



BEHAVIOUR FOR LEARNING POLICY

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Document History		
Version	Date	Notes on Revisions
1.0	September 2017	Policy re-write due to introduction of the Green Room and new Associate Heads of Year.
1.1	September 2019	Reviewed – no amendments recommended
1.2	September 2020	Reviewed with minor amendments Supplementary COVID policy added to appendices
1.3	September 2021	Additional appendix added for escalation of behaviour. Supplementary COVID policy removed from appendices
1.4	September 2022	Reviewed with minor amendments
1.5	September 2023	Introduction of Reset room, scanner and change from D1 to D4 to C1 to C4 consequence system.
1.6	November 2023	Information in relation to Offsite Provision added
1.7	September 2024	Information added to roles of staff and also new planner standards

A Community of Learners, Believers, Friends

We believe that every child is uniquely created and loved by God and called by Him to fulfil a special purpose. It is our privilege to help each child to identify, nurture and use his/her talents to build a better world.

GOSPEL VALUES: Dignity of the Person which is your peers, parents/ carers, teaching and non-teaching staff – through this policy we uphold the values of: justice, human integrity, self-worth, listening and respect.

School Mission Statement

As a Roman Catholic School – Mount St Joseph strives to be a community of learners, believers and friends.

As a community of learners, we aspire to achieve our full, academic potential in a happy, safe and caring environment.

As a community of believers, we aim to develop a full awareness of our spiritual and moral responsibility and a deepening love and understanding of our faith.

As a community of friends, we influence the people around us by using our unique gifts and talents to develop one another socially and culturally to build a better world.

Our community is bound together by the faith it proclaims. We celebrate the primacy of the spiritual and moral life, the dignity of the person, the importance of community, caring, social justice and the common good.

We seek to have Christ at the centre of all that we do in school and to give the Students in our care the opportunity to grow spiritually in a loving worshipping community. We welcome children of other faiths and respect their beliefs and culture.

We believe that every child is uniquely created and loved by God and called by Him to fulfil a special purpose. It is our privilege to help each child to identify, nurture and use their talents to build a better world. To this end we will work in partnership with parents, parishes, the community of schools and with the wider community.

We seek to be at the heart of the community we serve, learning from it and contributing to it. We believe that enterprising people can help themselves and add something to society also. Our mission is to nurture enterprise in young people today so that they will be the creators of wealth tomorrow, not for self-fulfillment but to develop and use our gifts for the service of God through other people.

To this end we will:

- Have high expectations of all staff and students reflected in ambitious targets for both
- Aim to attain the highest academic standards
- Allow no limits to aspirations or learning
- Promote the Catholic ethos across the curriculum in styles of teaching and learning
- Enrich the curriculum with a broad and balanced curriculum. Work to develop real partnerships with the community of schools, enabling the dissemination of good practice

- Use the latest technological resources to promote flexible extended learning

We seek to work in the spirit of the Sisters of the Cross and Passion who founded our school – striving to bring the compassion of Christ to the suffering and deprived, combating materialism and spiritual emptiness and teaching an understanding of the values of Christian family life and community responsibilities, locally, nationally and globally.

The behaviour policy at Mount St Joseph is based upon a Catholic ethos where Christ is at the centre, that generates a positive environment for those who work and learn within it as a Community of Learners, Believers and Friends.

Aims & Principles

To provide all students with a safe, happy, positive and challenging learning environment in which they have a wide range of opportunities (curricular and extra-curricular) to enjoy success and achieve their full potential academically, socially, physically, morally and spiritually. We are committed to establishing an environment for learning based on:

- Every student has the right to learn in class.
- Every student has the right to a secure learning environment.
- Every teacher has the right to be able to teach in a calm and ordered environment and has the right to expect the co-operation of students and the support of parents/carers and Governing Body in delivering the curriculum.
- Enabling students to acquire self-discipline, resilience, independence, and equipping them with the skills for life's challenges.
- Developing courtesy, sensitivity, and an awareness of the needs of others.
- Ensuring that all members of the school community can move safely around school.
- Students have a responsibility for the school environment and for the books and equipment in their care.
- Every teacher has a responsibility to provide effective and challenging teaching appropriate to the needs of all the students in each class and allows no limits and aspirations of learning.
- To allow students the opportunity to learn and achieve their maximum potential.

Students are expected to show positive behaviour for learning at all times when they are representing the school which encompasses the 3Rs:

- Respect
- Resilience
- Responsibility

In carrying out this aim we will create a pleasant and successful learning environment for all which will ensure that effective teaching and learning can take place.

Roles & Responsibilities

The Governing Body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that the policy is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures.

Staff including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Guidelines

As part of the pastoral programme all students are given a clear understanding of the principles underpinning the school's expectations regarding behaviour. These principles are based on the school mission statement and reflect the Gospel values. Students are also informed of the rewards for keeping the rules and the consequences of not adhering to them.

Both teaching and support staff are given appropriate training to help them to acquire skills for classroom organisation and the process for dealing with behaviour issues.

Behaviour Management Procedure/Practice

Developing a positive school environment

It is important to have clear behaviour expectations outside the classroom and around the school. Students need to be aware of and reminded of expectations when moving around the school and during unstructured social times.

Reward System

Staff in school have a responsibility and obligation to take a proactive approach to the school's rewards system

Premium Banking Points - are awarded by all staff using various categories to reward positive behaviour and actions which create a safe learning environment.

Teachers are expected to award Premium Banking Points on a timely basis to students.

A rewards committee comprising of Heads of House, Heads of Year, teaching staff and non-teaching staff identifies appropriate systems and rewards.

Each Department will develop a bespoke rewards policy for their subject area to ensure all students are praised.

Positive behaviour is reinforced by other rewards – stickers, certificates, postcards home, phone calls to parents, SLT breakfasts or they can be used to access specific school reward events e.g. fun days, Year 11 Prom.

The teacher responsible for a classroom has an expectation to display the 3Rs logo (appendix 1) and the personal skills award (appendix 3).

Celebration Assemblies through the House system will occur regularly to reward students who make a positive contribution to school life.

Special House celebration assemblies take place at the end of every term, and an annual whole school celebration takes place at the end of summer term celebrating the contribution and success of both students and staff.

House System - Mount St Joseph operates a House system to reward students both individually and collectively for positive behaviour and achievements. The system comprises of three houses, Mandela, Shakespeare and Jenner.

