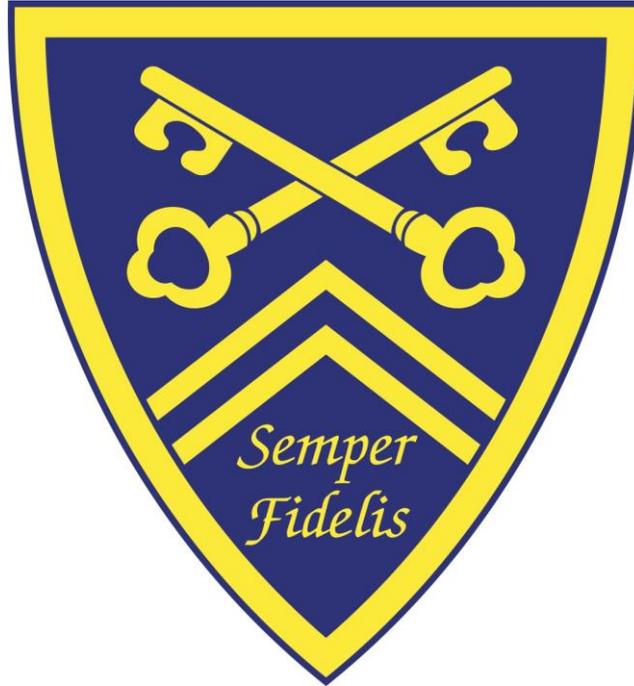




# HAGLEY CATHOLIC HIGH SCHOOL

hopeful  
curious  
attentive  
wise  
faith-filled  
grateful  
generous  
eloquent  
intentional  
discerning  
compassionate  
active  
truthful



## Behaviour for Learning Policy

Version:	
Date Created/updated:	
Ratified by:	
Date ratified:	
Date Issued:	
Policy review date:	

**Semper Fidelis – “Always Faithful”**  
**In Jesus we live learn and serve**

Together we are committed to excellent education for all rooted in Gospel values, inspiring a love for life-long learning and following the compassion of Christ.

## 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 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 of 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 so as 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, consistent and systematic across the school.
- to teach pupils 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. 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 next.

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

- to be prepared to listen and learn
- to control his/her own behaviour
- to let others, work and make progress
- to sort out disagreements without resorting to physical/verbal aggression
- to respect property. Not to damage, take or misuse the property of other people or the school
- to make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities and sexual orientation
- to work to the best of their ability
- to wear full school uniform without any deviations and to follow all school rules

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

- to provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- to provide an environment in which students can learn
- to teach positive behaviour

- to plan and prepare stimulating lessons
- to teach respect by treating pupils with fairness and consistency
- to teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- to support the school's positive behaviour for learning policy
- to set up useful, interesting and relevant work if an absence from a lesson can be foreseen

#### **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 pupil organisers
- to support the school's positive behaviour policy

#### **Responsibilities of SEN Classroom Assistants:**

- to support SEN students within the classroom
- to support specific departments
- 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 co-ordinate a positive learning environment within the department for both staff and students
- to ensure that the school's policies are consistently implemented, in particular the referral system through the pastoral structure
- to ensure that there is a climate of reward and praise within the department which outweighs sanctions
- to monitor the attendance, behaviour and learning of pupils within the department
- to agree and implement consistently, ways of entering and leaving the department area and its classrooms
- 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 practically possible

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

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

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

- to support staff in managing pupil 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 Academy Representatives:**

- Define the principles underlying the school's 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 values 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

## **4. 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/reprimand
- Issuing behaviour incidents through Class Charts 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 Academy Representatives
- The use of Restorative Project work in an attempt to change learnt behaviours
- The use of student searches where appropriate
- Behaviour modification programmes / Adapted Timetable
- Arrangement of a Managed Move / Alternative provision / Fixed term or Permanent exclusions

## **5. 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 / class room 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 approve is to have a positive and flexible approach to classroom behaviour management, where at the same time still setting a high standard and where ever 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 gone through 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 definitely 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.

