

SAINT BEDE'S CATHOLIC HIGH SCHOOL
LYTHAM



Behaviour Policy

School Mission Statement

“We aim to reflect the true Christian Values proclaimed in the Gospel, and seek to provide a caring community in which young people can grow as balanced individuals, morally, intellectually and spiritually and so participate fully in the real world”.

Behaviour Policy

The behaviour policy at St. Bede's Catholic High School is rooted in our shared Gospel values. This means that we encourage all pupils to pride themselves on high standards of behaviour, to actively engage in learning, to be devoted to the faith of our school community and achieve excellence. This is known as the BEDE acronym.

We want pupils to be reflective and understand the impact their actions have on others and to be reconciled with the school community when necessary. The behaviour policy is successful when it is underpinned by the understanding of pupils, staff and parents that it is applied consistently and fairly across the school.

Aims

The aims of our behaviour policy are:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To set down the principles and procedures to be followed that will ensure that each pupil is dealt with in the spirit of respect, justice, compassion and dignity.
- To ensure that every reasonable opportunity is given for reconciliation between school, pupil and family and the complete reintegration of excluded pupils into the school community if at all possible.

1. Statement of Principles

- All pupils have the right to feel safe and valued in our school community. They have the right to learn in a positive environment and without the disruption of others.
- All teachers are responsible for good order and discipline within the school. There should be a consistency of approach when dealing with disciplinary matters but consideration must always be taken of the problems and needs of individual pupils.

- Parents must be involved as partners in the process, and must be kept well informed.
- All cases of misbehaviour must be adequately investigated before any disciplinary measure is undertaken. Every effort must be made to seek other professional help for the child when this is seen to be the need, through the school staged procedures.
- Pupils must be given the opportunity to understand the value of the school's rules, both to themselves and the rest of the community.
- Each pupil should accept responsibility for the choices they make and understand the consequences that may follow.
- Good behaviour should receive recognition and reward. Rewards should allow for success relating to both academic achievement and progress, as well as, contributions to the life of our school and extra-curricular activities.

2. Context

- This policy should be regarded in conjunction with a number of other related policies e.g. child protection and Safeguarding policy, attendance policy, home-school agreement, anti-bullying policy, care and control of pupils' policy, health and safety policy, complaints policy – these can all be found on the school website.
- The scope of the policy includes activities by our pupils either **in school, near to school, travelling to and from school and Educational Visits**. The school may discipline any misbehavior when the pupils are in school uniform or in some other way identifiable as a pupil of our school.
- Beyond those conditions, school may discipline for misbehavior at any time where:
 - A pupil's actions could have repercussions for the orderly running of the school or
 - A pupil poses a threat to another pupil, or a member of the public, or where their behavior could adversely affect the reputation of the school.

3. Behavior System

Classroom Rules

Pupils are expected to:

- arrive on time, in full uniform
- bring the correct equipment
- follow all instructions first time.
- raise their hand to ask or answer in class.
- stay in their place in the classroom.
- respect other people and their property.

Punctuality is essential at all times. Staff should take a very firm line with children arriving late for lessons. Staff must ensure that no pupils have an excuse to be late for the **next lesson**. All late arrivals at class must be recorded by the class teacher on ClassCharts

The following table sets out our classroom expectations. A reminder of this is available in every classroom.