Developing a positive classroom environment

Teachers are expected to have the 3 Rs logo on display in their classroom. (Appendix 1) Teachers will aim to meet and greet students at the door as they enter their classroom. Praise will be given continuously for good work and behaviour

In order to secure outstanding classroom behaviour, there are three elements which need to work together:

1. The consistent application of the school's positive behaviour policy by all staff
2. The extent to which students control and manage their own behaviour
3. Caring relationships built upon mutual respect

1. The consistent application of the school's policy by all teachers

There are a number of areas where consistency is vital to support the development of outstanding behaviour:

The beginning and end of lessons

- Teachers should meet and greet students at the door.
- The room should be set up to engage students and a task ready for students on entry.
- Students who arrive late need to know there will be a follow up.
- Lessons must end promptly and in a structured manner.

- Teachers stand at the door and usher students out at the end of the lesson.

The use of praise and rewards

- Teachers should praise the behaviour they want to see more of, and students doing the right thing.
- Teachers need to understand the school reward system and ensure they award rewards in line with this.
- Teachers who do not make use of the agreed rewards system devalue the system in the eyes of the students.

The use of sanctions

- Expectations are to be set and clarified each lesson / regularly.
- Teachers should know the different stages of the behaviour policy, and escalate appropriately through warning and sanctions (see Appendix 2)

The management of discussion and questioning

- There should be strategies to ensure that students wait their turn, listen, do not interrupt others and respect others opinions.
- There should be clear routines for transitions and stopping the class.

2. The extent to which students learn to control and manage their own behaviour

This is much more likely to be in evidence when the positive behaviour for learning policy is being consistently applied and teachers have developed positive caring relationships based upon mutual respect.

The following strategies might support the active engagement of students in securing outstanding behaviour:

- The 3Rs logo is fully visible and clear and students are given a role in refining and prioritising them.
- Students are given responsibility and active roles in group discussion.
- Students own their learning and are working harder than the teacher. They are actively contributing to the lesson, listening, respectful to the contributions of others and they show resilience when tasks are challenging.
- The teacher gets to know and understand the individuals and their needs and recognises their participation.

3. Caring relationships built upon mutual respect

- Teachers get to know their students, their needs and their strengths and weaknesses and use this information to inform their planning and differentiation of tasks within the lessons.
- Teachers model respectful relationships, have high expectations, model the way students speak to each other and to them and high standards of appearance and dress.
- Students know and understand what respect is, and understand how they can develop and show this.

The implementation of a positive behaviour for learning policy

At times students may behave in an inappropriate manner which affects others in the school community. The following section describes the consequences which should be adopted for

such behaviour

Teachers will make every effort to respond assertively when faced with inappropriate behaviour, calmly refocusing the student's attention on the work set and applying the consequence and reward system consistently.

C1 – C3 incidents are dealt with by the classroom teacher in order to establish and maintain good and caring relationships.

C1 Choice – Making a poor choice – reminder of expectations.

C2 Chance – Final chance to correct

C3 Consequence – Removal from classroom to Reset Room.

It is the responsibility of the subject staff to enter the incident into the school system (SIMs) including the action taken.

The system operates through SIMS where types of behaviour are recorded. The consequence codes are listed in Appendix 4:

Consequences should be issued assertively with due regard for fairness and in the context of promoting classroom teaching and learning for all and they should ideally reflect the schools '3Rs' Respect, Responsibility and Resilience - a document displayed in every classroom throughout the school.

Student Planner

All students will carry their student planner at all times. Failure to do so will result in a 45 minute after school detention. Students are expected to uphold high standards at all times. Any students who fail to uphold standards of respect, uniform, punctuality and good conduct on corridors will receive a strike in their school planner. Four strikes in a half term will result in a 45 minute after school detention.

On Call

On call staff- The removal of a student from class is a serious consequence, which should **only** be applied when all positive encouragement and other consequences have proved ineffective. The student should remain with the teacher until on call staff arrive. On call staff on arrival at the classroom will in the first instance try and reconcile the student and teacher with the aim of returning the student to the lesson. If the incident does not allow for immediate reconciliation the student will then be taken to the Reset Room for two lessons including a break lunch or after school detention dependent on the timing of the day.

The Reset Room

The aim of the reset room is to ensure students modify their behaviour by having time out of their classroom. It also ensures that their behaviour does not have a negative impact on their peers. Students will spend two lessons in the reflection room and will also serve a 15-minute detention. This detention will take place either at break time, lunchtime or the end of the school day depending on when the student is placed in the Reflection Room. If a student gets referred to the Reset Room and refuses to modify their behaviour or they are referred twice in one day then their sanction will be escalated to the Reflection Room.

After any detention/removal teachers should seek to address the problem(s) with the student in order to ensure the student fully understands why he/she was detained/removed and to reinforce that such behaviour will not happen in the future. This **reconciliation** and **restorative** approach reflect our Catholic ethos and core values. This should happen within 48 hours of

the incident or before the next lesson.

This restorative approach reflects our Catholic Ethos and the key principles of respect, responsibility, and responsibility.

Extreme behaviour e.g. verbal abuse of staff, assault on another student or staff will result in removal from the classroom by on call staff. Students will be taken to the Pastoral Coordinator while statements are collected. This type of incident will lead to further sanctions, including isolation, referral to the Inclusion Unit (Appendix 8 Reflection Room) or suspension at the discretion of the Headteacher.

NOTE – families of the students listed in the Pastoral Contact list should **not** be contacted directly without the member of staff consulting the relevant Pastoral Coordinator.

NOTE - If a student has accessed the Reset room twice in one day. The student will be isolated the following day in the Reflection Room.

It is important to remember that:

- The desired outcome is for the student to modify / improve their behaviour
- The focus must be on applying strategies to prevent a student from escalating through the consequences system
- All students will have a fresh start at the start of each lesson
- The HOD, HOY and SENCo are available for advice and support
- The consequences system is an escalating system and each of the steps should be actioned by the teacher.

Out of Classroom Incidents/Transition from lessons

Occasionally incidents will occur outside of the classroom.

Examples of out of classroom incidents

- Uniform issues
- Out of bounds/ Leaving the school grounds without permission
- Student out of lesson without permission
- Smoking/ Vaping on site
- Possession of or use of a prohibitive item e.g. weapon, fireworks (see safer searching policy for further examples).
- Swearing overhead by a member of staff
- Swearing directly at a member of staff in response to staff request
- Repeated defiance
- Refusal to follow instructions given by staff
- Students fighting
- In appropriate use of social media
- Bringing the school into disrepute.
- Use of mobile or electronic device.

The procedures for developing a positive school environment explain how the school will follow up with these incidents. All incidents outside the classroom need to be recorded as C3 Out of classroom incident.

PROHIBITED ITEMS

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- Vapes or E-cigarettes
- Vape liquids
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the Student).

Please note any prohibited item brought into school will not be returned to the student, parent or carer and may be passed on to the police.