- **EXPECTATIONS** – classroom, departmental and whole school expectations will need outlining at all new beginning points (term times; rotations; course beginnings)
- **REMINDERS** – all students will need reminding of the required expectations on a regular basis so as to cover any confusion or misunderstanding. Reminders can be used to initially rectify behaviours.
- **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.
- **C2 WARNING** – a second warning will be used. At this point students will be advised as to what will happen if their behaviour doesn't change.
- **C3 DEPARTMENTAL TIME OUT** – if a student's behaviour continues to a point that it is significantly disrupting learning, then they will be sent for departmental time out
- **C4 OR ON CALL REMOVAL** – for acts of gross misconduct, the on-call staff member will be sent for to remove the student from the situation.

A detailed outline of the C system is available within the table over page. 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.

## CLASSROOM BEHAVIOUR MANAGEMENT

Action	Student Behaviour	Procedure	Staff guide
<b>C1</b>	<p><b>Low Level disruptions</b></p> <p>Student not being ready to learn and having a negative impact on the learning environment.</p>	<p><b>Verbal warning</b></p> <p>Clear warnings will be given to a student so that the inappropriate behaviour can be rectified. A C1 behaviour will be recorded by the class teacher privately.</p> <p>Restorative conversation to take place at the end of the lesson.</p>	<p><b>Private Record</b></p> <p>Class teacher should record the name of the student privately and ensure that they understand that they have received this warning.</p> <p>Class teacher should then move away from the student and tactfully ignore any initial response.</p>
<b>C2</b>	<p><b>Second Warning.</b></p> <p>Behaviours that continue to disrupt the learning of others:</p>	<p><b>Class teacher sanction</b></p> <p>Any C2 warning is recorded on a student's school behaviour record:</p> <ul style="list-style-type: none"> <li>- C2 disruption to own learning</li> <li>- C2 disruption to others learning</li> <li>- C2 inappropriate language</li> <li>- C2 insufficient work</li> </ul>	<p><b>Behaviour logged into SIMS</b></p> <p>Class teacher should ensure that the behaviour is logged via ClassCharts.</p> <p>Class teacher will discuss their concerns with the student</p> <p>Class teacher should never jump from C2 to a C3 in quick succession and should move through the stages cautiously.</p>
<b>C3</b>	<p><b>Removal to Dept T/O room</b></p> <p>Behaviours that can no longer be managed effectively by the class teacher without significantly impacting on the learning of other students.</p>	<p><b>Departmental led detention</b></p> <p>Students who are removed on a C3 will be required to attend a 30-minute detention. A notification will go home to inform parents/carers of the behaviour and action.</p> <ul style="list-style-type: none"> <li>- C3 persistent disruption to lessons</li> <li>- C3 gross defiance</li> <li>- C3 failure to complete work</li> <li>- C3 failure to follow instructions</li> <li>- C3 damage to property</li> </ul>	<p><b>Removal from the lesson</b></p> <p>If a C3 is issued, then the student should be sent to the department time out room. This should be clearly communicated to the student.</p> <p>If a student does not turn up, then they will receive an additional 30-minute Pastoral lunchtime detention as well as a Pastoral after school detention.</p>
<b>C4 oc</b>	<p><b>On Call removal</b></p> <p>Serious breaches of the school rules and expectations. Incidents of gross misconduct.</p>	<p><b>SLT detention</b></p> <p>A student will be removed from class by the member of staff who is 'On Call' to the behaviour hub</p> <ul style="list-style-type: none"> <li>- C4 refusal to go to the C3 room</li> <li>- C4 swearing at a member of staff</li> <li>- C4 serious safety concern</li> </ul>	<p><b>Very Serious concern</b></p> <p>If these behaviours are demonstrated, a member of the behaviour support team together with the HOY, will issue an appropriate sanction and communicate this to all relevant parties.</p> <p>Most often this will include a same night sanction of 1 hour, however this maybe escalated if deemed appropriate by the HOY.</p>

## 6. 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 towards each other
- Show respect for all adults in the school community
- Show respect for the physical environment. This includes not dropping litter or knowingly damaging school property/the property of others
- 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 and fairness to all members of the school community and not to act in a way that could be regarded as prejudiced or discriminatory
- students are courteous and respectful to all

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 Hagley staff is sufficient to alert a student to his/her inappropriate behaviour and to prevent the behaviour from developing further or from recurring.

