of the school that students are permitted, if it is deemed that their behaviour in these areas is not acceptable.

A summary of the formal sanctions used at Hagley to change behaviour can be seen in the table below. Also included are examples of why these sanctions might be used and in turn the additional consequences available if students don't attend the initial sanction.

| Detention Type                                      | Detail   | Upscaled (referral)   |
|---|--|---|
| <b>Breaktime detention</b><br>(15 minutes)          | <ul style="list-style-type: none"> <li>- Lower-level behaviour breaches</li> <li>- Restorative conversations</li> <li>- Handing in of missed homework</li> </ul>   | <ul style="list-style-type: none"> <li>- Lunchtime detention</li> <li>- <b>No need to refer</b></li> </ul>              |
| <b>Lunchtime detention</b><br>(30 minutes)          | <ul style="list-style-type: none"> <li>- Failure to attend a breaktime detention</li> <li>- C2/C3 classroom issues</li> <li>- Unacceptable out of class issues</li> </ul>  | <ul style="list-style-type: none"> <li>- Extended lunch/after-school</li> <li>- <b>Refer to HOD/HOY*</b></li> </ul>     |
| <b>Extended Lunchtime detention</b><br>(45 minutes) | <ul style="list-style-type: none"> <li>- Failure to attend a lunchtime detention</li> <li>- Persistent behaviour concerns (in/out of class)</li> <li>- <b>Time must be allocated for eating lunch</b></li> </ul> | <ul style="list-style-type: none"> <li>- After-school detention</li> <li>- <b>Refer to HOD/HOY*</b></li> </ul>          |
| <b>SLT detention</b><br>(55 minutes)                | <ul style="list-style-type: none"> <li>- Persistently failing to attend detentions</li> <li>- Allocation of a C4. Referral by HOD/HOY</li> <li>- Persistent/extreme out of class issues</li> </ul>               | <ul style="list-style-type: none"> <li>- PLT/SLT zero free time</li> <li>- <b>Refer to SLT</b></li> </ul>               |
| <b>After-school detention</b><br>(30-90 minutes)    | <ul style="list-style-type: none"> <li>- Failure to attend Extended or SLT detentions</li> <li>- To sanction persistently allocated C4's</li> <li>- Persistent/extreme out of class issues (HOY)</li> </ul>      | <ul style="list-style-type: none"> <li>- PLT/SLT zero free time</li> <li>- <b>Refer to SLT</b></li> </ul>               |
| <b>PLT/SLT zero free time detention</b>             | <ul style="list-style-type: none"> <li>- Failure to attend an SLT detention</li> <li>- Persistent classroom issues (SLT)</li> <li>- Persistent/extreme out of class issues (SLT)</li> </ul>                      | <ul style="list-style-type: none"> <li>- Organised meeting with parents</li> <li>- <b>Refer to Principal</b></li> </ul> |

### SLT Supervision

Students may be excluded from lessons and social time for behaviour which is deemed serious. If a student is placed in SLT supervision, their day can be extended until 4pm and a parental meeting will need to take place with the Head of Year/SLT at a mutually convenient time.

Whilst in SLT supervision, the student will have the opportunity to put the incident right with the support from his/her Head of Year and the Assistant Principal in charge of behaviour. Should a student's behaviour not be what is expected then the sanction maybe increased accordingly in line with the school behaviour policy.

### Same Day Detention System

Same day detentions can and will be used as a form of changing poor and disruptive behaviours. In these cases, all parents will be informed of the need to keep students past 3.30pm via a phone call home. As a school, we will look to work with parents and may be able to delay the sanction based on significant family needs but expect that the sanction is fulfilled at the earliest possible opportunity.

This is identified as an effective method for changing student attitudes over a short period of time, by understanding that school and home are working together to improve the poor behaviours being experienced.