Scanner.

If a student is suspected of hiding a prohibitive item on their person the school reserves the right to search the student and or use a hand-held scanner to detect items. Only members of the senior leadership team will undertake student searches and authorise the use of the mobile scanner.

The hand-held scanner will also be used in the Reflection Room at the start of each day to ensure no student is in possession of a vape or mobile phone.

Lesson Transition

- Students are expected to arrive to lesson promptly. Any student arriving more than 4 minutes late will receive a C1 for punctuality. This will be followed up by the classroom teacher who will issue a late detention.
- Any student more than 10 minutes late to lesson will be sent to the Reset Room.
- Students are expected to walk to lesson in a safe and calm way. Any student acting in an unsafe or inappropriate way will be referred to the Reset Room.

Detentions

Students who fail to attend a detention or disrupt a detention will face an escalation process which ultimately may lead to a 1 hour after school detention and or a period in the Inclusion Unit

Recording information

All incidents in the classroom are to be recorded by staff directly onto SIMS by 3:30pm on the same day. This will result in all information on a student being held centrally in one place. It is important to remember to complete the SIMS log including full details of the incident.

For serious incidents or incidents that require explanation, please log on SIMS and then follow up with a written description of the incident. This should be before 4.00pm.

Monitoring - All staff encourage good behaviour; unacceptable behaviour is monitored on a daily basis using a conduct sheet/progress book where necessary. Targets for improvements are then set. The Premium Banking reward and consequence system for individual students is available to all staff electronically. The Pastoral Team, Heads of Key Stage and Heads of Department will monitor the behaviour log daily.

Students failing to respond to the assertive discipline system, who are continually disruptive, whose behaviour is a barrier to their own learning and to that of other students, will be referred for additional support using the conduct escalation system (appendix 5)

The Pastoral Team will monitor behaviour daily and will contact parents as required.

Students who are showing consistent disregard for the positive behaviour for learning policy who are continually disruptive and whose behaviour is a barrier to their own and others learning across a variety of subjects will be referred for additional support. Parents will be invited to be part of this process.

If behaviour continues to decline and the conduct escalation system is not working, then the student will be offered further support such as: a referral to Behaviour Support in the Intervention Centre, Pastoral AREA Support Programme, referral to the SENCo or referral for Early Help.

Specialist support is available for students needing particular help with anger management, relationships, self-esteem, substance abuse etc. Students may be referred to the Pastoral/SENCo for a set period or for 'curriculum hot spots'.

Parental Meetings - The school may invite parents/carers to attend a meeting with staff to discuss a particular issue in relation to a concern over a student's general behaviour or in relation to a specific incident. If the matter has resulted in the student receiving an isolation/visit to the Inclusion Unit, Alpha Unit or an exclusion and the parents do not attend for whatever reason the school will endeavour to make every effort to contact parents/carers when the parent and carer fails to attend the meeting.

In most cases students will attend the meeting with their parent/carer. They should do so in full school uniform without exception. Where incidents involve members of staff it is not school procedure for the staff to be present at the meeting. The school Link Police Officer/Officers and/or a PCSO could be present in student and parental interviews.

Sanctions - There is a phased response to sanctions following repeated classroom disruptive behaviour or a single serious event.

This phased response uses the different sanctions identified below in a manner which reflects the seriousness of the situation.

- After school detentions e.g. with subject staff, Head of Department, Head of Year, Head of Key Stage/Inclusion Senior Leadership Team.
- Community service or restorative justice (which is used as a constructive alternative to fixed term exclusion)
- e.g. lunch duty.

- Isolation with different staff ranging from form teachers, subject teachers, Head of Department, Head of Year, Head of Key Stage/, Inclusion Unit, Senior Leadership Team. Anyone placed in isolation (see appendix 6 for Inclusion Unit protocols) will be required to complete a reflection sheet (appendix 7) and a reconciliation sheet (appendix 8)
- Isolation for specific 1:1 programmes intended to encourage and develop changes to inappropriate choices which manifest themselves in poor behaviour.
- Removal of a student's eligibility/opportunity to take part in extra - curricular activities such as school trips, Year 11 Prom etc.

Offsite Provision.

To avoid a fixed term suspension a student may be guided to an offsite provision such as the Alpha Unit at Harper Green. From return from the offsite provision a student will spend at least one day in the reflection room to re-integrate back into school.

Alternatively, a serious breach of school rules may lead to a student being directed to an offsite provision(s) for a certain period of time which would be reviewed regularly as per

Section 29A Education Act 2002 as amended by Education & Skills Act 2008 Section 154.

Education (Educational Provision for Improving behaviour) Regulations 201022.

An offsite provision may be also be used to allow the opportunity for a student to attend a different school setting for a minimum of 6 weeks to examine whether a new setting will allow for a fresh start. This offsite direction could if parents/carers and school agree lead to a managed move.

Suspension/Exclusion:

- fixed term suspension
- permanent exclusion

Students who continue to be abusive, aggressive, disruptive, who bully or who bring illegal substances into school are formally suspended from school - initially this is for **a fixed period at the discretion of the Headteacher**. Parents are asked to become increasingly involved in monitoring and supporting targets set (see appendix 9 suspension process). A student who has been suspended from school will be expected to undertake a reintegration placement of at least one day in the Reflection Room. Depending on the reason for the suspension this placement may be for an extended period of time as directed by the Headteacher.

A Governors' sub-committee meets to consider exclusions of more than 5 incidents in a term.

Students who have a longer term of suspension of more than five days in one period will be sent to the agreed Local Authority provision to receive their on-going education during the exclusion period.

The Headteacher will consider permanent exclusion when there has been a serious breach of

the school's behaviour for Learning Policy or when allowing a student to remain in school will seriously harm the well-being of other members of the school community.

Guidelines related to positive behaviour for learning – Appendix 10. Staff roles and responsibilities can be found in Appendix 11.

The school operates a Positive Behaviour for Learning Policy which incorporates the government's guidance for schools. The Governing Body has been provided with the appropriate information.

Conclusion

We believe that all students and teachers have the right to work in a calm and ordered environment. Positive discipline helps students to make correct choices and prepares them for life beyond school.

Together we can make Mount St Joseph and its community of learners, believers and friends extremely successful, a school which we are all proud to belong to and a school where visitors enjoy coming.

