




# BISHOP CHALLONER CATHOLIC COLLEGE

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| Bishop Challoner Catholic College<br><br> | <b>Policy</b><br><br><b>BC_009</b> | <b>FGB Next Review</b>            | Dec 2021          |
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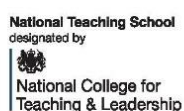
## Behaviour Policy and Procedures

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## BEHAVIOUR POLICY AND PROCEDURES

### Introduction

Bishop Challoner Catholic College is dedicated to promoting a distinctive Christian ethos by upholding the teachings of the Catholic Church. We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of co-operation and treat each other with courtesy and respect at all times.

Our primary role is to educate children and we uphold the principle outlined in the Bishop's Conference of England and Wales (2000) that:

"Education is holy ... the process of teaching and learning is a holy act"

As with all policies in place at Bishop Challoner, the governors have given due consideration to the safeguarding of every child.

Behaviour is the way we act and respond to people and to situations we find ourselves in.

We recognise that all children need to belong and our mission is to support our pupils to find their rightful place and participate fully in our community. When pupils misbehave, it indicates that they have a mistaken belief about how they can belong. We have a duty to help these pupils to belong in more appropriate ways. When pupils behave appropriately and are recognised for that, they are less likely to misbehave.

We aim to encourage positive behaviour in our pupils by recognising and reinforcing it and to discourage negative behaviour by the timely and consistent application of appropriate strategies and sanctions. We acknowledge the importance of a common ethos, sense of community, experience of inclusion, feeling of security, as well as aspiration and a sense of achievement in reaching our goals.

Insistence on "good" compliant behaviour is neither "oppressive" nor controlling. Self-restraint and self-regulation are necessary steps on the road to "self-mastery" and this is essential to being truly free and participating in society. Good behaviour, therefore, is a matter of social equity because compliance to rules and norms is the first rung on the behaviour ladder to autonomy, independence and freedom. In this sense it is entirely consistent with the schools mission statement to give glory to God by developing our talents.

This policy details the proactive strategies that the school uses to manage behavior before misbehavior occurs, it details the reactive strategies for supporting pupils to improve their behavior.

### Code of Conduct

Bishop Challoner is a Christian community and individuals within the community are expected to uphold the Christian values of the school; to take responsibility for their actions; to cultivate an atmosphere conducive to learning; to celebrate achievement; to develop positive relationships; and to ensure the safety and well-being of all. The code of conduct reflects these expectations and its purpose is to guide all members of our community to think about the wisdom of what they do and the effect they are having on others.

### In Class:

Arrive on time with the correct equipment.

Co-operate with the teacher and follow instructions. Complete your work on time and to the best of your ability.

### Around School:

Wear full school uniform at all times.

Help keep school property and equipment clean and tidy. Put litter in bins. Chewing gum is banned.

Move around the school calmly and follow the one-way system.

**Other People:**

Show care and consideration for everyone. Speak to each other politely.  
Respect the right of everyone to work.

**Rules**

**BC Basics**

In order for all students to be able to fully engage with learning inside the classroom we insist that students

- - Do not call out
- - Do not talk when the teacher is addressing the whole class
- - Follow all instructions at the first time of asking

In addition to the above BC Basics we have 7 whole school rules that students must follow, these are known as the **BC7:**

1. Have good attendance and punctuality.
2. Follow instructions given by adults.
3. Be polite and show consideration, care and respect for others.
4. Respect the right of everyone to engage with teaching and learning.
5. Respect the environment, school property and the property of others.
6. Abide by the school dress code and come to school with the correct equipment.
7. Do not bring valuable items into school.

**Rewards**

Pupils who follow these rules and provide a positive example to our community will be rewarded for their good behaviour.

**Examples of good behaviour include:**

- regular attendance/punctuality
- consistent improvement in levels of academic achievement and progress
- showing respect and consideration for others
- contribution to form or year group
- consistent effort with homework
- meeting targets agreed between student and teacher
- good organisation and presentation
- participation in extra-curricular activities
- sporting and arts achievement
- support for other students

Bishop Challoner Catholic College seeks to reward effort and improvement as well as achievement. It is important that staff and other adults with responsibility for our pupils remember to reinforce good behaviour by acknowledging it, praising it and rewarding it.