Behaviour's outside the classroom are recorded differently to ones within and are referenced as P1-5 behaviours. A detailed outline of the **P system** is available within the table over page. 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.

All 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. These reminders can be found within the student organisers and on the school website as - therefore available for reference as and when required. The shared rules and regulations will include -

- use of mobile phones – headphones – smart watches
- 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 and the processes involved in dealing with any incidents
- definition of racism and the processes involved in dealing with any incidents
- definition of homophobia and the processes involved in dealing with any 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
- respectful behaviour whilst on-line

## OUT OF CLASSROOM BEHAVIOUR MANAGEMENT

Action	Student Behaviour	Procedure	Staff guide
<b>P1</b>	<p><b>Basic standards not met</b></p> <p>Student not following the basic expectations whilst moving around the school site.</p>	<p><b>Verbal warning</b></p> <p><b>Clear warnings will be given to a student so that the inappropriate behaviour can be rectified.</b></p> <p>A P1 behaviour will be recorded by the teacher for reference into ClassCharts. Restorative conversation to take place to remind students of the school expectations.</p>	<p><b>Monitoring record only</b></p> <p>The member of staff should record the name of the student for monitoring purposes into ClassCharts.</p> <p>Students should be aware and understand that they have received this warning.</p>
<b>P2</b>	<p><b>Persistent standards issues</b></p> <p>Student persistently not following basic expectations whilst moving around the school site.</p>	<p><b>Lunchtime sanction</b></p> <p><b>Students will receive a 30-minute lunchtime sanction.</b></p> <p>Any P2 is recorded on a student's school behaviour record in ClassCharts. 3 incidents within a 2 week period will lead to a sanction.</p>	<p><b>Behaviour logged into ClassCharts</b></p> <p>Member of staff should ensure that the behaviour is logged via ClassCharts.</p> <p>If a student does not turn up, then they will receive an additional 30-minute lunchtime detention as well as an after school detention.</p>
<b>P3</b>	<p><b>HOY intervention point.</b></p> <p>Student persistently picking up P2 warnings as well as presenting more serious concerns around the school site and beyond.</p>	<p><b>After-school sanction</b></p> <p><b>Students will receive a 30-minute after-school sanction.</b></p> <p>Any P3 is recorded on a student's school behaviour record in SIM's with an automatic communication home.</p>	<p><b>HOY communication needed</b></p> <p>HOY is the only member of staff responsible for P3's, so all recording of these types of behaviour, should be communicated with them first.</p> <p>If a student does not turn up, then they will receive an additional 30-minute lunchtime detention as well as a 90-minute SLT detention on a Friday evening.</p>
<b>P4</b>	<p><b>SLT intervention point.</b></p> <p>Student persistently picking up P3 warnings as well as presenting more serious concerns around the school site and beyond.</p>	<p><b>Extended after-school sanction</b></p> <p><b>Students will receive a 60-minute after-school sanction.</b></p> <p>Any P4 is recorded on a student's school behaviour record in ClassCharts with an automatic communication home.</p> <p>Educational or restorative projects are likely to be completed in this time.</p>	<p><b>Extended sanction available</b></p> <p>If these behaviours are demonstrated, a member of the behaviour support team together with the HOY, will issue an appropriate sanction and all relevant parties will be informed.</p> <p>Most often this will include a same night sanction of 1 hour, however this maybe escalated if deemed appropriate by the HOY/SLT.</p>

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- Show respect for the physical environment. This includes not dropping litter or knowingly damaging school property/the property of others
- 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 and fairness to all members of the school community and not to act in a way that could be regarded as prejudiced or discriminatory
- students are courteous and respectful to all

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 Hagley staff is sufficient to alert a student to his/her inappropriate behaviour and to prevent the behaviour from developing further or from recurring.