Appendix 1 3Rs

Respect Resilience Responsibility

Mount St Joseph is committed to providing an environment which enables all teachers to teach engaging and high-quality lessons so that students can learn and achieve their maximum potential. Students are expected to show positive behaviour for learning at all times when they are representing the school, the key elements of this are: Listen; Respect, Resilience and Responsibility

In carrying out this aim we will create a pleasant and successful learning environment for all which will ensure that effective teaching and learning can take place:



Appendix 2 – Escalation Process and Detention Process

	EXTERNAL SUSPENSION	Physical Assault Safeguarding Risk Verbal Abuse Threatening Behaviour Racist Homo/Bi/Transphobic Abuse Sexual Misconduct Persistent Defiance Possession of prohibited item
	INTERNAL SUSPENSION 1-5 days in RR	Use of derogatory language Bullying Discrimination Persistent Disruptive Behaviour Online Abuse Defiance Fighting Vandalism Filming a fight Bringing the school into disrepute Theft Possession of prohibited item
	C4 – reflection room – 6 lessons	Refusal to leave a classroom Truancy Refusal to attend remove room 2 removals in a day
	C3 – behaviour results in consequence – removal from classroom	Continued C1/C2 behaviour Rudeness towards staff Graffiti or damage to school/others property Abuse of time out pass Verbal abuse towards another student Health and safety risk towards themselves or others Walking out of lesson Swearing
	C2 – students are given final warning – chance before they are removed	A continuation of C1 behaviour
	C1 Students are making a poor choice – reminded of expectations	Low level disruption Unsatisfactory Classwork Failure to follow instructions Off task behaviour Answering back Chewing gum, eating or drinking (only water is allowed) Mobile phone – 'see it, hear it, take it'
	C3 out of classroom Incident	Anti-social behaviour in the corridors / change of lesson time

Appendix 3 – The Personal skills award

Personal Skills Award: Character Development	Strands	Level		
		Bronze	Silver	Gold
RESPECT	1. Teamwork	10 PB points	20 PB points	30 PB points
	2. Listening	10 PB points	20 PB points	30 PB points
	3. Kindness	10 PB points	20 PB points	30 PB points
	4. Uniform	10 PB points	20 PB points	30 PB points
RESILIENCE	5. 100% Attendance for the Week	50 PB points (=25 weeks 100% attendance)	60 PB points (=30 weeks 100% attendance)	70 PB points (=35 weeks 100% attendance)
	6. Acting on Feedback to Improve	10 PB points	20 PB points	30 PB points
	7. Homework	10 PB points	20 PB points	30 PB points
	8. Achievement in Club, Team or Society	Participation in club, team, society or house competition in school (evidence required)	Achievement in club, team, society or house competition in school (evidence required)	Achievement in clubs, teams, societies or competitions both within and beyond the MSJ community (evidence required)
RESPONSIBILITY	9. Reading in Class/Using WOW/Presenting	10 PB points	20 PB points	30 PB points
	10. 100% Punctuality for the Week	50 PB points (=25 weeks 100% punctuality)	60 PB points (=30 weeks 100% punctuality)	70 PB points (=35 weeks 100% punctuality)
	11. Attitude to Learning	10 PB points	20 PB points	30 PB points
	12. Wider Community	Participation in charity or community event in school (evidence required)	Helping organise charity or community event in school (evidence required)	Involvement in community work both within and beyond the MSJ community (evidence required)

Appendix 4 The Reward and Consequence System

SIMS Drop Down (Achievement)

Code	Description	Points
Respe1	Respect: Teamwork	2
Respe2	Respect: Listening	2
Respe3	Respect: Kindness	2
Respe4	Respect: Uniform	2
Resil5	Resilience: Attendance 100% for the week	2
Resil6	Resilience: Acting on Feedback to Improve	2
Resil7	Resilience: Homework	2
Resil8	Resilience: Achievement in club, team or society	5
Respo9	Responsibility: Reading in class/presenting/using WOW	2
Respo10	Responsibility: 100% Punctuality for the Week	2
Respo11	Responsibility: Attitude to Learning	2
Respo12	Responsibility: Wider Community	5

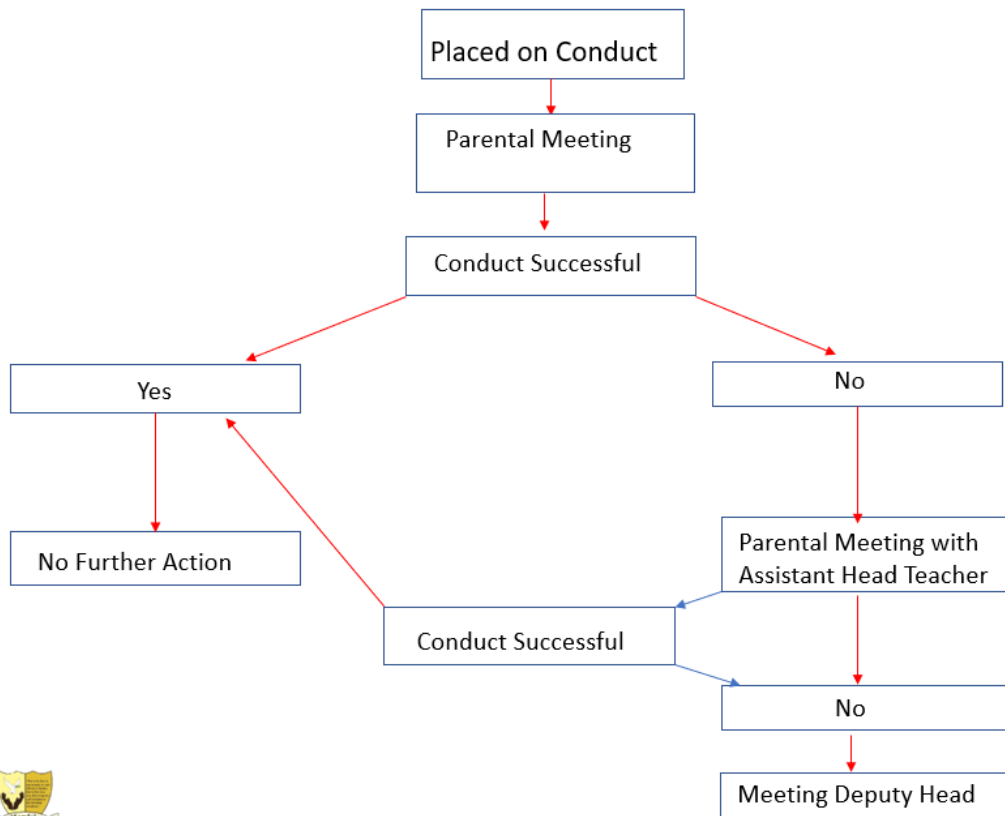
Behaviour	Debit
No Homework	C1
Low Level Disruption	C1
Persistent Disruption	C2
Serious Impact on learning	C3
Walked out of Class (Discretionary Use)	C3
Returned	
Walked out of Class Did not Return	C3
Inappropriate Language	C2
Foul/Abusive Language to Students	C3
Foul/Abusive Language to Staff	C3
Verbal Teacher	C3
Serious Assault Student	C3
Assault Teacher	C3
Middle Leader Referral	C3