### **Behaviour Monitoring Report**

Students persistently experiencing difficulties in applying themselves to their classwork; their homework; managing their behaviour in the classroom or around the school can be issued with a Behaviour Monitoring Report. The Report will normally be put into place by the HOY, SLT or the Principal; however, a form tutor, who has concerns over a student in their form group, can request that a student is placed on a 'Form Tutor Behaviour Monitoring Report'.

Parents will be notified if their child is required to go on any type of report and will be asked to check and sign the report each day. This way, both parents and staff can work together to support the progress of the student concerned.

There are a variety of Behaviour Monitoring Reports that can be used to track student's behaviours, dependent on the issues that have been experienced. Normally the member of staff issuing the Behaviour Monitoring Report will agree specific targets with the student, which they will be monitored on over a specific period. These targets will then be listed on the front of the Report and will be in line with the schools Gospel Values. Staff will then be required to feedback on the progress that the student is making on a lesson-by-lesson basis.

The Behaviour Monitoring Report is an intervention technique used, normally following persistent levels of poor behaviour within lessons. If the poor behaviour continues whilst on the behaviour report, then increased sanctions are likely to be utilised. Ideally, a student should not be on report for any longer than 4 weeks at one time, as after this time the report will start to lose its effect.

## **9. Restorative Justice Processes**

In addition to appropriate sanctions, the school operates a supportive approach to Restorative Justice in line with Gospel values. While a sanction may be required, the ability to reflect and communicate to find a positive way forward is an essential part of developing each and every one of us. Restorative practice can involve both a proactive approach to preventing harm and conflict and activities to repair relationships where conflicts have already arisen.

Where the latter is required, a restorative meeting is held. The purpose is to support and encourage the recognition that all activities impact others and that people are responsible for the choices they make and can be held accountable for them. It enables students to reflect on how they interact with each other and consider how best to prevent harm and conflict (see Appendix 3).

The Restorative mindset enables:

- an acceptance of individual perspectives.
- promoting mutual understanding by making explicit the link between thought and feeling.
- a focus on impact and reintegration not, blame and punishment. Recognising need.

- accountability and responsibility for self and others.

When we have a restorative mindset, this will lead to us having restorative conversations which should influence our daily interactions and communications with others.

Restorative conversations should:

- be high in belief and care statements.
- focus on feelings and thoughts.
- contain open questions and based on the basic questions of restorative enquiry.
- emphasis on the 'I' not on telling others what to do e.g. 'you need... statements'.

Staff will look to use restorative conversations to:

- respond to conflict within the classroom (a daily expectation).
- resolve low level disruption without the need for escalation.
- model positive interactions and behaviours to others.
- help restore relationships following a consequence.

### **The Use of Restorative Project Work**

When certain behaviours are demonstrated and a genuine concern is raised regarding a student's lack of understanding or potentially extreme views on certain issues, then the student will be required to complete a research project to improve their understanding of the concerns raised. The areas which will be covered as a matter of course are as concerns regarding racism, homophobia, bullying, poor behaviour online, substance misuse, anti-social behaviour and respect of authority.

## **10. Suspensions and Permanent Exclusions – The Principal's Power to Suspend**

The school follows the legislation and statutory guidance in the current Statutory Exclusions Guidance ([Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England.](#))

### **The Principles powers to suspend or permanently exclude.**

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Principal, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the Principal must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen.



The Principal must take account of their legal duty of care when sending a student home following an exclusion. Principals should also take the student's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the student about how their views have been factored into any decision made.

Where relevant, the student should be given support to express their view, including through advocates such as parents or, if the student has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the Principal should also take account of any contributing factors identified after an incident of misbehaviour has occurred.

### **Suspension**

A suspension, where a student is temporarily removed from the school, is an essential behaviour management tool which is set out within the school's behaviour policy. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a student that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a student, the Principal should consider whether suspension alone is an effective sanction for the student and whether additional strategies need to be put in place to address behaviour. It is important that during a suspension, students still receive their education. The Principal should take steps to ensure that work is set and marked for students during the first five school days of a suspension. The school's legal duties to students with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled students during this period. Any time a student is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Principal's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a Local Governing Body meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

### **Permanent exclusion**

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.