Rewards offered at Bishop Challoner include:

- Verbal praise
- Positive achievement logs
- Postcards/letters
- Attendance and punctuality prizes
- Reward trips for year groups/forms
- Celebration/Awards assemblies
- Annual Awards Evening

**Examples of unacceptable behaviour against all members of the school and wider community include-**

1. Physical assault against a pupil
  - a. Physical abuse to pupils
  - b. Physical abuse with a weapon
  - c. Racial abuse to pupils (physical)
  
2. Physical assault against an adult
  - a. Physical abuse to staff
  - b. Physical abuse to others
  - c. Racial abuse to staff (physical)
  - d. Racial abuse to others (physical)
  
3. Verbal abuse/threatening behaviour towards a pupil
  - a. Verbal abuse to pupils
  - b. Possession of a weapon
  - c. Threatening behavior
  - d. Using foul and abusive language
  
4. Verbal abuse/threatening behaviour towards an adult
  - a. Verbal abuse to staff
  - b. Verbal abuse to others
  - c. Threatening behavior
  
5. Bullying
  - a. Bullying- physical
  - b. Bullying- verbal
  - c. Bullying- sexual
  - d. Bullying- racial
  - e. Bullying- online
  - f. Bullying- social media
  
6. Racial abuse
  - a. Racial abuse to pupils (verbal)
  - b. Racial abuse to staff (verbal)
  - c. Racial abuse to others (verbal)
  
7. Sexual misconduct: ([to include violence and harassment ref: DfE Advice](#))
  - a. Sexually inappropriate behaviour to pupils
  - b. Sexually inappropriate behaviour to staff
  - c. Sexually inappropriate behaviour to others
  
8. Drug and alcohol related
  - a. Alcohol abuse
  - b. Drug/alcohol supplying
  - c. Drug/alcohol possession
  
9. Damage
  - a. Arson
  - b. Vandalism
  - c. Graffiti

10. Theft/Extortion
11. Persistent disruptive behavior
  - a. Continued disruption- lessons
  - b. Continued disruption- school/unstructured time
12. Lateness and poor attendance
  - a. Regularly late to school
  - b. Attendance below the expectation of the school
13. Inappropriate Uniform/Appearance
  - a. Wearing clothing/jewellery that contravenes school uniform rules
  - b. Wearing make-up/nail varnish
14. Chewing gum
15. Behaviour outside of school which is damaging to its reputation in the wider community and that brings the school into disrepute.

Reasons for misbehaving include:

- difficult home circumstances
- difficulties with language and communication: Failing to understand instructions and explanations can look like bad behaviour.
- attention deficit hyperactivity disorder (ADHD): Expecting children to sit still and listen for long periods of time can cause problems for many children, not only those with ADHD.
- being teased or bullied
- feeling confused by different social situations (possibly on the autistic disorder spectrum)
- feelings of failure and low self-esteem
- being unable or unwilling to do work because it's not at the right level.

### Sanctions

The Education and Inspections Act 2006 gives all teachers and other staff in charge of pupils a power to discipline pupils for breaches of school rules, failure to follow instructions, or other unacceptable behaviour provided that the sanctions are reasonable and proportionate to the circumstances.

Whilst the majority of pupils behave well, those pupils who break our school rules will be subject to consequences. This is because poor behaviour blights the learning and life chances of everyone.

Sanctions are used to impress on the pupil concerned that what they have done is unacceptable; to deter the pupil from repeating that behaviour; and to signal to other pupils that the behaviour is unacceptable and to deter them from doing it.

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal, or reminding a pupil of a rule, are all that is needed. Staff should also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties, or other type of SEND.

Sanctions imposed at Bishop Challoner include:

1. A quiet word
2. Warning and rule reminder
3. Behaviour Log
4. Break/lunchtime detention
5. After school detentions
6. Referral to Head of Department
7. Referral to Head of Year

8. Report system- Academic/Behaviour and Attendance and Punctuality
9. Loss of privileges
- 10 Referral to SMT
11. Fixed term exclusion
12. Managed move/referral to Sharing Panel
13. Permanent exclusion

Sanctions will be well considered, proportionate and take in to consideration the wider context of the person and situation in question. Sanctions imposed will ultimately be at the discretion of Senior staff.

**When applying sanctions staff should:**

- make it clear that they are condemning the behaviour, not the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty; take account of individual circumstances;
- encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community, as a detention exercise and as part of everyday teaching.

**Governor Responsibility for Promoting Positive Behaviour**

The governing body is responsible for defining the principles underlying the school's behaviour and attendance policy and ensuring that all aspects of the policy and its application promote equality for all pupils.

**Principal Headteacher Responsibility for Promoting Positive Behaviour**

The Principal is responsible for framing a policy which establishes an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality and for determining the more detailed measures (rules, rewards, sanctions and behaviour management strategies) that make up the school behaviour policy.

**Staff Responsibility for Promoting Positive Behaviour- Proactive Strategies**

Understanding pupils and harnessing the power of a good relationship can support accurate diagnosis of the reasons for changes in a pupil's behaviour, informing a helpful response. Bishop Challoner Catholic College has multiple levers to secure these good relationships.