Appendix 5 Conduct Escalation

- Three or more demerits in a week and parents/carers contacted by their form teacher and student placed on a form conduct for two weeks.
- If the student's behaviour is not moderated the head of year will invite parents/carers in for a meeting and the student will be placed on a head of year conduct for two weeks.
- If the student still does not moderate their behaviour then the parent/carer will be invited into a meeting with a pastoral assistant headteacher and placed on an assistant headteacher conduct for two weeks,
- If the student continues to refuse to moderate their behaviour a meeting will be arranged with the deputy headteacher and the student will be placed on a deputy head teacher conduct. A warning will be given to the student explaining they are now at risk of permanent exclusion.
- If the student still refuses to moderate their behaviour then the deputy head teacher will arrange a governor's panel meeting and the student will be placed on a behaviour support programme.
- Any student placed in the Reflection Room, referred to the Alpha Unit or suspended will at the very minimum be placed on a head of year conduct. However, this may result in a higher conduct if the circumstances warrant it.

Any student placed on conduct who has escalated up, will also need to de-escalate. For example, a student who has escalated to key stage conduct, but then modifies their behaviour will then escalate back down to a head of year conduct and if they continue to be successful will de-escalate to a form conduct

Conduct Process

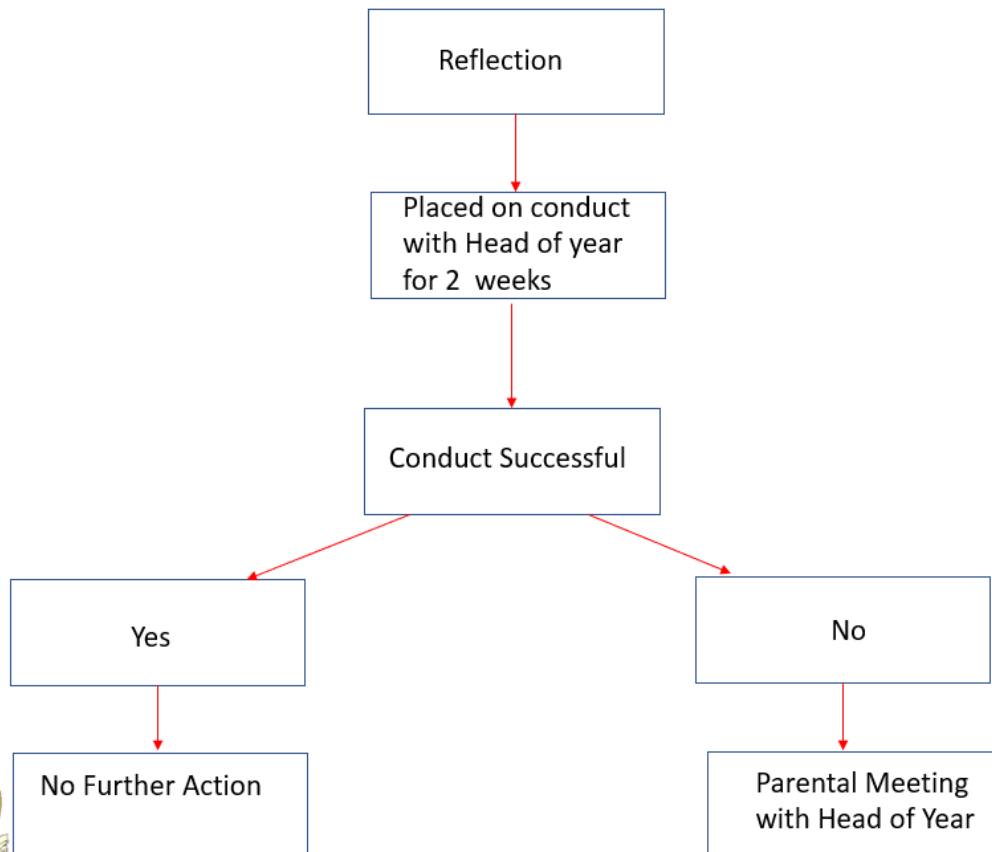


Appendix 6 The Reflection Room

The Reflection Room

- Students will complete 6 full periods
- Students will complete a reflection form (appendix 4a)
- Start time 8.30am and finish time 3.50pm
- If students work well in the Inclusion Unit they can reduce this to a 3.00pm finish
- Failure to successfully complete the day in isolation will result in a further day in the Inclusion Unit or a further sanction.
- Students spend their break time in Isolation.
- Students eat their lunch in Isolation. Students are only allowed to order sandwiches and a cold drink.
- Students do not talk to other students.
- Reconciliation and pro-forma to take place in the Inclusion Unit with relevant staff/students.

Reflection Process



Appendix 7 Reflection Room Reflection Form

Student Name

What have you done that has caused this visit to The Inclusion Unit?

My behaviour was not acceptable because:

Why did you behave like this? Reasons:

What impact has my behaviour had on my learning?

How has my behaviour affected the learning of others?

How could I improve my behaviour:

- 1.
- 2.
- 3.

How my teacher can help me to achieve my targets and improve my behaviour:

I understand that I will need to speak to my teacher about this incident, we will agree together, how to work towards improving my behaviour whilst at MSJ.

Signed (Student)

Date

I would like to return to my learning and agree to the following expectations below. 1

Wear correct uniform at all times, and have high personal standards of appearance 2 Comply with instructions both inside and outside of lessons.

