



"The glory of God is  
a human being fully alive!"



# ST JOSEPH'S CATHOLIC HIGH SCHOOL

## BEHAVIOUR POLICY

**Date of Review:**  
**Next Review:**

**November 2021**  
**November 2022**

## **ETHOS AND AIM**

St Joseph's Catholic High School is characterised by the vision of *unlocking belief* in all the students. We stress high educational standards and sound moral and religious education. We believe in creating a school with a friendly atmosphere where the idea of community could be fostered. Good relationships between all members of our community are key to everything we do. Our motto – 'It's not enough to love the children, they must know that they are loved' – is taken from the writings of Don Bosco; we strive to ensure that all students experience a happy atmosphere that will help them to leave the school with a high level of confidence in their own abilities, as well as excellent qualifications.

## **POLICY STATEMENT**

The Behaviour Policy at St Joseph's Catholic High School is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of impeccable behaviour and a positive ethos. All members of our school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect a basic requirement. Central to this is the very high expectations relating to student conduct. All students have the right to an uninterrupted learning experience.

We expect our students to conduct themselves well, both inside and outside the school, by showing self-discipline and respect for others. This will be their response to the Catholic ethos of St Joseph's Catholic High School and the homes from which they come; through their conduct they are expected to bring credit to both. The school's non-negotiables are shared initially via the home school agreement and then annually in the student planner. The content of this is based on the school rules which are summarised below. All students are expected to respond promptly and obediently to the instructions of staff. Sanctions for misbehaviour are set out in this policy document.

A happy and successful school is one in which good order prevails. We insist on high standards of conduct, behaviour and appearance and count on parental support to achieve this.

It is at the discretion of our professional teaching staff that any sanctions given are in proportion to the offences. At all stages of the discipline programme the students will have the opportunity for reparation. The school will intervene at an early stage if it can see a potential behaviour pattern being established.

## **SCHOOL RULES**

1. Good behaviour and politeness are expected in school and travelling to and from school.
2. Full school uniform must be worn to and from school and on all school occasions. All articles of school uniform should be clearly marked with the owner's name.
3. Students must adhere to expectations regarding appearance. The school reserves the right to decide what constitutes "extreme".
4. Smoking and vaping is forbidden as is possession or use of illegal substances.
5. Expensive items, or large sums of money should not be brought into school. No responsibility can be taken by the school for loss of money or other personal property left unattended.
6. Mobile phones and headphones must be out of sight at all times and not used on the school site, unless under the direct supervision of a member of staff. Contravention of this rule will lead to the phone being confiscated. Parents must make an appointment with a member of the Leadership Team and come into school to collect the phone may come onto the site from the following day to collect the phone.
7. All damage to school property and equipment should be reported immediately.
8. During the lunch break students may not leave the premises without permission from the Head of Year or senior member of staff (Years 7-11).

On entry to the school parents sign a Home School Agreement, agreeing to support the whole ethos of St Joseph's Catholic High School.

### **EXPECTATIONS WITH REGARD TO STUDENTS**

Students will be expected to:

1. respect the learning community
2. wear school uniform with pride
3. conduct themselves around the building in a safe, sensible, manner and show regard to others
4. arrive on time to school (before 8.30am) and lessons
5. bring equipment appropriate for the lesson
6. follow reasonable instructions given by the teacher or other member of staff
7. behave in a reasonable and polite manner to all staff and students
8. listen to and show respect for the opinions and beliefs of others
9. complete all class work in the manner required
10. hand in homework at the time requested
11. show respect for the working environment
12. follow the school rules.

### **EXPECTATIONS WITH REGARD TO STAFF**

Staff will be expected to:

1. endeavour to arrive on time to their lessons
2. create a swift and purposeful start to the lesson
3. reinforce clear expectations of behaviour
4. deliver a suitably planned and structured lesson which meets all individual needs
5. deal with incidents of inappropriate behaviour by following the school's procedures
6. promote and reinforce positive behaviour in the classroom
7. role model behaviour for students

In addition staff must avoid:

8. taking pictures or videos on personal devices within school
9. posting photos, videos or comments that include children or members of staff at the school
10. posting anything malicious about the school or any member of the school community

### **EXPECTATIONS WITH REGARD TO PARENTS/GUARDIANS**

Parents and guardians and carers are expected to:

1. work in partnership with staff to ensure good behaviour
2. inform staff of any concerns
3. respond to concerns raised by members of staff
4. ensure students come to school correctly equipped and prepared to work
5. inform the school of student absence by 9.30am
6. book appointments for students outside of school hours. Where this is impossible inform the school via the student planner of the requirement to leave early

### **ClassCharts & The School Planner**

The aim of the Classcharts and the school planner is to promote regular communication with parents, encourage students to plan and think ahead, praise good work, encourage regular work and good behaviour.

