

# Bishop Chadwick Catholic Education Trust



## St Anthony's Girls' Catholic Academy

<b>Policy type:</b>	<b>School</b>
<b>Policy:</b>	<b>Behaviour and Discipline Policy</b>
Ratified by MAT Directors:	December 2021
Head Teacher signature:	<i>M. Shepherd.</i>
Chair of Directors signature:	<i>Sr. M. Josepha</i>
Review Date:	December 2022
Ownership:	F.Collins (Senior Assistant Head Teacher)

## 1. Introduction

This policy has been developed to take into consideration our Mercy ethos as well as local and national policy and guidance.

*The DfE guidance (July 2013) outlined below informs this policy re Behaviour and Discipline policy.*

- *Teachers have power to discipline pupils for misbehaviour which occurs in school and in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils e.g. teaching assistants.*
- *Teachers have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (in/out of school)*
- *Teachers have power to impose detention outside school hours*
- *Teachers can confiscate pupils' property*
- *A punishment must be reasonable ie. The penalty must be proportionate in the circumstances and account must be taken of the pupil's age, SEND or religious requirements affecting them*
- *Schools should consider whether continuing disruptive behaviour might be the result of unmet educational needs or other needs. Is multi agency assessment necessary?*
- *Teachers may discipline pupils for misbehaviour when the pupil is taking part in any school organised activity/travelling to/from school/wearing school uniform when the behaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or it could adversely affect the reputation of the school.*
- *Teachers have the power to issue detentions to pupils under 18. Detentions can be given any school day or weekend (except the weekend preceding or following the half term break) or INSET days. Parental consent is not required for detentions. School staff should not issue a detention where they know that doing so would compromise a child's safety.*
- *The general power to discipline enables a member of staff to confiscate/retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to or loss of any confiscated items provided they have acted lawfully.*
- *Staff have the power to search without consent for prohibited items eg knives/alcohol/drugs/stolen items/cigarettes/fireworks/pornographic images etc*
- *Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Staff may also use such force as is reasonable given the circumstances when conducting a search without consent (re confiscating inappropriate items)*
- *Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period of time.*

The academy's policy for behaviour and discipline in general, seeks to promote behaviour based on mutual respect between all members of the academy community.

A lot of the support needed within the academy is for pupils with emotional/behavioural difficulties, some of whom may or may not have an E.H.C.P. (Educational Health Care Plan. Pastoral Leaders, SENDCo and support staff offer individual support to pupils who experience emotional/behavioural difficulties and their teachers, sometimes within the classroom. NB. pupils

may also experience social/emotional problems and need specialist support as well as their less academically gifted peers.

The academy ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils, especially those who experience emotional/behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils. However, it is inevitable that in certain cases the relationship will break down or never be forged. Emotional and behavioural difficulties take many forms:

- a pupil may become withdrawn and unable to make friends,
- a pupil may be unable to concentrate on classwork or homework,
- a pupil may become disruptive and/or aggressive in a class.

In such cases the causes of the emotional/behavioural difficulties should be determined and strategies may well be needed to build or rebuild the teacher/pupil relationship. Counselling (non-directive) may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The academy and pastoral team in particular believe in the importance of “negotiating”. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases tangible rewards may be offered in return for improved behaviour and effort. In cases where trust is minimal this may be formalised into a contract. The use of Behaviourist Psychological Approaches often leads to short term improvements which in turn improve the teacher-pupil relationship and greater self-motivation.

Close liaison with all concerned individuals and agencies, eg. parents, form tutors, Key Stage Staff, Social Services, etc. may assist effective modification of the pupil’s behaviour.

## **2. Health Related Causes of Emotional/Behavioural Difficulties**

Many instances of emotional/behavioural difficulties are caused by undiagnosed medical/psychological problems such as hearing loss, visual impairment, depression, anxiety, anorexia or bulimia. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can cause emotional/behavioural difficulties. Indeed the treatment itself can sometimes cause side effects that may lead to emotional/behavioural difficulties. This is often severe in the case of treatment for childhood cancer when treatment inevitably leads to prolonged periods away from mainstream education. In such instances there must be close co-operation between the academy, parents and the outside agencies if potential problems are to be minimised.

The pastoral team recognises the importance of continuing professional development in this area.

## **3. Rewards**

As they develop and mature, pupils are encouraged to move away from a need or desire for ‘extrinsic rewards’, and towards the ‘intrinsic ones of pleasure and self satisfaction’ in a job well done.

Some ‘extrinsic’ rewards are available, in the form of ‘department awards’ for significant achievement and/or effort in relation to the individual pupil’s previous norms. Certificates and department commendation postcards are sent home for effort and outstanding work. At the end of the term achievement assemblies recognise work done well by awarding certificates and prizes. In addition to these rewards, any pupil’s significant achievements and/or efforts may be rewarded by the work in question being put on display. Awarding ‘department stars’ and

displaying work are the more tangible rewards available to the teachers who are encouraged, as part of their professional demeanour, to recognise and to praise realistically, all of the genuine achievements and efforts of their pupils. Staff try and ensure that SEND pupils' work is displayed if it deserves praise and in doing so the pupils will experience pleasure and self-satisfaction.