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- 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 and the processes involved in dealing with any incidents
- definition of racism and the processes involved in dealing with any incidents
- definition of homophobia and the processes involved in dealing with any 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
- respectful on-line behaviour

## **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 to staff are outlined below.

### **A verbal reprimand – restorative conversation (Level 1 – C1/P1)**

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. Examples of when this ‘sanction’ might be used can be found within the C1/P1 explanations as well as appendix 2. 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: (Level 2 – C2)**

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 to turn up for this will result in referral to the Head of Department for the consequences to be escalated.

### **Lunchtime whole school interventions: (Level 2 – P2)**

These interventions exist to help modify or correct student behaviours 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. Examples of P2 sanctions can be found in appendix 2 but will mainly be based around persistently not meeting whole school expectations.

### **After-school departmental sanctions and interventions: (Level 3 – C3)**

This sanction is issued for students who are removed from lessons after having ample warnings to modify their behaviour. The student will be expected to register at a centralised location (main school hall) at 3.35pm and the member of staff who needed to request for the removal will come and collect the student to hold the Restorative Justice conversation. All students are expected to remain for the full duration of the sanction. Failure to turn up for this will result in ‘zero free time’ and 1-hour sanction after school the following day. ClassCharts will communicate this level of sanction to the students’ parents. Additional information regarding C3 detentions include –

- Students given a C3 sanction **MUST** register in the main school hall on the day of the sanction.
- Students who catch a school bus will register in the hall but will serve their C3 sanction in IG2 the following day.
- Students who catch the school train will serve their C3 immediately and will stay until 4.05pm.
- Any student receiving 3 C3’s in a week will automatically receive a Friday night SLT after-school detention.
- Students persistently receiving C3 sanctions is likely to lose whole school privileges and will be monitored via student reports and regular parental communications.

### **After-school whole school sanctions and interventions: (Level 3 – P3)**

This sanction is reserved for students who persistently breach school rules and sanctions. Students placed into this sanction will have often had several opportunities to resolve their previous misdemeanours and behaviours. Students who fail to turn up for this sanction will be passed onto the HOY who will decide on the next appropriate action to take, which will include an escalation of sanctions. P3 sanctions will follow exactly the same procedures as the C3 sanction outlined previously.

### **After-school SLT sanctions and interventions: (Level 4 – C4/P4)**

Students who persistently avoid school sanctions or engage in serious breaches of the behaviour policy will be placed into this detention. This will be served with members of SLT and will last until 5pm each Friday. Only members of SLT can refer students to this sanction. If students accumulate a significant number of SLT C4's or P4's during the course of one term, further sanctions may be applied at the discretion of the Principal. Students who misbehave or choose not to attend this sanction will then be placed into Internal Exclusion and will require a meeting with parents before being allowed back into lesson.

### **Zero free time**

This sanction 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 support 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.

### **Internal exclusion**

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

Whilst in Internal exclusion, 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 may be 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 3.35pm via the ClassCharts communication system. 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.

## **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 behaviour thought and feeling.
- A focus on impact and reintegration not blame and punishment. Recognising underlying 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.
- Emphasis on the 'I' not on telling others what to do e.g. 'you need... statements'.
- Based on the basic questions of restorative enquiry.

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.
- Support relationships with colleagues.

### **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 follows –

- Racism
- Homophobia
- Bullying (to include Cyber-bullying)
- Substance misuse
- Anti-social behaviours
- Respect of authority

## **10. Exclusions – The Principal’s Power to exclude**

Only the Principal of a school can exclude a student, and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Principal’s duty to notify parents, still apply. The behaviour of students outside school can be considered as grounds for exclusion.

The Principal may withdraw an exclusion that has not been reviewed by the governing body. When establishing the facts in relation to an 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’. Principals and governing bodies must take account of their statutory duties in relation to Special Educational Needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

### **Statutory guidance on factors that a Principal should take into account before taking the decision to exclude**

- A decision to exclude a student permanently should only be taken:  
In response to serious or persistent breaches of the school’s behaviour policy, and
  - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
  - The decision on whether to exclude is for a Principal to take. However, where practical, Principals should give students an opportunity to present their case before taking the decision to exclude.
- Whilst an exclusion may still be an appropriate sanction, Principal should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

### **Permanent Exclusion**

The decision to permanently exclude is never taken lightly and incidents at Hagley Catholic School are rare. However, this decision is sometimes necessary and while the list of behaviours that lead to permanent exclusion are non-exhaustive the school does take a zero-tolerance approach to possession of any illegal substance or bladed article. In such cases permanent exclusion is almost certainly inevitable.