1. The school planner is issued as well as Classcharts and provided to every student throughout the school and is used to record homework, praise, comment on behaviour and circulars issued
2. Parents should review the planner Classcharts on a regular basis and sign the planner weekly
3. The school planner is monitored by the form tutor
4. Parents can communicate with the school via the planner

5. If the planner is lost, then a temporary day planner may be collected from Student Services a new planner must be purchased from the student's Head of Year.
6. Students must have their school planner with them every day.

## **REWARDS AND PRAISE**

The school aims to encourage students to reach the highest standard of which they are capable. Praising students' efforts and successes has a strong motivational effect so that positive behaviour is instantly recognised and positively rewarded. Students' achievements are also celebrated through sport, art, music and other extra-curricular activities. The school publicly recognises achievement and success through:

1. Classcharts Positive Behaviour/Reward Points
2. Good notes home
3. Achievement and progress trips
4. Certificate assemblies at the end of each term
5. House Points
6. Annual awards evening

We reward in order to:

1. Encourage an ethos where all types of achievement, whether it be academic, sporting, creative or social are openly recognised and valued by the whole school community
2. Develop self-esteem in individual students
3. Recognise effort as well as achievement
4. Raise the aspirations of students

Praise is provided for students through:

1. verbal recognition
2. a written comment on students' work
3. a written comment in the student's planner
4. a letter home
5. a visit to another member of staff, which may include the Head of Department, Head of Year or Head Teacher
6. public recognition within a form group or year in assembly
7. through displaying the students' work

## **PROCEDURES FOR DEALING WITH CHALLENGING CONDUCT**

It is the responsibility of subject teachers to deal with minor incidents which occur in the classroom. More serious incidents can be dealt with by the teacher but should be shared with the Head of Department (HOD). Incidents that occur in the classroom should be dealt with by the class teacher and HOD initially, the incident can be shared with the Head of Year who can support if necessary.

It is the responsibility of the Heads of Year to monitor pupils' behaviour across the curriculum. They will become involved if a student's behaviour is causing concern in a number of subject areas.

Members of the Senior Leadership Team (SLT) are available throughout the day to support where there is more significant disruption. Subject teachers should send a student to Student Services, who, in turn, will contact a member of the SLT. The SLT member will either place the students working with the HOD (in their classroom or office) or choose to take them to the SLT office. Any removal from lesson is not a sanction in itself. Subject teachers or HODs should ensure a call is made home and a detention set, with the incident to be recorded on Classcharts.

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed period or permanent exclusion. In the case of all exclusions, parents/guardians carers are informed in writing of the reasons for the exclusion and their right of appeal.

## **SANCTIONS**

Outlined below are examples of inappropriate and discriminatory behaviour (appendix 1) and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be applied fairly in accordance with DfE guidance, this includes the right to search students and use reasonable force. Exclusion will be used when no other alternatives are available and the incident is significant enough.

A student will be deemed to be acting as a member of the school whilst in school uniform and travelling to and from the school or as a member of a school trip. A student, whilst in school uniform, who is proven to have acted in breach of school expectations outside school, will be considered as bringing the school into disrepute.

### ***Minor Incidents***

These incidents are dealt with by the classroom teacher and include, for example: calling out, chewing, not following instructions, incomplete class work, no homework, lack of equipment.

Sanctions could include:

1. verbal reprimand
2. short cooling off period outside the classroom (maximum 5 minutes)
3. note to parent in student planner; moving seat
4. short detention
5. phone call home
6. sent to a temporary alternative space (supervised by an adult)

### ***Persistent incidents, or incidents of medium severity***

These incidents must be shared with HOD. Unacceptable behaviour in this category includes:

1. persistency of minor incidents as above
2. rudeness to staff
3. verbally aggressive behaviour to another pupil
4. being continually off-task

HOD sanctions include:

1. meeting with student
2. contact with parents by phone or letter
3. placement on departmental report
4. departmental detention
5. discussion with Form Tutor
6. referral to HOY

### ***Significant Incidents***

Serious incidents are dealt with by the HOY and/or the SLT and include:

1. truancy from school and lessons
2. extreme rudeness to staff
3. aggressive behaviour
4. smoking & vaping
5. refusal to comply with other sanctions
6. theft
7. bullying (appendix 1)
8. bringing the school into disrepute

9. peer on peer abuse

HOY/SLT sanctions include:

1. meeting parents/guardians carers
2. placement on daily report
3. HOY's / SLT detention
4. Internal isolations