3 On-task – Complete all work to your personal best

4 Respect staff and your peers, the school environment and the community

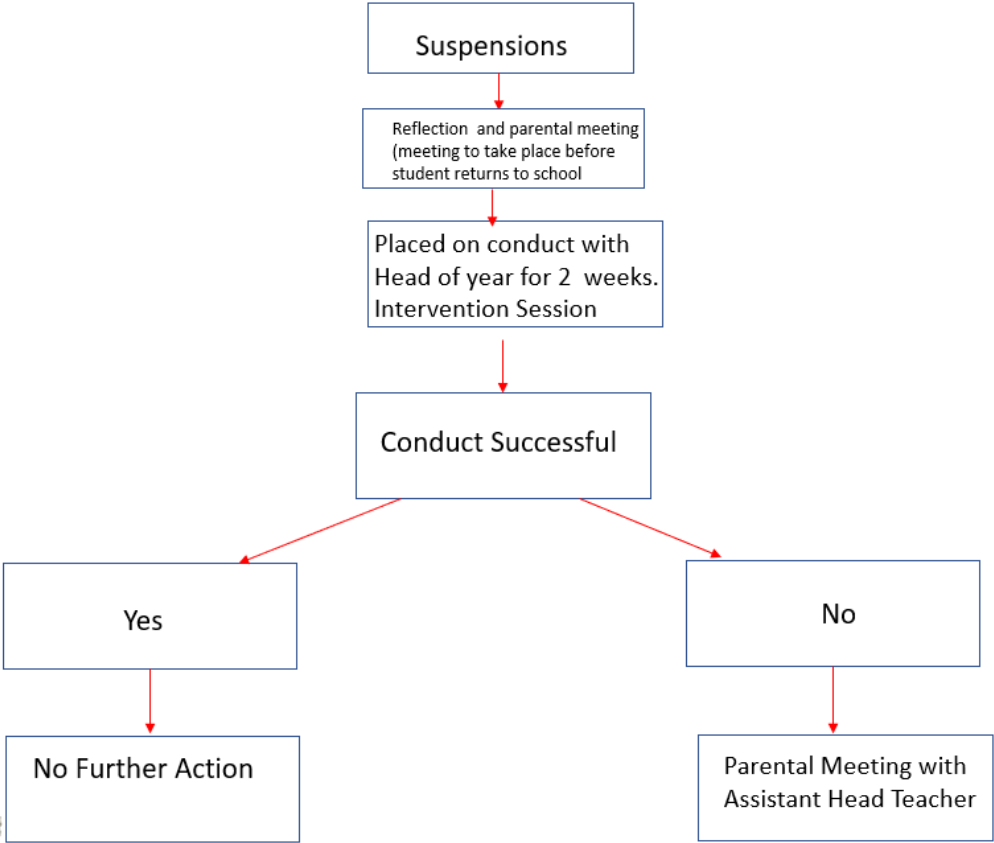
5 Equipment – ensure you have all your equipment ready / at the start of every lesson

Lesson	1	2	3	4	5	Staff Signature
1						
2						
3						
4						
5						
6						

Appendix 8 Reconciliation Pro-forma Reflection Room

Student name	Form
Subject teacher	Date of Reconciliation
Date of incident	
Type of Incident	
D1 D2 D3 D4	
Out of class incident	
Details of Incident	
Student Reflection	
Teacher Reflection	
Agreement to move forward	
Student signature	Teacher signature

Suspension Process



Appendix 10 Behaviour for Learning Policy Guidelines related to positive Behaviour for Learning.

a) Uniform Requirements

Mount St Joseph has a discrete uniform which is designed to enhance the school's image. It is compulsory that only those items stipulated within the school uniform list are permitted to be worn by students. The school uniform must be worn by all students who are on roll at Mount St Joseph at all times, without exception. The uniform requirements apply to students attending off-site provision/activities and activities out of hours, unless parents/carers are advised otherwise.

Trainers are not permitted to be worn in the school except in PE practical sessions. All shoes must be plain black in colour and where students arrive at school in trainers/pumps or shoes that are not black, students will return home to replace with the correct footwear or on some occasions an alternative form of footwear may be offered enabling the student to remain in school and continue learning. Students who refuse to accept the consequence or refuse to wear the alternative footwear offered will be placed in isolation/Inclusion Unit. Denim style black trousers and "legging type trousers" are not acceptable school wear.

Students who contravene the uniform requirements will be required to return home to replace the inappropriate uniform and return to their learning as soon as possible in the correct full uniform. Whenever possible students will be loaned replacement uniform or placed in isolation/Inclusion Unit. Students who refuse to accept the consequence or an alternative replacement will be excluded from school.

Mount St Joseph operates a zero-tolerance approach to jewelry and body piercings being worn by its students at any time. All jewelry and body piercings will be confiscated by staff and locked away. Students will be able to collect the item/s at the end of the day in the first instance; end of the week on a second occasion and further non-compliance will result in the offending item/s being confiscated until the end of the half term.

Students are not permitted to attend school with any form of pattern shaved into their heads/eyebrows, Mohican style haircuts, long top/short side haircuts and unnatural colourings to their hair. Boys must be clean shaven. Although the school does not operate a "zero tolerance" approach to students wearing make-up, any foundation and eye make-up must be kept to a natural tone and brightly coloured lipsticks are not permitted. The length of student's nails should also be kept to an acceptable minimum in respect of the Health and Safety requirements for practical activities such as Sports and Design Technology etc. Failure to comply with any of the above rules will result in isolation and/or a Fixed Term Exclusion until the issue has been resolved.

b) Mobile Telephones, MP3 Players, Headsets etc.

The school rules stipulate that mobile telephones/electronic must not be used at all in the school grounds. Students wishing to contact parents/carers should contact their appropriate Pastoral Office and likewise parents/carers should refrain from contacting students directly and ring the main switchboard on 01204 391800. This prevents any misunderstandings and miscommunication. **Students should never have mobile telephones out in lessons or on the corridors** as this negatively impacts on learning. This rule

also applies to headsets. Any student in breach of the above rules will have their mobile

telephone/electronic device confiscated with immediate effect and this will only be returned through collection at the end of the day of confiscation. Headsets or any other electronic devices will not be returned until the final Monday of the half term in which they were removed.

c) Drugs/Prohibited Substances

Students found supplying or distributing illegal substances or intoxicating substances face Permanent Exclusion from School. Students found in possession of illegal substances or intoxicating substances may face Permanent Exclusion but will automatically receive a Fixed Term Exclusion. All students will be referred to the Police to be dealt with under the Misuse of Drugs Act.

The Headteacher authorises all staff with the power to search students.

d) Bladed Articles/Weapons (including replicas)

Any student found in possession of a bladed article or weapon (including replicas) of any type or size could face Permanent Exclusion. At the very least he/she will receive a Fixed Term Exclusion. All students found in possession of a bladed article or weapon (including replicas) will automatically be referred to the Police and will be dealt with accordingly.

In law fireworks such as "bangers" etc. are classed as firearms. Mount St Joseph operates a zero-tolerance approach in relation to fireworks. This will result in a fixed term exclusion with the possibility of further consequences.

Any student found selling or distributing goods/merchandise will have the items confiscated and they will **not be returned**. A detention, isolation and in some cases a Fixed Term Exclusion will be issued.

e) Safer Schools Partnership

The Safer School Partnership was established in 2003 with one of its main objectives being to develop positive relationships between the Police and young people. Mount St Joseph is a key member of this partnership and the school believes that by working closely with the Police it will promote benefits in many areas.