### **How this affects students at Hagley Catholic High School:**

- All fixed term exclusions will be notified via a phone call and a letter outlining the reasons why.
- It is the expectation that whilst students are not in school, they are suitably supervised and are not out in public spaces.
- All exclusions require a ‘return to school meeting’ which is an opportunity to address the issue that resulted in the Fixed Term Exclusion and create an action plan to avoid any further issues.
- Permanent Exclusions will be referred to the Local Authority and the Governing Body. A hearing with the Governing Body will always take place within 15 working days of the first day of permanent exclusion to consider the decision and all stakeholders make representation before a final decision is confirmed.

## **Managed Move**

These are 12-week placements at another school (parents have a degree of choice of which school). These are put in place as an alternative to permanent exclusion. If the placement is successful, the new school will take the student on roll and avoid permanent exclusion.

Students placed on a Managed Move arrangement will not return to their original home school even if the placement breaks down. If the placement breaks down, they will be referred to another school by the Local Authority. If this also fails, the student will be referred to the Local Authority Extended Learning Centre.

## **11. Rewards**

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. We recognise that good work and valuable contributions to the life of the school can be rewarded in a number of ways.

Our rewards system focuses on having a motivational role in helping students to realise that good behaviour, self-awareness and responsibility to self and others is valued. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. In addition, the School will communicate with parents/carers regularly regarding their son/daughter's desired behaviour.

## **12. 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 the Safeguarding Policy, Exclusion Policy, Drug Policy and our 'Use of Reasonable Force Policy- Positive Handling'.

- Safeguarding Policy
- Exclusion Policy
- Illegal substance Policy
- Searching, Screening and confiscation Policy
- Use of Reasonable Force and Restraint Policy
- Anti-bullying Policy
- Cyber-bullying Policy
- Uniform Policy
- Travelling to and from school Policy
- Rewards Policy
- School rules and regulations

## **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. 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.

## **15. Legislation and Statutory Requirements**

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- 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.

## **16. Appendix**

- Behaviour Stages
- C System Flow chart
- Staff guidance (1)
- Staff guidance (2)
- Gospel values