### ***More Significant Incidents***

These incidents are dealt with by HOYs and SLT. They include:

1. persistency of the above
2. serious incidents of bullying
3. sexual contact
4. discriminatory behaviour
5. fighting
6. bringing an offensive weapon to school
7. involvement with drugs or alcohol (appendix 2)
8. physical aggression towards a member of staff
9. serious incidents of peer on peer abuse

Sanctions available include:

1. meeting with Head/SLT member
2. internal isolation
3. fixed period exclusion
4. managed move
5. permanent exclusion
6. police involvement

### **INTERNAL ISOLATION**

Where a student persists in unacceptable behaviour or refuses to comply with the expectations of the school they may be withdrawn from their class and educated in isolation (at the school site) supervised by a member of staff. Parents will be informed of this action.

### **FIXED PERIOD EXCLUSION**

A temporary fixed period exclusion is a serious disciplinary measure, which is taken only when other efforts to manage behaviour have failed. The Head Teacher or Deputy Headteacher must make the decision for a temporary exclusion.

Fixed period exclusions are used for exceptional and serious breaking of rules/code of conduct and can be imposed for one or more days. In cases of fixed period exclusions parents or guardians carers will be contacted. Work will be issued to any student receiving a fixed period exclusion of more than three days. A student may be issued with an initial period of exclusion 'in the first instance'. In these situations, the stated period of exclusion may be adjusted following the discovery of further evidence in an on-going investigation. During the fixed period exclusion, the parent/guardian carer has a duty to ensure that their child is not present in a public place in school hours, unless there is reasonable justification for this. The parent/ guardian carer may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified dates.

Following a fixed period exclusion the student and the student's parents or guardians carers are required to attend a reintegration meeting before the return to school where expectations for improved behaviour will be discussed.

If a fixed period exclusion will result in a student missing more than 15 school days in one term, the school will advise the Governors and a review meeting will be convened.

### **PERMANENT EXCLUSION**

If there have been previous temporary or fixed period exclusions and the student's behaviour is still giving serious concern then the Executive Headteacher / Head of School may, in extreme circumstances, consider a permanent exclusion. Should a permanent exclusion be considered the below process will be followed:

1. Specific reasons for the exclusion are given in writing to the parents with an explanation of procedures from then on
2. The Chair of Governors and a Governors' Disciplinary Committee will be advised and meet within 15 school days to review the decision.
3. The student will be provided with suitable home study work whilst the decision is reviewed
4. At the review meeting both the parents and the student will have an opportunity to make representations
5. The Education Welfare Officer will be informed in writing as will the Local Authority
6. If the Governors ratify the exclusion, parents may appeal to an independent committee within 15 days. The Appeal Panel's decision is final and binding.
7. If the school is advised that there is to be no appeal then the decision is final.

The Governors will ensure that all efforts have been made to assist the student to remain at the school and that the framework of pastoral support procedures has been followed. They will review the documentation provided by the school regarding incidents of behaviour and the efforts made by the school in planning the student's support. The documentation and procedures will be expected to fit with the above framework except in cases of immediate exclusion outlined below.

Our aim is to work with parents to ensure that all strategies have been used to improve a student's behaviour. The procedures documented here are intended to offer consistency of application and to promote an environment of learning.

### **IMMEDIATE PERMANENT EXCLUSION**

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with discipline offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort. There will, however, be exceptional circumstances where in the Head Teacher's judgement, it is appropriate to permanently exclude a child for a first or one-off offence because of a serious breach of the school discipline policy. This may include:

1. a premeditated, serious physical attack
2. carrying an offensive weapon
3. arson
4. a calculated verbal intimidation of a teacher
5. a physical attack on a member of staff
6. explicit use of obscene language in confronting authority of directed towards a member of staff
7. deliberate or reckless conduct posing a threat to safety of individual or group
8. behaviour leading to major disruption of school or site
9. indecency and indecent acts
10. behaviour leading to protracted disruption of teaching
11. supply of illegal substances (appendix 2)
12. use or possession of illegal substances (appendix 2)
13. repeated 'significant' or 'more significant' incidents

These examples are not exhaustive, but indicate the severity of incident that may fall into this category.

These serious incidents, depending on the circumstances and the student's previous behaviour, may warrant immediate permanent exclusion. Some or all of the disciplinary procedures, as set out in this document, may not have been completed because of the immediate nature of the decision. The Head Teacher may exercise their judgement to invoke immediate exclusion. The procedures will then proceed as with other permanent exclusions.

The DfE's guidelines for the format of exclusion review meetings will be followed in all circumstances.