All members of staff at Bishop Challoner have an important role to play in helping pupils to achieve the aims of this policy and in ensuring that teaching and learning contribute to the spiritual and moral development of our pupils. The promotion of positive behaviour and achievement by appropriate application of rewards and sanctions is a core responsibility for all staff. Staff should ensure that classrooms are effective learning environments, seek to establish positive relationships with their pupils and follow correct procedures at all times. Those who hold specific responsibility for managing pupil behaviour and CPD activities will support all staff to these ends.

**Form Tutors** - are the first point of contact for our pupils and have an important pastoral role. Form Tutors are responsible for promoting high standards of behaviour/uniform/ equipment and for monitoring attendance and punctuality and also help to build a fuller, more sophisticated view of our students. Form Tutors deliver comprehensive cultural literacy and PSHE programmes to ensure our learners are supported in making sense of the world around them and issues that may impact on them and in some way affect their learning and behaviour.

**Personal Tutors** - proactively support our pupils to respond well to influences in and out of school that could affect their behaviour. Personal Tutors are another "go to person" who has an insight into the academic, social, moral and cultural development. At the teacher level, regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a big impact. Personal tutor time is given over to looking at political, social, cultural and ethical issues that impact on student lives and their development precisely because in exploring these issues with young people we can build a more nuanced picture of their views, influences and outlook. Personal Tutors are also responsible for target setting as well as reporting to parents/carers on parent consultation days.

**Classroom Teachers** - are responsible for the management of classroom behaviour, using agreed classroom management and behaviour strategies. Teachers should familiarise themselves with information provided about specific pupils with additional needs.

All teachers should ensure that pupils are aware of the rules, consequences and rewards that operate in the classroom. Whilst it is impossible to eradicate all misbehaviour, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour.

In the case of a student disrupting the learning of others and themselves, procedures outlined in the Staff Handbook should be followed.

Classroom teachers are responsible for the completion of behaviour conduct logs and supervision of detentions where appropriate.

If a pupil presents a serious health and safety risk a responsible student should be sent directly to the Pastoral Office for Senior Management assistance.

Additional advice and support on the management of pupil behaviour is available from external agencies.

**Heads of Department** - should support their subject teachers in the management of classroom behaviour and ensure that behaviour conduct logs are written and departmental rewards and sanctions are applied as appropriate.

Serious concerns and challenging behaviour should be referred to the relevant Head of Department/Head of Year in the first instance.

**Heads of Year** - have a key pastoral role and are responsible for ensuring the highest standards of behaviour and achievement within their year group in co-operation with parents/carers, the SEND Learning Support and Development Department and support from the Senior Management Team.

**The SEND Learning Support and Development Department**- provides additional support for individual pupils by identifying those cases where behaviour may be a symptom of significant underlying problems, including learning and /or social and emotional difficulties. Strategies for early intervention in such cases at Bishop Challoner include:

- Half termly Academic Monitoring Meetings to identify students where there are concerns
- Contact with parents/carers in the early stages of a problem
- Input from Student Support Team/Learning Support Co-ordinator where appropriate
- Referrals for specialist advice from agencies linked to the school
- Parent/carer consultations

**The Senior Management Team** - patrol the school to ensure an optimal classroom climate in which all learners feel free to take risks in their learning secure in the knowledge they are in a calm and supportive environment, free from disruptive behaviours that so damage the learning process. A regular presence around the school, particularly at critical times of the day (beginning, break and lunch times, changes of lessons and the end of the school) to support staff, maintain a sense of calm and order and ensure that the school's behaviour policy is being consistently applied.

The Senior Management Team should ensure that staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy.

#### **Parent/Carer Responsibility for Promoting Positive Behaviour**

Bishop Challoner actively promotes and values the co-operation and involvement of parents/carers in all aspects of pupils' education. Parents/Carers are encouraged to help their children achieve the aims of this policy by supporting the school in its Mission Statement and upholding the teachings of the Church. Parents and pupils are asked to sign a Home-School Partnership Agreement as an indication of their support for the school ethos and its Code of Conduct.

**Specifically, parents should:**

- Adhere to the terms of any Parenting Contract
- Respect the school's behaviour policy and disciplinary authority of school staff
- Help ensure that their child follows reasonable instructions by school staff and adheres to the BC Basics and BC7 school rules
- Send their child to school punctually every day, suitably clothed, fed and rested; ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm
- Be prepared to work with the school to support their child's positive behaviour;
- Attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour;
- If their child is excluded from the school, to ensure that the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with
- the school at the end of a fixed period exclusion.

**Searching, Screening and Confiscation**

The Principal and staff authorised by them have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

We always strive to resolve disputes and differences of opinion in a timely and amicable manner, however, when this is not possible Parents/Carers will be directed to the school's Complaints Procedure.

This policy should be read in conjunction with the Attendance, Anti-Bullying, Safeguarding and SEND Policies and the Staff Handbook.