For any permanent exclusion, the Principal should take reasonable steps to ensure that work is set and marked for students during the first five school days where the student will not be attending alternative provision.

Any appropriate referrals to support services or notifying key workers (such as a student's social worker) should also be considered.

### **Cancelling exclusions**

The Principal can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the Local Governing Body has not yet met to consider whether the student should be reinstated.

Where an exclusion is cancelled:

The Principal must notify the parents, the Local Governing Body, the LA and the student's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation.

- The Local Governing Body's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.
- Parents (or the excluded student if they are 18 years or older) should be offered the opportunity to meet the Principal to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay.
- The student must be allowed back into the school from which they were excluded without delay.
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the student has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

### **Setting a clear process for exclusions**

The Principal should consider the following, when setting a clear process for exclusions:

- adopting a reliable method for monitoring the maximum 45 days permitted in a school year out of school due to exclusion, including suspensions received from other schools.
- ensuring there is a formal process for informing parents, social worker and VSH (where relevant), Local Governing Body and local authority, clearly setting out all reasons for the exclusion.
- providing up to date links to sources of impartial advice for parents.
- reintegrating students whose suspensions have ended or been cancelled and students whose permanent exclusions have been cancelled and supporting students' future behaviour.
- ensuring a formal process for arranging, at short notice, suitable full-time alternative education for students receiving suspensions over five school days.

### **Reasons and recording exclusions.**

The government trusts Principals to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a student. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been
  - prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. Up to three reasons can be recorded for each suspension or permanent (where applicable).

### **Reintegration after a suspension or off-site direction**

Hagley Catholic High school will support students to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion) or period of off-site direction. We will design a reintegration strategy that offers the student a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the student's return to school. During the reintegration meeting, the school will communicate to the student that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the student's parents. It is important to note that a student should not be prevented from returning to a classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents, and other relevant parties.

Where necessary, we will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the student has any SEND and/or health needs.

A part-time timetable should not be used to manage a student's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the student is expected to attend full-time education, either at school or alternative provision. There will also be formal arrangements in place for regularly reviewing a part-time timetable with the student and their parents. In agreeing to a part-time timetable, the school is agreeing to a student being absent from school for part of the week or day and must treat absence as authorised.

We will consider a range of measures to enable the student's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school.
- Daily contact with a designated pastoral professional in school.
- Use of a report card with personalised targets leading to personalised rewards.
- Ensuring the student follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress.
- Planned pastoral interventions.
- Mentoring by a trusted adult or a local mentoring charity.
- Regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the student, parents and staff of potential external support

### **Factors that may be considered before making a decision to exclude**

The very best alternative provision (AP) can be important in managing behaviour and providing alternatives to exclusion. This could include outreach support for students in mainstream schools and offering short term places to students who need a time-limited intervention away from their mainstream school.

Hagley Catholic High School will look to work with high quality alternative provision providers to ensure a continuum of support is available for students for whom good behaviour cultures and policies are not working.

### **Preventative measures to school exclusion**

In addition to the strategies set out regarding initial intervention, the Principal will also consider the following:

- a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use) or
- b) managed moves (permanent measure) as preventative measures to exclusion.

Any use of alternative provision will be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct.

Off-site direction will only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.

The following individuals must have regard to the Alternative Provision: Statutory guidance for local authorities, Principal and the Local Governing Body.

- a local authority arranging suitable education under section 19 of the Education Act 1996.
- the governing body of a maintained school making or reviewing an off-site direction under section 29A of the Education Act 2002; and
- the Local Governing Body or alternative provision academy arranging suitable education for a suspended student under section 100 of the Education and Inspections Act 2006.

