



“The glory of God is
a human being fully alive!”

ST JOSEPH’S CATHOLIC HIGH SCHOOL

BEHAVIOUR POLICY

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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 is 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 to 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 and policies are shared in the student journal. 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 the school’s expectations regarding appearance. The school will determine whether a student’s appearance meets these expectations in line with the published uniform policy.
4. Smoking and vaping are 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 must always be out of sight and not used on the school site. Contravention of this rule will lead to the phone being confiscated. Parents must come into school 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 within their child's journal, 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 8.25am) 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 journal of the requirement to leave early.

The School Journal

The aim of the school journal is to promote regular communication with parents.

1. The school journal is issued and provided to every student throughout the school and is used to record homework, praise and behaviour.
2. Parents should review the journal on a regular basis and sign it weekly.
3. The school journal is monitored by the form tutor each week.
4. Parents can communicate with the school via the journal.
5. If the journal is lost, then a temporary day journal must be collected from Student Services. A new journal must be purchased from student services using ParentPay.
6. Students must have their school journal 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. Positive postcards home.
3. Achievement and progress trips.
4. Certificate assemblies at the end of each term.
5. Pupil Profile rewards badges.
6. House Points.
7. Half-termly class/house rewards.
8. Pupil Profile Cup.
9. Annual awards evening.

We reward 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 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. Positive points on ClassCharts.
2. Verbal recognition.
3. A written comment on students' work.
4. A written comment in the students' planner.
5. A letter home.
6. A visit to another member of staff, which may include the Head of Department, Head of Year or Head Teacher.
7. Public recognition within a form group or year in assembly.
8. 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 in conjunction with the Head of Department or Head of Year.

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 several subject areas.

Members of the Senior Leadership Team (SLT) are available throughout the day to support where there is more significant disruption. When a student significantly disrupts learning, behaves in a verbally or physically abusive way, or is persistently defiant, they can be removed from the classroom and placed in our Restoration Room. Any removal from a lesson is not a sanction in itself. Subject teachers should ensure a call is made home and a detention set, with the incident to be recorded on Classcharts.

The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a suspension 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.

USE OF REASONABLE FORCE

In exceptional circumstances, school staff may use reasonable force to prevent a student from committing a serious offence which could injure themselves or other.

Any use of reasonable force will be lawful, proportionate and used only as a last resort where other strategies have not been effective. Staff will seek to de-escalate situations wherever possible.

Incidents involving the use of reasonable force will be recorded and parents/carers will be informed. All staff act in accordance with Department for Education guidance on the use of reasonable force in schools.

BEHAVIOUR INCIDENTS

The following categories outline examples of inappropriate behaviour and possible sanctions. This is not a fixed tariff, and each incident will be considered individually.

The school recognises that some students may require additional support to meet behavioural expectations. When responding to incidents, staff will take into account factors such as age, SEND, communication needs, mental health, and safeguarding considerations. Reasonable adjustments will be made in line with the Equality Act 2010 to ensure responses are fair, proportionate, and supportive. Students are considered to represent the school when in uniform, including when travelling to and from school or attending school trips. Any student in uniform who is proven to have breached school expectations outside of school may be considered to have brought the school into disrepute.

1. Minor Incidents - Usually dealt with by the classroom teacher.

Examples include:

- Calling out
- Talking over the teacher
- Chewing gum in class
- Off-task behaviour
- Incomplete classwork
- Lack of equipment

Possible responses include:

- Verbal reprimand
- X given (lunchtime detention the following day)
- Short cooling-off period outside the classroom (maximum 5 minutes)
- Note to parent in school journal

- Change of seating
- Phone call home
- Referral to the restoration room

2. Persistent or Medium-Level Incidents - Shared with the Head of Department (HOD) and Head of Year (HOY).

Examples include:

- Repeated minor incidents
- Rudeness to staff
- Verbally aggressive behaviour towards another pupil
- Persistent off-task behaviour

Possible responses include:

- X given
- HOY or SLT detention
- Referral to the restoration room
- Meeting with student and parents/carers
- Placement on a behaviour report

3. Serious Incidents - Dealt with by the HOY and/or SLT.

Examples include:

- Truancy from school or lessons
- Extreme rudeness to staff
- Aggressive behaviour
- Smoking or vaping
- Refusal to comply with sanctions
- Theft
- Fighting
- Bringing an offensive weapon to school
- Discriminatory behaviour
- Bullying (see Appendix 1)
- Bringing the school into disrepute
- Peer-on-peer abuse

Possible responses include:

- Referral to the restoration room
- Meeting with student and parents/carers
- Suspension
- Managed move
- Permanent exclusion
- Police involvement where appropriate

X SANCTIONS

Students may receive an X for a range of misdemeanours, including:

- Journal not in blazer pocket or not brought to school
- Graffiti in exercise book

- Off-task behaviour
- Late to lesson
- Missing learning equipment
- Incorrect or missing uniform
- Talking over a teacher
- Being withdrawn from a lesson due to behaviour
- Failure to attend a detention

Escalation of X Sanctions:

- 1 X in a week: Lunchtime detention the following day.
- 2 X's in a week: Lunchtime detention for each X and a Friday HOY detention (3:15pm – 4:15pm).
- 3 X's in a week: Lunchtime detention for each X. Friday SLT detention (3:15pm – 5:15pm).

X sanctions issued for uniform or equipment count towards lunchtime detentions only and do not contribute to HOY or SLT detentions.

If a student fails to attend a sanction, it will escalate to the next level. Continued failure to attend sanctions may result in a suspension.

An accumulation of X's may result in a student being placed on a behaviour monitoring report.

RESTORATION ROOM

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 temporarily educated in the restoration room (at the school site) supervised by a member of staff. Parents will be informed of this action.

The Restoration Room is not a punishment space but a structured intervention designed to:

- Provide a safe, calm environment for students to reflect on their behaviour.
- Prevent further disruption to the learning of others.
- Support students in understanding the impact of their actions.
- Facilitate reconciliation and restoration of relationships.

SUSPENSION

A suspension 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 suspension.

Suspensions are used for exceptional and serious breaking of rules/code of conduct and can be imposed for one or more days. In cases of suspensions parents or guardians' carers will be contacted. Work will be issued to any student receiving a suspension. A student may be issued with an initial period of suspension 'in the first instance'. In these situations, the stated period of suspension may be adjusted following the discovery of further evidence in an ongoing investigation. During the suspension period 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 suspension, the student and the student's parents or guardian carers are required to attend a reintegration meeting before the return to school where expectations for improved behaviour will be discussed.

If a suspension will result in a student missing more than 15 school days in one term, the school will advise the Governor's and a review meeting will be convened.

PERMANENT EXCLUSION

If there have been previous suspensions 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 following 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 judgment, 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 of possession of illegal substances (appendix 2)
13. repeated 'significant' or 'more significant' incidents

These examples are not exhaustive but indicate the severity of incidents 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.

APPENDICES

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 the 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 is 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 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 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.

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.