<u>WE DO</u>	<u>WE DO NOT</u>
1. Arrive to lesson or line-up on time.	1. Arrive to lesson or line-up late.
2. Remain silent during line-up and walk to class in a single file.	2. Disrupt the orderliness of the line up by talking or walking in a huddle.
3. Have perfectly presented uniform which is compliant with our uniform policy.	3. Wear our uniform poorly or contravene uniform expectations.
4. Have equipment ready and out on our desks at the start of lesson.	4. Come to lesson without proper equipment or homework.
5. Wait silently behind our chairs for the start of lesson prayer.	5. Disrupt the start of lesson routine or prayer.
6. Remain in our seats throughout the lesson and display positive learning behaviours e.g. STAR (Sit up, Track, Alert. Respond)	6. Leave our seats without permission or display poor learning behaviours e.g. head on desk, distracted etc.
7. Speak politely and respectfully to our teachers and follow their instructions immediately.	7. Disrespect teachers, go against instructions or delay compliance.(lvl 3)
8. Respect our fellow pupils.	8. Act rudely or disrespect our fellow pupils. (lvl 3)
9. Politely raise our hands to ask questions.	9. Call out without permission or cause disruption.
10. Remain silent unless we are given permission to speak about the learning activity.	10. Speak in class unless we are given permission to do so by a teacher.
11. Ensure that our mobile phones or non-school devices are out of sight and mind.	11. Have a phone or device visible or heard. (Confiscation)
12. Clean up after ourselves and look after the school environment.	12. Leave rooms messy, throw things, do graffiti or cause other serious disruption (lvl 3).
13. Act appropriately, use kind words, be encouraging and supportive of others.	13. Behave inappropriately, swear, use offensive or insulting language (lvl 3-4)
14. Behave responsibly by remaining mindful of others, respecting personal space and the safety of others.	14. Run in class or in the building, engage in rough play or 'banter'.
15. Model our BEDE behaviours and work towards excellence!	15. Fail to model our BEDE behaviour and work towards excellence.

Classroom Consequences

The consequences outlined below are in addition to, not a replacement for, the toolkit of strategies all teachers employ in the classroom. Staff should utilize the non-verbal, low level indicators to pupils to pro-actively address inappropriate behaviour before and in addition to following the consequence system.

Level 1: Formal warning – not recorded

Level 2: Final warning – recorded on ClassCharts. Change of seat where practical. Should a pupil receive 3 level 2 warnings in any time period they will receive a 30-minute afterschool detention.

Level 3: Removal to identified teacher and 30-minute detention – recorded on Class Charts. A pupil may receive a Level 3 consequence and immediately be removed from a lesson for a single incident of high-level classroom disruption.

Level 4 (SLT action): This will result in removal to the Inclusion Room and the issuing of a senior leadership team detention. Further sanctions may be applied depending on the incident.

Removal from lesson

Should a pupil reach Level 3 of the consequence system, they will be removed to work in an alternative classroom (either the Subject Leader or another identified teacher). The On-Call member of staff may be used to facilitate this. The pupil may be asked to wait outside the classroom for the **On-Call member of staff** to arrive.

Should a pupil refuse to leave a classroom, or cause further disruption in the alternative classroom, they will be removed to the Inclusion Room as a Level 4 consequence.

A pupil may be removed directly to the Inclusion Room as a Level 4 consequence for a serious incident where it would not be appropriate for them to work in another classroom.

Pupils Leaving Lesson

Pupils are not routinely allowed to leave a lesson to visit the toilet unless they hold a Pass. This will normally be issued by Year Leaders. Staff should, however, use professional judgement and common sense on a case-by-case basis.

Pupils must not leave lessons to re-fill water bottles/use the water fountains.

Occasionally, a pupil may be issued with a 'Time Out' card as a behavioural or pastoral support tool. If a pupil wishes to use this card, please allow them to stand outside your lesson for a short period. If they require further support from the Behaviour Manager or pastoral team, the On-Call member of staff will be requested. Pupils must not move around school unsupervised to seek this support.

A 'Time Out' card cannot be used to excuse inappropriate behaviour or avoid sanctions already accrued.

Homework

Failure to produce homework without any reasonable explanation results in the following sanctions:

1. A warning from the class teacher
2. On the second occasion that homework is not produced an afterschool detention is issued for 30 mins
3. Subsequently, for the same subject for that term an hour's detention is issued.

During the course of the year, through discussions between Year Leaders, the Behaviour B4Manager, the Assistant Headteacher Lead for Behaviour and parents it can be identified that completion of homework is a problem area. In this instance a range of strategies might be deployed to support the pupil including the opportunity to attend the homework club voluntarily.

Behaviour Stage Process

There is a staged approach to supporting pupils whose behaviour is causing concern. This begins with the Form Tutor and can move through a number of different interventions, these will be tailor-made to suit the pupil's specific circumstances. However, they will routinely involve the pupil being placed "on report" – this should be seen as a means of capturing positive behaviour, as well as providing information around possible triggers etc.

