Behaviour for Learning Policy

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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. 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 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 SEN Classroom 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.

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 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 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.

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 knifes, 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 approve 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.

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.

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.

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.
- 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.

7. 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 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.

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)
Breaktime detention (15 minutes)	- Lower-level behaviour breaches - Restorative conversations - Handing in of missed homework	- Lunchtime detention - **No need to refer**
Lunchtime detention (30 minutes)	- Failure to attend a breaktime detention - Persistent classroom issues - Persistent/extreme out of class issues	- Extended lunch/after-school - **Refer to HOD/HOY***
Extended Lunchtime detention (45 minutes)	- Failure to attend a lunchtime detention - Allocation of many detentions at once - **Time must be allocated for eating lunch**	- After-school detention - **Refer to HOD/HOY***
SLT detention (55 minutes)	- Persistently failing to attend detentions - Persistent classroom issues (SLT) - Persistent/extreme out of class issues (SLT)	- PLT/SLT zero free time - **Refer to Behaviour Manager**
After-school detention (30-90 minutes)	- Failure to attend a lunchtime detention - To sanction persistently allocated C4's - Persistent/extreme out of class issues (HOY)	- SLT detention - **Refer to SLT**
PLT/SLT zero free time detention	- Failure to attend an SLT detention - Persistent classroom issues (SLT) - Persistent/extreme out of class issues (SLT)	- Organised meeting with parents - **Refer to Principal**

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 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 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 3.35pm via the Arbor 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.

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 3 weeks at one time, as after this time the report will start to lose its effect.

8. 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.

9. Suspensions and Permanent Exclusions – The Principal's Power to Suspend

Only the Principal of a school can suspend a student, and this must be on disciplinary grounds. 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. A suspension does not have to be for a continuous period. In exceptional Cases, usually where further evidence has come to light, suspension may be extended or converted to a permanent exclusion.

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

The Principal may withdraw a suspension that has not been reviewed by the governing body. When establishing the facts in relation to a suspension 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 suspension 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 suspend.

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 student to remain in school would seriously harm the education or welfare of the student 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 a suspension may still be an appropriate sanction, the 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 student 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 suspensions 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 suspensions require a 'return to school meeting' which is an opportunity to address the issue that resulted in the suspension and create an action plan.
- 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 10-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.

Student's 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. Guidance on Managed moves can be found on the school website or here.

10. 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 a student and parental app called Arbor 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.

11. 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.

12. 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.

13. 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.
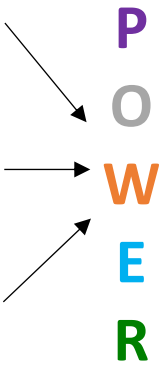
14. Linked policies

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

- Keeping Children Safe in Education

- Anti-bullying 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 – Guidelines

15. Appendix

1. Classroom Behaviour – C System

2. Out of Classroom Behaviour's – General

3. Out of Classroom Behaviour's – PLT/SLT

4. Gospel values linked to expectations – Rewards

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

Behaviour		POWERful Link	Accountability – Who/What/Where/When
Recognising a C2 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.			
C2 **-2**	Inappropriate language	Respectful	WHO - Form or Classroom teacher. WHAT - Optional detention. WHERE - Teacher's classroom. WHEN - To fit around the teacher's needs. 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 and through the Behaviour Analysis reports.
	Reluctance to learn	Positive Willing	
	Disruption to learning	Positive Respectful Effective	
	Insufficient work completed	Positive Willing	
	Missing equipment	Organised	
	Homework fail	Organised Willing	
Recognising a C3 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.			
C3 **-3**	Unacceptable language	Respectful	WHO - Form or Classroom teacher. WHAT - Lunchtime detention. WHERE - Teacher's classroom. WHEN - To fit around the teacher's needs. 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	
Recognising a C4 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 students - it is an immediate C4			
C4 **-4**	Swearing at a member of staff.	P O W E R	WHO – SLT. WHAT - Lunchtime/after school detention. WHERE – To be arranged by SLT. WHEN - Same or next day. SLT will remove the student and run/coordinate the detention at their discretion. SLT will inform the member of staff whose lesson was disrupted of the outcome. Intelligence will inform the HOY and HOD of the incident.
	Significant safety concern.		
	Complete failure to follow the teachers' instructions.		

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

Behaviour	POWERful Link	Additional details
Recognising out of lesson behaviours 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.		
Around School ⛔	**Mobile phone breach** — Organised Effective Willing	Mobile phones are not to be seen or heard from 08.55 to 15.35. Staff will confiscate and hand them to reception if they are.
	Uniform breach — Positive Organised Willing	All students are expected to wear their 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. Chewing gum is banned.
	Littering — Respectful Effective Willing	All food waste or litter **MUST** 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; All instructions must be followed.
	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 be always respected by students.

Accountability – Who/What/Where/When

WHO - All members of the Hagley community.

WHAT - 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).** Logged behaviours will be monitored by all HOD's and SLT.

WHERE – Sanctions will be carried out in the teacher's classroom.

WHEN - To fit around the teacher's needs.

- Students must be challenged if any of the expected behaviours are not met.
- Every incident **does not** need logging. However, where students' behaviour is either persistent or extreme in nature, then logging the incident into Arbor is a requirement.
- 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.
- If support is required, then the student's HOY should be referred to in the allocation of the detention.

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

Behaviour	POWERful Link	Additional details
Recognising PLT and SLT behaviours. 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 **should be passed onto the students HOY** in the first instance who will then seek support from SLT if required.		
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 **MUST** 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. It is the school's responsibility to intervene when requested to do so.
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 senior staff instruction	Positive Respectful	It is an expectation that the instructions of all staff are followed. If called to an incident, students **MUST** follow the instructions of SLT.
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 strictly prohibited.

PLT SLT 🚫

Accountability – Who/What/Where/When

WHO - All staff, but via referral to PLT or SLT.

WHAT - Referral to PLT/SLT. Allocation of appropriate sanctions.

WHERE - To be confirmed by PLT/SLT.

WHEN – Decided by PLT/SLT and communicated to parents.

- Students must be challenged if any of the expected behaviours are not met.
- 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 SLT if requested.
- All sanctions will be set and run by PLT/SLT.

PRAISE AND REWARDS

GRATEFUL AND GENEROUS

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

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

ELOQUENT AND TRUTHFUL

ATTENTIVE AND DISCERNING

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

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

FAITH- FILLED AND HOPEFUL

LEARNED AND WISE

- Successful correction of work
- Good progress
- Good work
- Good discipline

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

CURIOUS AND ACTIVE

COMPASSIONATE AND LOVING

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

School leader (voice/sport etc) -
Role model -
Presentation to others -
Upstanding -

INTENTIONAL AND PROPHETIC

Catholic life Contribution

Outstanding Performances

Hub Reward

Successful Monitoring

Senior Staff Merit

SPECIAL RECOGNITION REWARDS