#### **4. Sanctions**

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Under normal circumstances a clear distinction is made between minor and more serious offences, eg. problems with pupils' classwork should initially be dealt with by the class teacher, and then, if necessary, by the Subject Leader. The pastoral team use sanctions which are appropriate to the particular offences in a flexible manner, ie. by considering individual circumstances. The pastoral team discourages the punishment of a whole group unless this is unavoidable or appropriate. Only in severe cases where there is no sign of improvement should the Director/Deputy Director of Key Stage become involved. Over reference to Key Stage Leaders and Subject Leaders for punitive measures to be taken against pupils (rather than support for the teacher) can lead to these key people being forced to occupy a purely punitive role. If this occurs then it is likely to increase disorder and disruption in the academy because:

- (i) it encourages some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom;
- (ii) punishment is delayed and therefore loses some of its effectiveness;
- (iii) Key Stage Leaders carry out their proper function of investigating in depth the reasons why some pupils are unresponsive to the usual methods of reassurance, encouragement, control and punishment.

Where pupils in Years 7 to 9 are concerned, balancing the reward of 'department awards' for significant achievement or effort, is the sanction of 'department reports' for behaviour, effort or work, including homework, that is deemed 'less than satisfactory'. As with 'department awards', the reason for a subject report should be explained to the pupil concerned, and the appropriate information and passed to the form tutor. In addition, pupils of any age may be required to 'make-up' work during a break or lunchtime under the supervision of a teacher, and are subject to the sanction of detention for a maximum of one hour. The form tutor of any pupil placed in detention must be notified, and the teacher who imposed the sanction must provide the pupil with appropriate work to complete while being detained. Over use of detention can lead to key people being forced to occupy a purely punitive role. If this occurs then it is likely to increase disorder and disruption in the academy because:

- (i) it encourages some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom.
- (ii) punishment is delayed and therefore loses some of its effectiveness.

If a pupil is placed on a Pastoral Support Plan by the Pastoral Team the making of a 'contract' by negotiation is sometimes appropriate. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals. The pupil must fully participate in the negotiation – this offers her responsibility and can lead to a heightened sense of self confidence and awareness for the pupil. The utilisation of 'good communication skills' is necessary during the negotiation if all parties are to have ownership of the Pastoral Support Plan, including parents

On rare occasions, for reasons of 'good order and discipline', it may be considered necessary or desirable to transfer a pupil from one class to another. Such a move, must be authorised by

the Deputy Heads and should only be contemplated after the imposition of other and less drastic sanctions has not brought the desired result.

Prior to such serious action being taken, the matter must be discussed with the Subject Leader, the pupil's Form Tutor and Deputy Director of Key Stage who will be responsible for informing the pupil's parents or carers, in writing, and for inviting them to the academy to discuss the circumstances necessitating the move.

### **Action to be taken**

Sanctions can be particularly effective if they are seen by the peer group and the offender to match the offence. An effective way of accomplishing this difficult task is the involvement of pupils in the discussion of the document, 'Respect and good manners: the standards we expect of everyone who joins our community. In many cases of bad behaviour there are **offenders** and **victims**. In such a case we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any bad behaviour is confirmed, help, support and counselling will be given as is appropriate to both the victims and the offenders. On many occasions both parties are at fault.

We support the **victims** in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose;
- informing the victims' parents/carers;
- by offering continuing support when they feel they need it;
- arrange with parents for them to be escorted to and from the academy premises (if necessary);
- by taking one or more of the seven disciplinary steps described below to prevent more bad behaviour by the offenders.

We also discipline, yet try to help the **offenders** in the following ways:

- by talking about what happened to discover why they offended. Sometimes this can be best conducted in private or public (within the tutor group or an assembly) or possibly with the victim present – great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem. The most powerful sanction is the disapproval of individuals who an offender respects, eg. her peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened. The pastoral team should make every effort to create a climate in which any sanctions will:
  - a) have the greatest effect,
  - b) preclude any reoffence,
- by continuing to work with the offenders in order to get rid of unsocial attitudes as far as possible (this may involve the assistance of outside agencies);
- by taking one or more of the disciplinary steps described below to prevent more bad behaviour.

## **Disciplinary Steps:**

The **offenders** may:

1. Be warned officially to stop offending.
2. Have their parents/carers informed (parents may be called into the academy).
3. Be placed on detention. This is particularly appropriate when lessons time has been lost as a result of lateness or disruption and the work is made up during the detention. Teachers must be careful to consider the pupil's transport arrangements or any dangers of a late return home, especially in winter before choosing this sanction.
4. Be placed on report and/or have privileges withdrawn, placing on report requires meticulous follow-up procedures.
5. Be transferred from one class (teaching or tutor group) to another.
6. Be placed on a pastoral support plan, a contract may be agreed which includes the staged accrual of privileges. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals – in this way a balance can be seen to be kept between sanctions and rewards.
7. Have arrangements with parents for them to be escorted to and from the academy premises (if necessary).
8. Be excluded (internally or externally) for a minor fixed period (one or two days).
9. Be recommended for suspension (if they then still carry on offending) for a major fixed period (up to five days) or an indefinite period.
10. If they will not end such behaviour, be recommended for permanent exclusion (expulsion).