The nature of the intervention, its objectives, and the timeline to achieve these objectives will be clearly defined and agreed with the alternative provision upfront. The plan will then be frequently monitored and reviewed. Students must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling.

### **Use of Off-site Direction**

Off-site direction is when the Local Governing Body requires a student to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction can be used to arrange time limited placements at an alternative provision or another mainstream school.

During the off-site direction to another school, students must be dual registered. When possible, in school interventions or targeted support from alternative provision schools should be used to meet a student's individual needs and circumstances – whether behavioural or special educational.

Depending on the individual needs and circumstances of the student, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education.

A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a student is placed in a mainstream school) upon review of the time limited placement.

### **Managed Move**

A 'managed move' may be resorted to in order to avoid danger of permanent exclusion. It may be used as the culmination of behaviour interventions, when no other has succeeded or, in exceptional circumstances, for a serious 'one off' incident.

Schools and other educational establishments in the Wyre Forest have an agreement whereby students may be offered the opportunity of a 'fresh start' dependant on the student successfully demonstrating the desire to meet the expectations of the 'receiving' institution. 'Managed moves' are arranged via the Fair Access Area Panel (FAAP) which are convened once per half term for all participating schools.

Before a student application for managed move is submitted to the FAAP, a meeting is arranged between the student, parents/carers and representative from the school as a 'managed move' can only proceed with the agreement of all parties. If agreed, the application is made to FAAP.

A 'managed move' to another secondary school, that is not part of the Wyre Forest FAAP, is offered initially as a ten-week trial. If the parent/carer or student does not accept the 'trial' school, then the managed move cannot proceed. However, in such circumstances it should be noted that a permanent exclusion may well be the result. If accepted, following an induction meeting, the student joins the 'receiving' school for the trial period. At the induction meeting the student must promise to fully abide by the rules of the school and the parents/carers promise to offer full support. If, during the trial period, the student fully abides by the rules of the receiving school, then a place is offered on a permanent basis. If unsuccessful, a meeting with the Principal will be convened and a second and final managed move may

be agreed. In this second and final managed move is unsuccessful, a permanent exclusion will be the likely result.

For students who do not reside within Worcestershire, schools are contacted within the relevant local authority in which the student resides in an attempt to set up an appropriate 'managed move'.

### **Use of Alternative Provision**

The school has the power to direct a student to another education provider to modify and improve their behaviour. The objectives of the provision, days/times of attendance and duration of provision will be clearly set out from the start of the process. The student's attendance and progress at the alternative provider will be regularly reviewed to ensure that the placement is achieving its objectives, and the student is benefitting from it.

The student will be re-integrated back into Hagley Catholic High School once he/she has modified and improved their behaviour so that they can conform to the school's 'Behaviour for Learning Policy'. The school will have regard to all of the statutory guidance set out in the 'Alternative Provision Statutory Guidance for Local Authorities (January 2013)' document.

## **11. Rewards**

A school ethos of positive relationships, high expectations and encouragement is central to the promotion of good behaviour. Rewards are one way of achieving such behaviour. They have a motivational role in helping students to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the systems of rewards is an emphasis on praise both informal and formal to individuals and groups. In addition, our online system of offering praise, letters and postcards to parents and carers, reference to praise in the parental newsletter are ways the school recognises the achievements of the students.

Our Online method of recording positive behaviours can be found through our student and parental Arbor app and has a direct connection to the Gospel Values promoted within the school. We reward our students for demonstrating the key values we wish them to carry through into society and live as one of God's children.

During termly awards assemblies, students are recognised for the number of Arbor points they have accumulated throughout the term, their commitment to attendance and their commitment to the Catholic life of the school.

## **12. Staff Training**

The school recognises that the training of staff is vital for the consistent use of positive behaviour strategies. Behaviour for learning is an integral part of training of all aspirant teachers (BTs, GTPs and unqualified teachers), supply teachers, newly qualified teachers and all staff through regular INSET.