Under the terms of agreement for the Safer School Partnership Initiative - Police Officers and PCSO's are now deployed across the town's high schools. The role of the School-link Police Officer or PCSO is no different to any other Officer. Officers in the school will enforce the law and take positive action when and where required. This may be in the form of stop and search, summons, arrests and making referrals to the Anti-Social Behaviour Team and Housing providers. It should be noted that the school operates a multi-agency approach in providing pastoral care and managing student behaviour. In conjunction with the Police, information may be shared in relation to a student's behaviour record if it is deemed to be anti-social and causing problems within our school community.

One of the main aims of the school link police officer is to encourage students to make positive choices and to steer them away from criminality. This is achieved in a number of ways.

In line with the school's Behaviour for Learning Policy during parental interviews a Police Officer may be present. This provides an opportunity for the Police to explain to the student the wider implications of their actions, especially if these actions may constitute a criminal offence.

The school link Police Officer may facilitate inputs at the school including assemblies and lessons. These inputs are invaluable and provide students with information on various subjects which we hope will assist them in making the right choices throughout their school life and beyond.

f) Smoking

Mount St Joseph is a No Smoking site and as a result operates a strict No Smoking policy. Students found in possession of cigarettes/e-cigarettes/vapors and/or lighters will have the items confiscated and they will not be returned. A detention, isolation, Inclusion Unit and in some cases a Fixed Term Exclusion may be issued where students are caught or suspected of smoking.

g) Food and Drink

Excessive amounts of unhealthy drinks and snacks are prohibited at Mount St Joseph. Where students are found to be in possession of excessive amounts of fizzy and/or high sugar drinks and snacks these will be confiscated and may not be returned.

Chewing gum is also banned from the school site.

Appendix 11 Staff Roles and Responsibilities

Personal Development Time (PDT) Tutor

MAIN PURPOSE OF THE ROLE

To promote the school values of Respect, Resilience, Responsibility by providing a first point of contact and support for students in a particular form group and:

- A role model for students.
- Promote and model positive behaviours: The Three Rs: Respect, Resilience, Responsibility
- Promote community and social responsibility
- Implement the behaviour and rewards policy
- Raise attendance and implement the attendance policy
- Investigate and record behaviour and attendance concerns at initial point of contact and report these to HOY/PCO
- Implement the form time programme under the direction of HOYs and HOHs
- Engage fully with form and house competitions

RESPONSIBLE TO:

- Relevant Head of Year
- Relevant SLT Line Manager **DUTIES AND KEY RESPONSIBILITIES:**

DAILY:

- Undertake daily collective worship.
- Meet & Greet/End & Send students at registration time
- Monitor any students who are on "conduct" – ensure they have a card for the day
- Record attendance and absence accurately each session
- Note any reasons for absences
- Ensure students receive daily information as required
- Implement Personal Development Time programme as directed by HOY/ HOH
- Reinforce school rules/values of Respect, Resilience, Responsibility
- Conduct uniform and equipment checks - reward, sanction and correct appropriately
- Record PB data on SIMs where relevant, e.g. students' uniform and organisation, positive behaviours, negative behaviours.
- Check all students have their school planner everyday.
- Ensure student planner is completed for any student whose punctuality, uniform, conduct on corridors, defiance, mobile phones, poor language is unacceptable during the school day.

WEEKLY:

- Attendance monitoring & intervention – telephone parents of any student raising concerns (liaise with HOY/PCO)
- Behaviour monitoring & intervention – telephone parents of any students on conduct and/or who have made multiple appearances in detention over the week
- Escort your form to assembly, walking alongside them and monitoring behaviour throughout form teacher must always sit with their form in assembly.

OTHER:

- Maintain regular contact with parents as required and where relevant
- Complete reports as required
- Participate in other events supervising and supporting your form when appropriate, e.g. house events, drop down days, charity activities etc.
- Report issues to relevant staff as required, especially safeguarding issues **Classroom Teachers (Behaviour Specific Duties)**

To actively promote community and social responsibility in line with the school values of Respect, Resilience and Responsibility through engaging in house competitions linked to your department. To reward excellence in terms of attitude to learning and academic achievement through positive phone calls, PB points, reward postcards and notice boards.

POSITION IN ORGANISATION

Reports To: HOD

DUTIES AND KEY RESPONSIBILITIES

- At all times: Champion community spirit through The Three Rs
- Daily: be a visible presence at lesson changeover to promote positive behaviours
- Daily: meet and greet students at the start of lessons and ensure orderly end to lessons
- Daily: address issues of behavior, uniform, punctuality in lessons and on corridors.
- Daily: uphold the school routines, including the meet and greet, end and send and bell-time activity
- Daily: deal with inappropriate behaviour, including lateness to lesson, in a respectful manner that promotes community
- Daily: take responsibility for arranging detentions and ensuring these are escalated in the correct way when they are missed or failed
- Daily/weekly rewards: Phone home/reward students with PB points
- Weekly: (meetings) contribute meaningfully to standing agenda items concerning attendance, punctuality and behaviour, and assist in coordinated action that results from these discussions
- Where able: provide support to colleagues with challenging classes
- Complete half termly behavior analysis including impact of actions
- Termly: Promote community and social responsibility through joining in with

competitions where appropriate.

- Where appropriate: attend detentions and Reflection Room to hold restorative conversations with students.

Learning Support

MAIN PURPOSE OF THE ROLE

To promote the school values of Respect, Resilience, Responsibility by having an overview of contact and support for students in a particular year group and:

- Model positive behaviours as per The Three Rs
- Promote community and social responsibility
- Highlight to the class teacher where they think it is necessary for the teacher to implement the behaviour and rewards policy (where something happens with the students they are working with).
- Support in the delivery of engaging lessons for student they are supporting
- Liaise with the class teacher re support materials most appropriate to support the student
- Support student effectively in class, directed by the class teacher of their role in each lesson
- Support in the delivery of the form time programme to ensure it is to a high standard
- Support form time competitions and house competitions
- Support in assemblies to promote The Three Rs and other initiatives particular to year group.

RESPONSIBLE TO:

- Head of SEND

DUTIES AND KEY RESPONSIBILITIES:

DAILY:

- Meet & Greet/End & Send students at registration/lesson time
- Support any students allocated to, who are on "conduct" – ensure they are completing it
- Note any reasons for absences
- Reinforce school rules/values of Respect, Resilience, Responsibility
- Support in the delivery of engaging lessons for student they are supporting
- Liaise with the class teacher re support materials most appropriate to support the student
- Support student effectively in class, directed by the class teacher of their role in each lesson

- Support in the delivery of the form time programme to ensure it is to a high standard
- Ensure school planner is completed for any student whose punctuality, uniform, conduct on corridors, defiance, mobile phones, poor language is unacceptable during the school day.