## Appendix 1 - Behaviour Stages for in the **classroom** and outside the **classroom**

Level	Behaviour	Sanctions	Interventions
<b>1</b>	<ul style="list-style-type: none"> <li>- Following of all whole school expectations</li> <li>- Initial warning about poor classroom behaviour.</li> <li>- No equipment/kit.</li> <li>- Poor attitude to learning/effort.</li> <li>- Late to lesson.</li> <li>- Not meeting department expectations.</li> <li>- Talking over teacher</li> <li>- Not following instructions / not listening.</li> <li>- Shouting out.</li> <li>- Chewing Gum.</li> <li>- Eating around the school site.</li> <li>- Dropping litter.</li> <li>- Uniform concern (see uniform expectations)</li> <li>- In village/park before/after school.</li> <li>- Loitering in corridors/toilets.</li> <li>- Walking through the main school / chapel doors.</li> <li>- Cutting across the school field.</li> <li>- Use of inappropriate language.</li> <li>- Poor behaviour whilst moving around the school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> C1 / P1 Warnings</li> <li><input type="checkbox"/> C2 / P2 Behaviour Points (persistent)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Subject teacher intervention</li> <li><input type="checkbox"/> Tutor intervention</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Disruption to own learning</li> <li>- Disruption to others learning</li> <li>- Inappropriate language</li> <li>- Insufficient work</li> <li>- Persistent lateness to lessons</li> <li>- Persistent P1 issues (3 or more)</li> <li>- Lateness to school</li> <li>- Unauthorised use of mobile phone in school</li> <li>- Unacceptable use of social media</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> C2 / P2 Behaviour Points</li> <li><input type="checkbox"/> C2 Department RJ Detention</li> <li><input type="checkbox"/> P2 pastoral detention</li> <li><input type="checkbox"/> Loss of social time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Subject teacher intervention</li> <li><input type="checkbox"/> Tutor intervention</li> <li><input type="checkbox"/> HOD intervention</li> <li><input type="checkbox"/> Parent contact</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- Persistent disruption to lessons</li> <li>- Gross defiance</li> <li>- Failure to complete work</li> <li>- Failure to follow instructions</li> <li>- Damage to property</li> <li>- Failure to attend a C2 detention</li> <li>- Persistent P2 issues (3 or more)</li> <li>- Lesson truancy</li> <li>- Unacceptable behaviour whilst on way to school</li> <li>- Incident of bullying Failure to attend a P2 detention</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> C3 / P3 Behaviour Points</li> <li><input type="checkbox"/> C3 Department RJ Detention</li> <li><input type="checkbox"/> P3 after school detention</li> <li><input type="checkbox"/> Extended loss of social time</li> <li><input type="checkbox"/> Community Service</li> <li><input type="checkbox"/> Withdrawal of school privileges</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HOD intervention</li> <li><input type="checkbox"/> Tutor intervention</li> <li><input type="checkbox"/> HOY intervention</li> <li><input type="checkbox"/> Parent contact &amp; meetings</li> <li><input type="checkbox"/> Behaviour Support Team referral</li> <li><input type="checkbox"/> Student Support referral</li> <li><input type="checkbox"/> Attendance Officer referral</li> <li><input type="checkbox"/> Restorative Project work</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- On call lesson removal due to gross misconduct</li> <li>- Failure to attend a C3 detention</li> <li>- 3 or more C3 removals in a week</li> <li>- Vandalism of school property.</li> <li>- Smoking or vaping</li> <li>- Incident of racism.</li> <li>- Incident of homophobia.</li> <li>- Theft.</li> <li>- Truancy from school</li> <li>- Fighting</li> <li>- Failure to attend a P3 detention</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Any stage 1 to 3 sanction</li> <li><input type="checkbox"/> Withdrawal of school privileges</li> <li><input type="checkbox"/> Internal Exclusion</li> <li><input type="checkbox"/> Fixed Term Exclusion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dept. Line Manager intervention</li> <li><input type="checkbox"/> HOY intervention</li> <li><input type="checkbox"/> Referral to Behaviour Manager</li> <li><input type="checkbox"/> Ed Psych referral</li> <li><input type="checkbox"/> Parent contact &amp; meetings</li> <li><input type="checkbox"/> Anger management / Counselling</li> <li><input type="checkbox"/> CAMHS referral</li> <li><input type="checkbox"/> Restorative Project work</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>- Unacceptable behaviour whilst in internal exclusion.</li> <li>- Cheating within an external exam.</li> <li>- Serious concern regarding safety and well-being.</li> <li>- Incident involving illegal substances.</li> <li>- Possession of a weapon.</li> <li>- Any serious act of Gross Misconduct.</li> <li>- Refusal to cooperate with senior members of staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Any Stage 1 – 4 sanction</li> <li><input type="checkbox"/> Fixed Term Exclusion</li> <li><input type="checkbox"/> Permanent Exclusion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Referral to Deputy Headteacher</li> <li><input type="checkbox"/> Managed move</li> </ul>

Appendix 2 – C System Flow chart



Unacceptable behaviour is identified by the classroom teacher and communicated to the student

Warnings are given to the student so that opportunities are given for their behaviours to improve

Once the teacher has made significant attempts to modify the behaviour, without success, a lesson removal should take place

Lesson removal required

Logged by class teacher

Student REFUSES to cooperate

SLT to be called for (OC)

Allocation of 1hr departmental detention

Logged by class teacher\*

Student moves to refocus in the department\*\*

RJ meeting arranged

Failure to attend sanction

Recorded into SIMs

Zero free time and 1hr departmental detention on the next day

Communication with HOY

Class teacher holds an RJ conversation with the student as arranged

Class teacher is NOT happy with how the RJ conversation went

Support required

Intervention from HOD

Communication home regarding ongoing issue

Class teacher is happy with how the RJ conversation went and plans are discussed for moving forward

Re-issue detention after communication with parents

Recorded into SIMs

Issue is closed once student has completed any outstanding work

Class teacher is still NOT happy with the student's behaviour and how the reconciliation process is progressing

Contact HOY for further advise/support.