Through training, staff are encouraged to employ positive behaviour strategies such as positive correction, calming techniques and positive use of language to ensure that situations are not exaggerated, and an ethos of mutual respect is fostered.

### **13. Review and Development**

The Principal will ensure the Behaviour Policy and any guidance documents are monitored and reviewed by the staff, students and parents/carers. They will report to the Governing Body on the policies, effectiveness, fairness and consistency. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. Parent/guardian feedback will also be used to review and develop the Policy.


The outcome of the review and any changes, resolutions and solutions to the Policy will be communicated to all those involved and incorporated into a published amended Behaviour Policy and guidance documents for staff.

### **14. Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools' guidance](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [The Children and Families Act 2014](#)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014;
  - DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
  - This policy complies with our funding agreement and articles of association.
- 

## **15. Linked policies**

In order for the Behaviour for Learning Policy to be effective, a clear relationship with other school policies (listed below) is in place. This policy should also be read in conjunction with: (all available on the school website)

- Safeguarding Policy
- Anti-bullying Policy
- Online Safety Policy
- Suspension and Exclusion Policy
- Drug, Alcohol and Substance Misuse Policy
- Searching, Screening and Confiscation Policy
- Use of Reasonable Force and Restraint Policy
- Uniform Policy
- Rewards Policy
- School Travel Policy
- Hagley Catholic High School Rules and Regulations

## **16. Appendix**

**Appendix 1 - C System and links to Hagley's POWERful learning culture.**

**Appendix 2 - Out of Classroom Behaviours and links to Hagley's POWERful learning culture.**

**Appendix 3 - Out of Classroom Behaviours (SLT/PLT) and links to Hagley's POWERful learning culture.**

**Appendix 4 - Gospel values linked to expectations – Rewards**



## Appendix 1 - C System and links to Hagley's POWERful learning culture.

| Behaviour  |   | POWERful  | Accountability – Who/What/Where/When   |  |
|--|---|---|--|--|
| <b>Recognising a C1</b><br>Through use of the C system, a staged approach will take place to enable all staff to manage behaviour that falls below the expected level. Students will initially be <b>WARNED</b> that their behaviour is not where it needs to be and then positively encouraged to change it. Staff may use the term C1, for this initial warning. |   |   |  |  |
| <b>C1</b>  | Any behaviour presented falling below that of a POWERful learner  | Positive<br>Organised<br>Willing<br>Effective<br>Respectful | <b>WHO</b> - Form or Classroom teacher.<br><b>WHAT</b> - Verbal reprimand – no detention.<br><b>WHERE</b> - In the context of the situation.<br><b>WHEN</b> - There and then<br>There is no requirement to record any C1 behaviour.                      |  |
|  | <b>Recognising a C2 – Behaviours that prevent learning.</b><br>A C2 can be used by all teachers to effectively manage student behaviour in a classroom setting. Any behaviour that breaches POWER in the classroom can be allocated a C2. Teachers can also choose to give students a detention for these breaches if they feel that it will support in changing the behaviour. |   |  |  |
|  | <b>C2</b>   | Inappropriate language                                      | Respectful   | <b>WHO</b> - Form or Classroom teacher.<br><b>WHAT</b> - Optional detention.<br><b>WHERE</b> - Teacher's classroom.<br><b>WHEN</b> - To fit around the teacher's needs.<br>If a detention is set, the teacher sets and runs the detention to fit around their needs. Allocated C2's will be tracked and monitored via Arbor. |
|  |   | Reluctance to learn   | Positive Willing   |  |
| Disruption to learning   |   | Positive Respectful Effective                               |  |  |
| Insufficient work completed  |   | Positive Willing  |  |  |
| <b>*C2 updates – to support with monitoring and in turn improvement.</b><br>To enable accurate monitoring of C2 behaviours which prevent learning of others, missing equipment homework fail will stand alone now. As will lateness to lesson's to support with whole school tracking.   |   |   |  |  |
| <b>C*</b>  | Missing equipment   | Organised   | <b>WHO</b> - Form or Classroom teacher.<br><b>WHAT</b> - The allocation of a detention is likely.<br><b>WHERE</b> - Teacher's classroom.<br><b>WHEN</b> - To fit around the teacher's needs.<br>These are the same guidance's for the allocation of a C2 |  |
|  | Homework fail   | Organised Willing   |  |  |
|  | Lateness to lesson  | Positive Organised Willing                                  |  |  |