STAGE E	Stage E is the final behaviour support stage. The pupil has been involved in a serious breach or persistent breaches of the school behaviour policy. This is of such severity that it may require a meeting with the Headteacher. Pupils who received 50 negative behaviour points or have failed a report at Stage D receive a Stage E meeting.	At this meeting options for the continuation of mainstream education at a different setting are explored. It may be the case that a permanent exclusion is required for persistent breaches of the school behaviour policy or a final behaviour support package is put into place.	H T
STAGE D	At Stage D the pupil has failed to correct behaviour at Stage C and has received 40 negative points or been involved in further serious behaviour incidents.	This stage requires a meeting with the School Behaviour Lead and may result in respite at another school, suspension from school and other interventions.	PL A
STAGE C	If a pupil receives 30 negative behaviour points or has been involved in numerous serious behaviour incidents, they are placed on Stage C report to a member of the Senior Leadership Team.	At this stage higher level sanctions will be put into place, more frequent pastoral check-ins and even greater parental communication. Pupils who reach this stage lose certain privileges such as reward trips etc.	SL T
STAGE B	At Stage B a pupil has received 20 negative behaviour points, failed a Stage A report or been involved in another serious behaviour incident. 20 negative behaviour points means that a child has received detentions and has been on report or received other interventions and there has been no sustained improvement to behaviour.	At Stage B we consider the concern around behaviour to be more serious and a more detailed report is provided to the child. This report is monitored by the Head of Year and another parental meeting is conducted. At this meeting we will agree strategies to improve pupil behaviour.	H O Y
STAGE A	If a pupil has received 10 or more negative points or there is a serious behaviour incident, their parents will be contacted and they will be placed on Stage A of the behaviour process. The Stage A discussion enables the school to provide parents with a more detailed insight into their child's behaviour. This stage also means that pupils are afforded the opportunity to show their commitment to the high standards expected of them at St. Bede's.	Stage A consists of a report and parental communication via a letter or telephone call. At Stage A we have the intention of preventing a repeat of any negative behaviour by placing the pupil on report to their form tutor or another appointed member of staff. If the pupil successfully improves their behaviour at Stage A, no further action is taken.	FT
PRE-BEHAVIOUR STAGE	We understand that some pupils require behaviour monitoring in order to help them settle into life at St. Bede's. For this reason, we analyse behaviour points and if a pupil has received 5 negative points or received a higher-level sanction for a serious incident, we may begin looking at strategies to support them to improve their behaviour.	The pre-behavioural stage consists of a standard letter/email being sent to parents from their child's Form Tutor. The Head of Year is made aware of the letter and parents can request that their child goes onto report so that their behaviour can be monitored.	F T

Mobile Phones

Mobile phones and other electronic devices should not be seen or heard during the school day (unless the pupil is given express permission to use a device by a member of staff). Although we recognise the value of pupils carrying a mobile phone so that they are contactable on their journeys to and from school, we are aware of the disruption and distraction they can cause during the school day. We also want to support pupils with their wellbeing by lessening their dependence on electronic devices and promoting effective face-to-face communication with their peers. Appendix A outlines rules and expectations regarding mobile phones in school.

Uniform

Please read this policy in conjunction with the Uniform Policy. Failure or refusal to comply with the school's published uniform policy will be treated as an act of defiance and sanctioned accordingly.

4. Sanctions and Consequences

Detentions

After-school detentions are held in Room 12 and are supervised by the Behaviour Manager. These last from 3.15pm to, at the latest, 5:15pm.

Notice of detentions are communicated to parent/carer via the ClassCharts system.

It is expected that all parents/carers will engage with this system and ensure they have access to it. An SLT afterschool detention may be issued to pupil who fails to attend a detention they have been issued. This will be a 75 minute afterschool detention to be held on Friday from 3.15 to 4.30pm.

Failure to attend the SLT detention will result in an Internal Exclusion Day (INEX) on the following day.