HOD/HOY reports Meetings with parents

## Appendix 3 – Staff guidance (1)

The following are graduated from the *least* intrusive to the *most* intrusive;

- 1. Tactical Ignoring of Behaviour** Decide how long to ignore and what action you will take if it does not work. Never ignore rude or arrogant calling out, swearing, defiance or aggression.
- 2. Non-verbal Messages;** eye contact for off-task students / facial messages – smile, stare, wink / confident, positive classroom movement / gesture – hand up, touching desk.
- 3. Casual Statement or Question** e.g. ‘How’s it going?’ ‘Where are you up to?’
- 4. Simple Directions (repeat if necessary)** Use of the person’s name may be enough, e.g. ‘Put the pen down thanks’, ‘Keep the noise down please
- 5. Rule Restatement/Rule Reminders** Don’t get caught in futile discussions. Instead, say, e.g. ‘You know our rule. If you want to ask questions, it’s hands up.’
- 6. Questions and Feedback** e.g. ‘What are you doing?’ Then (if necessary) followed by, ‘What should you be doing?’ Followed by (if necessary), ‘You should be doing —.’
- 7. Distractions and Diversions** Teachers can often anticipate a disruption or problem and distract or direct the students. They can do this by inviting some assistance / asking a question / giving them a task / moving closer / inviting another student to work with him or her / asking the student to move.
- 8. Defusing** Appropriate humour can sometimes take the heat out of a situation.
- 9. Deflection** Acknowledge the student’s frustration/anxiety. Refer the student to appropriate behaviour.
- 10. Taking the Student Aside** It may be necessary, if the student is upset, to give him/her a cooling off period before resuming work. Ensure that the student knows what he/she should be doing before you ask him/her to return to the classroom environment.
- 11. Clear Command** Make clear, direct commands to students, especially in dangerous situations, e.g. ‘Put that acid bottle down now. Move over there and wait.’ Then further talk and follow-up action.
- 12. Assertive Message/Statement** Sometimes ‘I’ messages have impact. e.g. ‘I am not very happy with the amount of work being done.’
- 13. Simple Choice** Empty threats are pointless. This should be preceded by other approaches, e.g. ‘Michelle, Denise, I will give you a simple choice. Either sit together and start working quietly on the task, or if you keep talking loudly, I will have to move you.’
- 14. Isolating Students within the Room** Students are given a clear choice – settle down to work quietly or move. This is a form of a logical consequence.
- 15. Withdrawal** The student has chosen not to work within the expectations of the classroom.

## Appendix 4 – Staff guidance (2)

### BEHAVIOUR MANAGEMENT - Starts BEFORE the lesson!!

You are not a bad teacher if students misbehave. Students misbehave for many reasons. Do try and have a plan to get the lessons and learning off to a great start Remember – this is a skill that every teacher is always developing and refining

### BEHAVIOUR POLICY

Know the School Behaviour Policy inside and out and do not be afraid to use it. Using it well does not show any weakness.

### PUPIL PERSPECTIVE

Sit at the back/front of the room in different places. Can they all see the board if people sit in front of them. Do you need to change the layout?

### BE PREPARED

Make sure you are confident and prepared. Know your topic and ensure you have the subject knowledge needed. Being unsure of the work will lead to problems.

### EARN RESPECT

Make sure that you chased up any issues from the last lesson that you said you would. Follow through with promises that you make.

### ORGANISATION

Pre-Lesson Checklist

- Seating plan and teaching folder
- Resources
- Spare equipment (pens, pencils, paper)
- Subject specific materials

### LEARNING ENVIRONMENT

Keep a tidy classroom at all times. Getting rid of clutter will help your organisation and the behaviour of students in your care

### DO YOUR RESEARCH

You are part of the school community – Get help from the rest of the team  
Speak to HOD, SENCO, HOY, SLT and other teachers about students who are not meeting expectations – what top tips do they have, could you observe their lesson?