Whatever sanctions are imposed the pastoral team must insist that they are applied without infringement of the academy's ethos and aims. Their application should reinforce the academy's ethos and aims eg. some sanctions such as collection of litter or the refurbishment of defaced furniture are constructive and useful to the academy community. However, punishments such as writing lines are not used as they are seldom constructive.

## **5. Outside Agencies**

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The academy has a wealth of staff experience to apply this valuable resource appropriately. Most problems can be resolved without recourse to specialist help. However, on certain occasions help may need to be sought from outside agencies.

## **6. Direct/Indirect harassment or assault against any member of staff/governors**

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St Anthony's Girls' Catholic Academy operates a zero tolerance policy towards direct or indirect harassment or assault against any member of staff/governor. This includes the use of social media and other forms of electronic communications to facilitate the act.

Activities can be criminal offences under a range of different laws including:

- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Section 127 of the Communications Act 2003
- The Defamation Acts 1952 and 1996

In effectively tackling abuse using cyber technology (**including recording staff without consent on mobile phones**), please see the following policies:

- School Behaviour Policy
- Home Academy Agreement
- ICT Agreement

**This policy should be read in conjunction with the Safeguarding / Child protection Policy, the anti-bullying and the Race Equality policies.**

# The Code of Behaviour

Principles:

There are two related principles on which the 'Code of Behaviour' is based. The two principles are explored in more detail below.

## **1. All members of the academy community have the right to be treated with respect and to work in a clean, calm and safe environment.**

This means:

- a) show respect for others by working sensibly in lessons and do not disrupt the learning of others. For example:**
  - When your teacher talks to the whole class you must be quiet and pay attention.
  - Put up your hand to answer questions. Do not call out.
  - Do not distract or annoy others in the lesson.
  - Bring the right equipment to lessons – books, folders, pens, pencils, ruler, coloured pencils and homework diary etc.
  - Do not chew, eat or drink during a lesson.
  - Go to the toilet during breaks rather than during the lesson.
  - Only 'pack away' when your teacher tells you.
  - Make sure the area where you have worked is clean and tidy before you leave the room.
  - Do not leave the lesson at any time without the teacher's permission.
  
- b) show consideration for others by moving around the building quietly and carefully. For example:**
  - Walk on the left hand side of the corridor.
  - At break/lunch stay in designated year areas.
  - Do not run or push others.
  - Open/hold open doors for other people.
  
- c) all members of the academy community should treat each other with respect and consideration. For example:**
  - At lunchtime follow the sittings rota unless you have a priority pass.
  - Clear your table. Do not leave a mess for others to clear up.
  - Do not bring chewing gum to the academy.
  - Do as you are asked whether it be by a teacher, lunchtime supervisor or any staff member. Be polite if you wish to express your opinion.
  
- d) do not say or do anything that encourages bullying. For example:**
  - Do not punch, kick, hit, spit, etc at anyone.
  - Do not join in any 'name calling'.
  - Do not exclude others from your discussions/activities.
  - Do not damage or steal or threaten to damage or steal other people's property.



- If you think you are being bullied talk to your form tutor or a member of the Pastoral Team. Remember, silence is the bully's greatest weapon.

**2. All pupils and teachers must be punctual and well prepared for their lessons if the pupils are to make the most out of their time at academy.**

This means:

- a) **Come equipped for the day wearing the correct uniform and bring everything you will need for your lessons:**
- Come to academy wearing academy uniform.
  - Bring all the necessary writing equipment, books, folders and P.E. kit.
  - Do not wear make-up or jewellery.
  - Do not bring items such as tippex/aerosol cans to academy.
  - Mobile phones must be kept turned off and put away during the school day.
  - Do not bring valuable items to academy.
- b) **Attend academy regularly and arrive in plenty of time for the start of your lessons, eg.**
- Arrive on time for registration and lessons. Apologise for being late to the teacher in charge and give your explanation.
  - If you have been absent you must bring a note to give your form tutor.
  - If you miss the bus it is your responsibility to do all you can to get to academy as soon as possible.

### Sixth Form Disciplinary Procedures

Issues relating to work /behaviour/attendance
<b>1<sup>st</sup> Formal Warning (Assistant Director Y12/Y13 letter)</b>
4 weeks observation/on report--- No improvement
<b>2<sup>nd</sup> Formal Warning (Assistant Director Y12/Y13 interview with parents)</b>
4 weeks observation/on report-----No improvement
Referral to Director of the Sixth Form and/or interview with parents
<b>3<sup>rd</sup> Formal Warning</b>
Referral to SLT and/or interview with parents
If no improvement/improvement followed by return to previous very poor behaviour
<b>Asked to leave by Head Teacher</b>
<b>Appeal process (if required) to Governing Body</b>

## Behaviour Intervention Protocol 2020-21

Pupil misbehaves in or out of class MoS or Subject Teacher reprimands and deals with the incident as appropriate. If necessary the incident is logged on Sims and reported to Form Tutor.