## Appendix 1 - C System and links to Hagley's POWERful learning culture (continued)

| Behaviour   |  | POWERful  | Accountability – Who/What/Where/When  |
|---|--|---|---|
| <b>Recognising a C3</b><br>A C3 can be a single one-off event where the member of staff believes that the student should not remain in the room. It could also be a series of persistent behaviours that haven't been remedied despite warnings of C1 and C2's. The purpose of a C3 is for the student to completely re-set outside of the classroom.           |  |   |   |
| <b>C3</b>   | Unacceptable language                              | Respectful  | <b>WHO</b> - Form or Classroom teacher.<br><b>WHAT</b> - Lunchtime detention.<br><b>WHERE</b> - Teacher's classroom.<br><b>WHEN</b> - To fit around the teacher's needs.<br>The teacher sets the detention. HOD will get intelligence regarding the C3. The HOD is accountable for tracking and support if there is further persistence within lessons.   |
|   | Persistent reluctance to learn                     | Positive Willing  |   |
|   | Persistent disruption learning                     | Positive Respectful Effective                               |   |
|   | Persistent failure to complete work                | Positive Willing  |   |
|   | Dangerous behaviour                                | Organised Respectful  |   |
| <b>Recognising a C4</b><br>A C4 is when any direction on a C3 sanction is defied. C4's can also be allocated, if there is a serious significant safety risk to a teacher or student (including the perpetrator). Finally, if a child swears directly at a member of staff or demonstrates threatening behaviour towards teachers or staff                       |  |   |   |
| <b>C4</b>   | Swearing at a member of staff.                     | Positive<br>Organised<br>Willing<br>Effective<br>Respectful | <b>WHO</b> - SLT support requested by staff.<br><b>WHAT</b> - SLT detention or after school (persistent issues)<br><b>WHERE</b> - FF1 SLT detention room (all lunch)<br><b>WHEN</b> - Same or next day (allocated via Arbor)<br>SLT will remove the student and coordinate the detention. SLT will support staff allocating a C4 with regards to any restorative meetings. Arbor will inform the HOY/HOD of the incident. |
|   | Complete failure to follow teachers' instructions. |   |   |
| <b>C4 updates – to support with monitoring and in turn improvement.</b><br>Regularly last year, a C4 was used to support with finding students who had not arrived at a lesson, but had been marked in earlier that day, or for students who left a lesson having used their Hub pass. Arbor has now been set up to deal with these situations more effectively |  |   |   |
| <b>C*</b>   | Missing student                                    | Positive<br>Organised<br>Willing<br>Effective<br>Respectful | <b>WHO/WHAT/WHERE/WHEN</b><br>By using these 'behaviours' which have been set up in Arbor, a communication will be sent to reception so that checks can be carried out as to where the student is.  |
|   | Use of Hub pass                                    |   |   |