Failure to successfully complete the INEX day may result in a repeat of the day, multiple INEX days or in some situations a suspension from school.

Lunchtime Detentions

Pupils may be required to attend a lunchtime detention, as lunchtimes are 50 minutes there is still time for pupils to eat their lunch following a detention. Lunchtime detentions may be issued under the following circumstances:

- | | |
|-------------------------|---------|
| • Late before 9:10 | 15 mins |
| • Late after 9:10 | 30 mins |
| • Uniform x 3 | 30 mins |
| • No PE Kit x 3 | 30 mins |
| • Lack of equipment x 3 | 30 min |
| • Chewing Gum | 30 min |

Inclusion Room

The Behaviour Manager has responsibility for the oversight of the Inclusion Room. This room will be supervised at all times.

Pupils may be directed to spend time in Inclusion for a range of incidents of misbehaviour including, but not exclusively, Level 4 incidents, failure to attend detentions, discriminatory/derogatory language and internal truancy.

Occasionally, a pupil returning from a fixed-term suspension may be directed to work in Inclusion on their first day back as part of a reintegration plan.

Pupils must hand their mobile phones in to the Behaviour Manager upon entering the Inclusion Room.

Work is provided for pupils to complete in Inclusion; where appropriate this will be similar work to that being completed in class.

Internal Exclusion Day (INEX)

For serious incidents which can be managed in school, a sanction of an Internal Exclusion (INEX) may be issued. In this case a pupil attends school on a different timetable from their peers and works in Inclusion. The day begins at 8.30am (pupils will access school at reception at this time) and finishes at 4.30pm.

Multiple INEX days can be issued depending on the severity of the incident.

Incidents which might lead to this sanction include but are not limited to the following:

- Refusal to comply with mobile phone policy
- High-level anti-social behaviour
- High-level non-compliance/disrespect
- Leaving school site without permission
- Serious incident of discriminatory/derogatory language
- Aggressive/intimidating behaviour
- Possession of items related to vaping/smoking
- Vaping/smoking on the school site or in the community (when identifiable as a pupil of St Bede's)

Where appropriate, a full explanation of the INEX day will be provided to parents using the INEX day letter. Please see Appendix B.

Suspension

In line with the expectations of the school behaviour policy the Headteacher may decide to issue a fixed term suspension. This decision will take into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Such a sanction would be communicated to parents verbally, in the first instance, and followed up with a formal letter outlining the legalities surrounding suspensions and parental rights to make representations to the governing body.

For any fixed term suspension beyond 5 days the school will make arrangements for the pupil to receive appropriate full-time education at another setting, for example, another local high school or a pupil referral unit.

Following a suspension, it may be necessary to place a pupil on a post-suspension reintegration report. This has the intention of enabling the pupil to be successfully reintegrated without a repeat of the incident for which they were suspended. Targets can be set which challenge and motivate the pupil to meet the high standards for behaviour.

Post-Suspension Reintegration

Following a period of suspension from school, the pupil will need to attend a post-suspension reintegration meeting. This meeting will be conducted upon their return to school and will be ordered towards successfully reintegrating the pupil into school and resolving the behaviour issues.

The post-suspension reintegration meeting will typically be conducted by two members of staff. This would normally be the Duty Manager (SLT who investigated the incident) and Head of Year.

During these meetings, we expect pupils to conduct themselves in accordance with our high behaviour standards. This includes uniform being worn appropriately, respectful communication to staff and parents and a demonstration of commitment to improving behaviour and attitude going forward.

INEX days and suspensions may vary in length and this decision will be determined in conjunction with the Headteacher/Deputy Headteacher considering the nature of the incident, the previous behaviour record of the pupil and whether the incident is a first or repeat similar offence.

As per Department of Education guidelines headteachers can reach a decision on the 'balance of probabilities'. The headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Permanent Exclusion

A decision to permanently exclude a pupil from St Bede's is not taken lightly. It may be the result of a series of serious incidents or it can be the result of a one-off incident. Such a decision will only be taken as per the guidelines in the Department for Education Advice (September 2023).