### **MEETING STUDENT NEED**

Whilst it is important for students to access as broad a curriculum as possible the school reserves the right to use its professional expertise and experience to make adjustments. A student's curriculum may be adjusted to suit the SEN of a particular student or to help manage behaviour. Any decision to do such a thing will be made in consultation with the student's parent or guardian.

### **MENTORING**

St Joseph's Catholic High School is fortunate to have a number of school mentors. Mentors support any student in difficulty and may be asked to assist where there are behavioural or other problems.

BULLYING (appendix 1)

PEER ON PEER ABUSE (appendix 1)

The Governors and staff at St Joseph's Catholic High make a commitment to all students that all reported incidents will be taken seriously and dealt with sensitively and followed up with any necessary action.

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### **PASTORAL SUPPORT PLAN**

Pupils who are at a risk of permanent exclusion will be placed onto a Pastoral Support Programme. This is a long term programme (minimum 4 weeks) that monitors the holistic progress of our pupils. Support avenues are selected alongside a series of targets that pupils need to meet in order to develop the values of our pupil profile.

### **APPENDICIES**

Appendix 1: Definitions

Inappropriate behaviour or unacceptable behaviour (including bullying, harassment and victimisation), may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as written, telephone or e-mail communications or through social media.

Discriminatory behaviour is conduct whereby an individual is treated less favourably on the basis of a relevant attribute, including their sex, race, sexual orientation, age, disability, religion or belief or gender reassignment.

Bullying is a broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying involves a series or pattern of events in which one individual (or group) has demonstrated unacceptable behaviour towards another individual (or group).

We believe that all pupils have a right to attend school and learn in a safe environment. Pupils should be free from harm by other pupils. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual harassment or sexual violence and sexting.



Allegations of peer on peer abuse are serious and should never be tolerated and passed off as banter. Pupils being touched / assaulted sexually or being subjected to initiation violence will be dealt with as peer on peer abuse. We recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but all peer on peer abuse is unacceptable and will be taken seriously.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more appropriately dealt with as bullying, fighting or sexual experimentation. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others. If a pupil causes harm to another it is not necessarily a safeguarding concern and may be dealt with in line with the school's behaviour policy.

When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, development) between the young people concerned.
- Whether the perpetrator has repeatedly tried to harm one or more children.
- Whether there are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause significant harm to the victim, this should be regarded as abusive even if harm was not actually caused

## Appendix 2: Drugs Statement

The school has an important role to play in helping young people to lead healthy lives. We recognise that drug misuse is a widespread social problem and it is essential that we understand and support young people and their parents rather than condemn their actions or contemplated actions without insight. However, the school's opposition to the misuse of drugs is unequivocally reflected in this statement.

The word 'drugs' is used in its widest sense of non-prescribed mood-altering substances, to include social drugs such as alcohol and tobacco, whose use is legal within certain limits; illegal drugs (including the use of social drugs by children), medicines, novel psychoactive substances ("legal highs"), volatile substances and other substances which can be used to alter mood, such as solvents. Drug misuse is drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

The school recognises its responsibility to the individual as well as to the whole school community in relation to drug incidents.

Any incident or information regarding the misuse of drugs will be reported to the Head Teacher for the implementation of appropriate action. The School will consider each drug incident individually and recognises that the most appropriate response should be applied to deal with the incident. Any incident of misusing a banned substance or being in possession (for misuse) of a banned substance in school may lead to the student no longer being educated at the school.

In addition, the following alternative responses may be considered in supporting the school's behaviour policy including:

1. The use of in-school counselling services
2. Intensive in-school programmes (Pastoral Support Programme)
3. Inter-agency education programmes such as Slough Drug and Alcohol Action Team.

In instances where a student is allowed back to school any repeated behaviour will lead to permanent exclusion. Any student proven to be dealing in banned substances at the school (including travelling to and from school, on school trips or visits and/or whilst in school uniform), whether or not in possession of the banned substance, will be considered for immediate exclusion (context considered) and the police will be informed. Should drugs be discovered, the police will be informed of this and advice taken from them regarding collection or disposal.

Any disclosure by a student that (s)he has been misusing drugs or is concerned about someone else's drug misuse should be reported immediately to a member of the Leadership Team and DSL who will inform the Head Teacher. The Head Teacher will make the final decision in applying the above relating to individual circumstance.

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Policy Statement

Date Issued: November 2021

Date next Review: November 2022

Legislation and statutory requirements

1. This policy is based on advice from the Department for Education (DfE) on:
2. Behaviour and discipline in schools
3. Searching, screening and confiscation at school
4. The Equality Act 2010
5. Use of reasonable force in schools
6. Supporting students with medical conditions at school
7. It is also based on the special educational needs and disability (SEND) code of practice.