## Appendix 2 - Out of Classroom Behaviours and links to Hagley's POWERful learning culture.

| Behaviour   | POWERful                             | Additional details   |   |
|---|--------------------------------------|--|---|
| <p><b>Recognising out of lesson behaviours</b><br/>All staff are on duty whenever they are moving around the school site and therefore play a significant role in ensuring that all students are behaving appropriately and in turn meeting the expectations of behaviour whilst at Hagley. Any behaviour that breaches POWER around the school site and therefore doesn't follow the expectations, will be challenged. This may well simply be a verbal reprimand or a more formal detention for the breach, if the member of staff feels that it will support in changing the demonstrated behaviour.</p> |                                      |  |   |
| <b>P2</b>   | P1 Failure to attend detentions      | Positive Respectful Willing  | A detention given to a student by a member of staff, must be completed. If it isn't the detention will be upscaled. |
|   | Mobile phone breach                  | Organised Effective Willing  | Phones are not to be seen/heard from 08.45 - 15.25. They are to be confiscated and handed to reception if they are. |
|   | Uniform breach                       | Positive Organised Willing   | Students are to wear school uniform as outlined in the school 'Uniform Policy'. Persistent issues to be sanctioned. |
|   | Eating around the school site        | Willing  | Eating is only permitted in the specified eating areas around school e.g. canteen, canopy and main school hall.     |
|   | Littering                            | Respectful Effective Willing   | All food waste or litter <b>MUST</b> be placed into one of the many bins located around the school site.            |
|   | Damage to property                   | Respectful   | The school environment must always be respected. Graffiti/vandalism will not be tolerated.                          |
|   | Failure to follow instructions       | Respectful Willing   | Walk on the left in corridors; Line up before lessons in single file until invited into the classroom.              |
|   | Failure to follow school rules       | Respectful Willing   | Any Hagley specific school rules must be followed at all times. These rules will be regularly advertised.           |
|   | Disorderly conduct around school     | Respectful Willing   | There should be no shoving, pushing, or running whilst moving around the school site.                               |
|   | Rudeness/discourteous behaviour      | Positive Respectful  | Students should hold doors open for staff and always use the terms 'sir' or 'miss' when in discussions.             |
|   | Inappropriate language around school | Positive Respectful  | Students must always use appropriate language and be respectful to others whilst around the school site.            |
|   | Disruptive during prayer             | Respectful Willing   | Any act of Holy Worship, must always be respected by students.  |
| <h3>Accountability – Who/What/Where/When</h3>   |                                      |  |   |
| <p><b>WHO</b> - All members of the Hagley community.</p> <p><b>WHAT</b> - Staff must address and challenge students if the expected behaviours aren't met. Optional Arbor logging and detentions can be allocated if necessary (extreme or persistent).</p> <p>Logged behaviours will be monitored by all HOD's and SLT.</p> <p><b>WHERE</b> - Sanctions will be carried out in the teacher's classroom.</p> <p><b>WHEN</b> - To fit around the teacher's needs.</p>  |                                      | <ul style="list-style-type: none"> <li>- Students must be challenged if any of the expected behaviours are not met.</li> <li>- Every incident <b>does not</b> need logging. However, where students' behaviour is either persistent or extreme in nature, then logging the incident into Arbor is a requirement.</li> <li>- If a detention is required, the member of staff logging the negative behaviour sets and runs the detention to fit around their schedule. The student's HOY will monitor the sanction.</li> <li>- If support is required, then the student's HOY should be referred to in the allocation of the detention.</li> </ul> |   |