Other

measures

Beyond the wide range of interventions that might be used in-house other possible measures include:

- Early Help Assessment (to seek support from a specialist external agency)
- Respite
- Managed Moves
- Alternative Provision
- Off-site Direction

5. Positive Encouragement & Rewards

At the heart of our behaviour system there are a range of strategies that promote and acknowledge good behaviour and conduct. We wish to acknowledge and encourage the vast majority of pupils who follow school rules and contribute positively to the ethos and life of the school. At St. Bede's there is a range of recognition and rewards.

Key features of the system include:

Positive Behaviour points and Headteacher's Awards

These would recognise various aspects of school life e.g attendance, punctuality, effort in learning, progress over time and contributing to the life of the school by 'being a Bede'. These rewards are recorded on ClassCharts and visible to parents.

Termly Draws

For all pupils meeting the published thresholds (prizes including, privileges within school, vouchers for food or shopping). At the end of each term we hold a whole-school assembly which recognises pupils who have epitomised what it means to 'be a BEDE'. Rewards and recognition for exceptional behaviour, excellent engagement, devotion and excellence are issued.

Rewards Trips

Setting clear goals for the year group with a school trip(s) for those who achieve the goals.

Through Year Councils and the School Council pupils will be asked to reflect upon the specific rewards and recognition relevant to their year group. It will be important to review our merit and academic reward system and ensure that a coherent system emerges.

Reward Thresholds

The following table outlines the rewards thresholds for achievement points.

	Points	Commendation
1. Achievement Leader board Notification 1	25	Intel Event
2. Achievement Leader board Notification 2	50	Intel Event
Bronze Achievement Award	100	BRONZE
Silver Achievement Award	150	SILVER
3. Achievement Leader board Notification 3	200	Intel Event
Gold Achievement Award	250	GOLD
4. Achievement Leader board Notification 4	300	Intel Event
5. Achievement Leader board Notification 5	350	Intel Event
Platinum Achievement Award	400	PLATINUM
6. Achievement Leader board Notification 6	450	Intel Event
Final Achievement Award	500+	St. Bede Commendation Wall of Fame

6. Preventing Bullying

Bullying is usually defined as behaviours that are:

- Intentionally harmful, carried out by an individual or group
- Repetitive, wilful or persistent
- Inflicted on a person where there is an imbalance of power leaving the victim feeling defenceless

At St. Bede's we do not tolerate bullying. Staff will have recourse to the Behaviour Policy to challenge and resolve incidents of bullying.

For further information and a fuller explanation of measures to counteract bullying, please see our Anti Bullying Policy.

7. Searching, Screening and Confiscation

The DfE publication "Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies" (July 2022) sets out clear guidelines by which we abide. It makes it clear that schools have the power to search without consent, for 'prohibited items' including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and associated items, pornographic images and any item banned under the school's rules. Furthermore, the guidance does cover the searching for, and of, any electronic device which staff may suspect have images, messages or data that have been, or could be, used to cause harm, to disrupt teaching or break the school rules. There is clear guidance on how to dispose of any of the above items.

8. Power to Use Reasonable Force

Please see our Care and Control of Pupils Policy.

9. Child-on-child sexual violence and sexual harassment

“Keeping children Safe in Education” (2022) provides schools with clear and coherent advice and guidance on how to recognise this type of abuse and how to deal with allegations. The Headteacher and Designated Safeguarding Leads (DSL) will always refer to this guidance before taking action. Furthermore, the DSL has access to professional advice and guidance from the Local Authority.

10. Online Safeguarding

For detailed information please see the Online Safety Policy and the Safeguarding Policy.

Breaches of the online safety policy are investigated, in the first instance, by our Online Safety Officer (DSL trained). Information is then shared with the Duty Manager and decisions are made regarding sanctions in line with the behaviour policy. Sanctions may be imposed for activity and incidents outside of the school. However, there is also an expectation that parents will seek to protect and safeguard their children online.

11. Malicious allegations against pupils or staff

These incidents will be dealt with as serious concerns and, if proven within the balance of probabilities, they can attract the most serious of sanctions.