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WEEKLY:

- Liaise with HOD and HOY any issues re behaviour/attendance so appropriate intervention can be put in place

OTHER:

- Complete reports as required
- Participate in other events supervising and supporting your form when appropriate, e.g. House events, charity days etc.
- Report issues to relevant staff as required, especially safeguarding issues

Head of Department (Behaviour Specific Duties)

To actively promote community and social responsibility in line with the school values of Respect, Resilience and Responsibility. To engage in house competitions linked to your department. To reward excellence in terms of attitude to learning and academic achievement through positive phone calls, PB points, reward postcards and notice boards. To work with HODs and HOYs to ensure challenging behaviour is addressed in a coherent and coordinated way. To monitor the behaviour/detention log, identify students who are demonstrating poor behaviour, and liaise with HOY to agree appropriate, coordinated action.

POSITION IN ORGANISATION

Reports To: SLT LM

DUTIES AND KEY RESPONSIBILITIES

- At all times: Champion community spirit by modelling The Three Rs – this includes being respectful towards students at all times and building positive relationships
- Daily: be a visible presence at lesson changeover to promote and enforce positive behaviours
- Daily: provide support to colleagues with challenging classes
- Daily: hold colleagues to account in terms of following the school routines, including attending detentions to hold restorative conversations, following-up detentions that are missed, making positive phone calls and rewarding students with PB points
- Daily: monitor the behaviour log, ensure detentions are being held, and refer escalations to HOY
- Weekly: (meetings) ensure colleagues are in contact with parents/carers/HOYs regarding challenging behaviour and that

interventions are effective, consistent and coordinated

- Weekly: (meetings) highlight attendance and punctuality issues and coordinate combined action involving form teachers and HOYs
- Termly: Promote community and social responsibility through joining in with competitions and events where appropriate
- Drive departmental initiatives and competitions
- Where appropriate: arrange meetings with parents to discuss specific behaviour issues (in consultation with HOY)
- Ensure student planner is completed for any student whose punctuality, uniform, conduct on corridors, defiance, mobile phones, poor language is unacceptable during the school day.

Head of Year

MAIN PURPOSE OF THE ROLE

To embody the school values of Respect, Resilience and Responsibility by proactively caring for the wellbeing of students in a particular year group, including through the promotion and implementation of relevant policies as follows:

- Promote and monitor **positive behaviours** through The Three Rs, and implement rewards and celebration in line with school procedures: reward cards, assemblies, postcards, notice boards
- Address and monitor **negative behaviours** and coordinate interventions among PDT teachers, HODs, classroom teachers and parents (e.g. conduct cards; escalation of sanctions etc.)
- Promote **good attendance**, and implement rewards and celebration in line with school procedures
- Address and monitor **poor attendance** and **punctuality** and implement procedures in line with school procedures: monitor PDT tutors in their contact with parents; work with PCOs to promote attendance and punctuality
- Monitor whole year group **progress data** and support where relevant
- Manage PDT teachers and ensure they are supported with their role (see Form tutor role), including implementation of tutorial programme
- Oversee the investigation and recording of behaviour and attendance concerns, and report these to the Pastoral SLT.
- Address all issues of behavior, conduct, punctuality, uniform of all students.

RESPONSIBLE TO:

- Pastoral SLT

DUTIES AND KEY RESPONSIBILITIES

DAILY:

- Ensure daily collective worship.
- Visible presence during form time and on corridors at change over time and when free checking students in year group are settled at the start of a lesson and towards the end of the lesson.
- Ensure correct activities are being carried out during form time
- Oversee (not necessarily directly intervene in) the behaviour of students in your year group; ensure that form teachers, subject teachers and their HODs receive the necessary information and guidance that they may address behaviours in their areas
- In the first instance hold PDT teachers accountable for: contacting parents regarding behaviour, uniform, equipment and attendance; updating form boards re attendance and rewards; modelling positive behaviours
- Liaise with Pastoral SLT regarding the more pressing behaviour incidents and sanctions imposed (those requiring Inclusion Unit or exclusion)
- Check in with students who need daily monitoring
- Monitor the behaviour log, conducts and address behaviour issues arising including parental/carers phone calls, meetings with parents, implement sanctions including detentions after school.
- Identify trends in behaviour and implement action plans and analyse impact.
- Ensure student planner is completed for any student whose punctuality, uniform, conduct on corridors, defiance, mobile phones, poor language is unacceptable during the school day.

WEEKLY/FORTNIGHTLY:

- Fortnightly: meeting with pastoral team
- Positive behaviour: Support with implementation of rewards programmes and initiatives by selecting students to receive rewards cards and headteacher's postcard
- Negative behaviour: Monitor detention/behaviour log and oversee/implement interventions as necessary and in conjunction with HoDs where appropriate
- Attendance: Monitor and support students, PCOs and FTs with their attendance role
- Punctuality monitor lates
- Conduct weekly daily visit to every form at least once to ensure tutorial programme is occurring as planned
- Conduct assembly
- Carry out duties in uniform cupboard and/or property return as per rota

OTHER:

- Meet with parents of students returning from suspension/Inclusion Unit
- Work with pastoral team/DOC to ensure tutorial programme is regularly reviewed and

updated

- Liaise with parents as appropriate including regular phone calls/emails etc. as directed and/or necessary
- Standing item in fortnightly actions and impacts on students struggling to manage behavior.
- Standing item in fortnightly meetings actions and impact on attendance
- Standing item in fortnightly meeting actions and impacts on student's with poor punctuality to school and or lessons.

- Coordinate drop down days
- Coordinate thank you cards
- Contribute to planning of awards evening and parents' evenings
- Support whole school events e.g. shows, awards evening etc.

Reflection Centre Manager

MAIN PURPOSE AND SCOPE OF THE JOB

To reinforce the school values and to ensure that students in the Inclusion Unit are kept busy and follow the Inclusion Unit rules AT ALL TIMES, NO EXCEPTIONS.

POSITION IN ORGANISATION

Reports To: Pastoral SLT

DUTIES AND KEY RESPONSIBILITIES

1. Work for students: Be proactive in securing work for students in the Inclusion Unit. email and telephone teachers to request that work be delivered to the GR for students to complete, especially KS4 students
2. Model positive behaviours: be calm, fair and polite at all times, but do insist that students work in silence at all times
3. Ensure GR rules are enforced at all times, including lunch time and toilet breaks
4. Complete daily Reflection Room report: students repeatedly failing to follow Reflection Room rules will repeat the sanction

KEY TIMINGS

- Reflection Room day starts at 8:40am and ends at 3:00pm