## Appendix 3 - Out of Classroom Behaviours (SLT/PLT) and links to Hagley's POWERful learning culture.

| Behaviour  |                                       | POWERful  | Additional details   |
|--|---------------------------------------|---|--|
| <p><b>Recognising CLT, PLT and SLT behaviours.</b><br/>           All staff are on duty whenever they are moving around the school site and therefore play a significant role in ensuring that all students are behaving appropriately and in turn meeting the expectations of behaviour whilst at Hagley. Certain behaviour breaches may need further investigation and or greater level of sanctioning, therefore <b>should be passed onto the students HOY</b> in the first instance who will then seek support from SLT if required.</p> |                                       |   |  |
| <b>SLT</b><br><br><br><br><br><br><br><br><br><br><b>PLT</b><br><br><br><br><br><br><br><br><br><br><b>CLT</b>   | Vandalism                             | Respectful Willing  | Significant damage to property by a student.   |
|  | Fighting/violence                     | Positive Respectful   | Fighting/violence or any form of threatening behaviour.  |
|  | Unacceptable travel behaviour         | Respectful  | The Hagley expectations <b>MUST</b> also be demonstrated whilst traveling to and from school on buses or trains.   |
|  | Smoking or vaping                     | Effective Willing   | Smoking/vaping and all associated paraphernalia are strictly forbidden in school.                                  |
|  | Theft                                 | Respectful  | Any act of taking items from others without their permission.  |
|  | Unacceptable use of social media      | Positive Respectful   | Students must be respectful when using social media at all times.  |
|  | Incident of homophobia                | Positive Respectful   | Any acts of homophobia or references of concern are not acceptable and will not be tolerated.                      |
|  | Incident of racism                    | Positive Respectful   | Any acts of racism or references of concern are not acceptable and will not be tolerated.                          |
|  | Incident of bullying                  | Positive Respectful   | Any acts of bullying or references of concern are not acceptable and will not be tolerated.                        |
|  | Possession of a weapon                | Effective Willing   | Banned items or items that could be perceived as potential weapons due to the matter in which they are being used. |
|  | Incident involving illegal substances | Effective Willing   | Illegal substances and or the possession of any related paraphernalia are strictly prohibited.                     |
|  | Serious safety and well-being concern | Positive Respectful   | Behaviour acts that effect the safety and or well-being of any member of the Hagley community.                     |
|  | Refusal to follow staff instruction   | Positive Respectful   | It is an expectation that the instructions of all staff are followed at all times.                                 |
| Cheating in an exam  | Positive Organised Effective          | All assessments will have a significant impact on a student's outcomes, therefore cheating of any form is prohibited.   |  |
| <b>Accountability – Who/What/Where/When</b>  |                                       |   |  |
| <p><b>WHO</b> - All staff, but via referral to PLT or SLT.</p> <p><b>WHAT</b> - Referral to PLT/SLT. Allocation of appropriate sanctions.</p> <p><b>WHERE</b> - To be confirmed by PLT/SLT.</p> <p><b>WHEN</b> – Decided by PLT/SLT and communicated to parents</p>  |                                       | <ul style="list-style-type: none"> <li>- Students must be challenged if any of the expected behaviours are not met.</li> <li>- CLT/PLT/SLT listed behaviours could potentially be identified by all staff but must be passed onto the student's HOY in the first instance who will then request further intervention from CLT/SLT if requested.</li> <li>- All sanctions will be set and run by CLT/PLT/SLT.</li> </ul> |  |



# PRAISE AND REWARDS



## GRATEFUL AND GENEROUS

- School contribution
- Good manners
- Respect to others
- Lesson contribution



- Well prepared
- On task in class
- Good judgement
- Well answered question



## ELOQUENT AND TRUTHFUL



- Excellent work quality -
- Persuasive in debate -
- Expressive in work -
- Honest -



- Good discipline -
- Good work -
- Good progress -
- Successful corrections -

## ATTENTIVE AND DISCERNING

## LEARNED AND WISE

## COMPASSIONATE AND LOVING

- Involved in charitable work
- Engagement with others
- Demonstrate kindness
- Helpful to others



- Perseverance
- Positive attitude
- Leading in prayer
- Upholding Catholic ethos



## CURIOUS AND ACTIVE



- Whole school participation -
- Engagement in learning -
- Ask searching questions -
- Improve environment -



- Role model -
- Upstanding -
- School leader -
- Presentation to others -

## FAITH FILLED AND TRUTHFUL

## INTENTIONAL AND PROPHEIC



Catholic life  
Contribution



Hub  
Reward



Outstanding  
Performances



Successful  
Monitoring



Senior  
Staff Merits

## SPECIAL RECOGNITION REWARDS