12. CCTV

As set out in our CCTV policy, staff may utilise the CCTV to assist an investigation into a behaviour incident. Access to recorded images will be restricted to the staff authorised to view them and will not be made widely available.

The school reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an on-going investigation.

When CCTV recordings are being viewed, access will be limited to individuals on a need-to-know basis. Staff are authorised to view CCTV to support their investigation of an incident, but the CCTV system will be accessed by an authorised CCTV operator.

Please see CCTV policy for more information.

Appendix A – Mobile Phones

- Mobile phones should be out of sight and switched off from the time a pupil arrives on site at the beginning of the school day until they are leaving the site at the end of the school day. This includes when pupils are in classrooms as well as morning break and lunchtime. It includes both indoor and outdoor spaces.
- Exceptionally, a member of staff may give a pupil permission to use a mobile phone during a lesson if there is a specific educational reason to do so.
- If a pupil has an important reason to contact a parent/carer during the school day, they must request permission from their Year Leader or Form Tutor who will make arrangements for contact to be made if appropriate. Pupils must not make contact with a parent/carer directly using their mobile phone. To support this, we politely request that you do not seek to contact your child via their mobile phone during the school day. If there is an urgent need to contact your child, please contact the school office first so that appropriate arrangements can be made.
- In the event of a pupil breaching this policy, the mobile phone will be confiscated by a member of staff and taken to the school office.
- On the first occasion a pupil breaches this policy, they will be able to collect the mobile phone from the school office at the end of the day. A detention will also be issued.
- On the second and any subsequent occasion a pupil breaches this policy in a single academic year, a parent/carer will be required to collect the mobile phone from the school office at the end of the school day or subsequently. Please note that in these circumstances the mobile phone will not be returned directly to the pupil, even if this is requested by a parent/carer. A detention will also be issued.
- Persistent non-compliance with this policy may result in further sanctions, such as a period of time in Inclusion.
- Non-compliance with this policy by failing to hand in a device when instructed to do so by a member of staff will result in a more severe sanction, such as period of time in Inclusion or fixed-term exclusion.
- No exceptions will be made to this policy on the basis that a mobile phone is necessary for a pupil to travel home, such as due to a Bus Pass 'app'. In such circumstances, the school will make appropriate arrangements for the pupil to travel home safely, such as by allowing the pupil to borrow money for a bus fare from the school.

Appendix B – INEX letter

Dear Parents/Carers,

Re: INEX Day Provision for [pupil's name] - Important Information

We write to inform you that [pupil's name], has been placed on an Internal Exclusion Day as part of our school's behaviour policy. This disciplinary measure is more serious than a detention but serves as a preliminary stage before suspension. In reaching this sanction, it is understood that [pupil's name], is at risk of moving further up the Behaviour Stages, and receiving further sanctions. In order to mitigate this risk, we intend to work with [pupil's name], offering opportunity for reflection and personal growth during this time.

[Pupil's name], is required to arrive at the school reception between 8:30 am and 8:40 am, where they will be collected by Mrs. Taylor, our Behaviour Manager. The INEX Day will extend until 4:30 pm, during which time they will be placed in inclusion and provided with classwork to complete.

It is imperative that [pupil's name], arrives on time, as any late arrivals will result in an extended stay until 5:00 pm. In the event of serious lateness, they will remain in inclusion and repeat the INEX Day the following school day. We kindly request your support in ensuring [pupil's name], adheres to the specified schedule.

Please be aware that pupils are strictly prohibited from being on the school site before the appointed time. This rule is in place to maintain a safe and orderly environment for all students and staff.

We understand that such disciplinary measures may raise concerns, and we assure you that we are committed to working together to address any issues affecting your child's behaviour. If you have any questions or would like to discuss this matter further, please feel free to contact.....

Thank you for upholding the ideals set out within our home-school agreement and supporting us to a successful outcome.

Yours sincerely,

Reviewed by: Mr. P. Langley	Approved by:
Headteacher's name: Mr P Marsden	Date of approval:
Date: 15 th January 2024	Proposed Review date: September 2024