



Archbishop Beck Catholic College

Behaviour Policy

AIMS AND OBJECTIVES

- To raise standards and set high expectations and standards of good behaviour and attendance.
- To promote RESPECT for others in our community.
- To develop a consistent approach to positive behaviour and effective behaviour management.
- To develop enthusiasm and interest in learning through positive behaviour.
- To promote the development of positive relationships throughout the college community and reduce poor behaviour.
- To encourage consistency through positive reaction by staff to good behaviour.
- To provide excellent role models of positive behaviour.
- To develop independent learning and study.
- RESPECT means tolerance and acceptance for all in the community regardless of race, religion, sexuality, gender or disability.

PRINCIPLES

All the following principles are taken into account.

- Discipline revolves around mutual RESPECT between students and staff.
- The needs of each child as an individual including Special Educational Needs.
- The impact and importance of support mechanisms including pastoral support programmes and parental contacts. The expertise of the Learning Mentors, Social Inclusion Manager, Safeguarding Team, Education Welfare Officers and all external support agencies.
- The teachers' key central role in setting standards and expectations and in using available support strategies.
- The curriculum and clearly planned and structured lessons that take account of students needs and allow all students to be successful.

RIGHTS AND RESPONSIBILITIES

Staff Rights and Responsibilities

Standards of behaviour are established through staff example. Students tend to conform to adult expectations at both individual and group level. Therefore consistently high expectations and positive approaches are vital to establish a safe, secure learning environment.

It is important that staff remember that everything we say and do carries very powerful messages to students. Showing enthusiasm and readiness for work sets a positive climate that can be highly effective in establishing good behaviour from students.

Responsibilities

- Be consistent in dealing with behaviour and challenge adverse behaviour and bad manners.
- Have high expectations of good behaviour.
- Praise and reward good behaviour at all times to encourage this as the norm.
- Be respectful of all students and adults.
- As a role model, adopt high standards of punctuality, attendance and professional dress.
- Prepare lessons to a high standard and provide a stimulating learning environment.
- Take account of individual student's needs.
- Show enthusiasm and be welcoming to students.
- Offer mutual support to colleagues.

Rights

- To be treated with respect.
- To be informed of college developments and consulted where changes are to be made.
- To work in a supportive climate.
- To be offered professional development opportunities.
- To be able to seek advice, guidance and support from other staff.

Student's rights and responsibilities

- Students should be aware that the following also covers behaviour whilst outside the college premises including travelling to and from college, representing the college on visits, work experience etc., as well as inside college.

Responsibilities

- To follow the college conduct code of RESPECT towards all members of the college community.
- To attend college every day and arrive on time.
- To wear the correct uniform and have equipment prepared for lessons.
- To pay attention in class and be willing to learn.
- To complete homework on time.
- To allow other students to learn, and teachers to teach.
- To follow college rules.

Rights

- To be treated with RESPECT by each other and staff.
- To be taught well.
- To be consulted and informed about what is happening in college and to have student voice taken into account.
- To feel safe and secure.
- To learn.
- To be rewarded for efforts and performance.

Deputy Head Teachers responsible for

- Monitoring the behaviour of a Key stage
- Supporting the Progress Manager to ensure that the attainment, progress, attendance and punctuality are high profile
- Liaising with the Progress manager in all Fixed term Exclusions
- Supporting the Social Inclusion Manager/ Learning Mentors, to ensure that all students are receiving their educational entitlement
- Promoting a positive ethos in levels of behaviour and discipline across the college
- Supporting colleagues as necessary with behaviour management

Assistant Head Teachers responsible for:-

- Monitoring the behaviour of a Year Group
- Supporting the Progress Manager to ensure that the attainment, progress, attendance and punctuality are high profile
- Promoting the Rewards Scheme
- Monitoring Form Period and ensuring that the Form Tutor is following their job description
- Promoting a positive ethos in levels of behaviour and discipline across the college
- Supporting colleagues as necessary with behaviour management

Progress Manager responsible for:-

- The attainment, progress, attendance and punctuality of all students in the year group
- Encouraging and being a role model for good standards of behaviour
- Liaising and supporting relevant staff, including Heads of Department with behavioural issues
- Communicating and meeting regularly with Form Teachers to promote good behaviour
- Working in partnership with parents
- Promoting and using the reward system
- Applying appropriate sanctions

Assistant Progress Managers responsible for:-

- Ensuring progress and high standards of all the students in the year group
- Monitoring the standards of behaviour of all the students in the year group
- Supporting the work of the Progress Manager
- Working on events linked specifically to each year group.
- Monitoring the punctuality in the year group and applying appropriate sanctions
- Promoting the link between attendance and achievement
- Taking responsibility for the years group in the absence of the Progress Manager

Form Tutor responsible for:

- Registration of students
- Communicating information to and from students
- Maintaining and regularly updating the Form Notice board
- Discipline of all students in the form
- Encouraging and fostering a positive ethos within the group
- Establishing a culture of co-operation and respect
- Being a role model by being punctual to registration and supportive of students needs
- Checking and signing Study Planners
- Being aware of underachievement in terms of standards and progress
- Ensuring that all students maintain a high level of attendance
- Checking uniform and equipment daily to ensure that students are ready for the day
- Encouraging students to behave well and attend regularly by promoting the rewards system
- Liaise with Progress Manager, Social Inclusion Manager and subject leaders as necessary
- Apply appropriate sanctions

Role of a Form Tutor:-

Daily - Take Registers
Record absence / amend registers to reflect notes from parents etc.
Deliver the focus activity of the day e.g. Literacy, Numeracy, Reading, Spelling
Lead the Form in an act of spiritual worship (e.g. Prayer, Thought for the day)
Check uniform and equipment for learning
Distribute Memos from Form pigeonhole etc.
Sign / update monitoring books / SIMS behaviour log as appropriate

Weekly - Amend Blue Attendance sheet and return to Student Services
Display Certificates of Attendance and or attainment
Take part in a weekly detention rota for students who have 2+ late marks.
Praise and reward good attendance
Check and sign planners

Ongoing - Complete reports for parents
Attend Academic Review Day to discuss student's progress

CLASSROOM MANAGEMENT

A well-disciplined class is not necessarily a quiet or immobile class, but a controlled class. That is to say, the conduct of the class must be precisely that which the teacher requires, not that which the class provides.

The following points will prove helpful: ('have you tried?')

1. Arrive before the class and show that you are ready to work.
2. Admit students in an orderly fashion by standing near the doorway to observe both corridor and room. Begin to praise co-operative behaviour at this point.
3. Question late students and follow up their story.
4. Be prepared to start the lesson briskly with an appropriate starter. A difficult class can settle quickly with the right activity and this generates a positive atmosphere from the beginning.
5. Check students have the right equipment for the lesson, having spare pens and pencils ready to avoid unnecessary delay to the lesson.
6. Do not allow mobile phones / ear phones, chewing gum, graffiti, swearing, jewellery, Lucozade / fizzy drinks or wearing coats.

7. Keep accurate registers.
8. Allow no one out the room without a note of authorisation or a pass. Students are not permitted toilet breaks within lessons, only if the student has a medical pass or a medical note from their parents.
9. Learn students' names quickly and use them constantly. Beware being over friendly.
10. Give clear, concise instructions.
11. Carefully monitor the suitability of the notes, books and equipment you use.
12. Be polite and demand the same level of respect from the students.
13. Never threaten students with punishment unless you are going to carry out the threat.
14. Avoid touching a student without reason e.g. to prevent injury.
15. Vary the tone and volume of your voice. Avoid shouting.
16. Be well-prepared with the lesson you are about to deliver.
17. Don't overestimate the students but be prepared to be surprised.
18. Always have alternatives and extension work ready to avoid wasting time.
19. Use the staged sanction system and the duty teacher on-call when in difficulties. Duty teacher is a last resort or a place to use when the lesson cannot continue.
20. Use a seating plan for students to help control and get to know new students quickly.
21. Have no favourites (good or bad). Equal opportunities at all times.
22. Be fair and consistent.
23. Don't be ashamed to ask for help. There are many members of staff only too willing to assist.
24. Always end the lesson properly, do not allow the students to dictate the end.
25. Always have an orderly dismissal procedure and never before the bell.
26. Leave the rooms as tidy as possible for the next class.
27. Dress in a professional manner; students and their parents have an idea of how a teacher should look.
28. Address staff by their surname when in student's company.
29. Do not stand students in the corridor for extended periods of time.
30. Mark student's books in accordance with the marking policy.
31. Use praise and rewards as often as possible to encourage students to do well.
32. Do not deprive students of their dignity. Equally do not allow them to deprive you of yours.
33. The best teaching is done in an environment of mutual respect.
34. Add both positive and negative comments to SIMs as appropriate.

DETENTIONS

Detention: the law and how to apply it.

1. Detention is one of the sanctions the college can use in cases of serious misbehaviour. Section 5 of the Education Act 1997 gives colleges authority to detain students after the end of the college session on disciplinary grounds.
2. **The Education and Inspections Act 2006 goes further, and the college now has clear legal authority to detain students without the consent of the parent, even if the parent disagrees with this sanction.** There is no risk of a legal action for false imprisonment if a student is kept at college after the session without parental consent. This covers both lunchtime and after college detentions. Parents and carers are informed of this through this policy which is available on the website (www.archbishopbeck.com). **The college can also conduct detentions at weekends and on staff training days if it so chooses. A student can be placed on detention at break time without parental consent.**
3. The law safeguards students and parents' legitimate rights, and ensures reasonable limits on detention for children who misbehave. Detention must be reasonable and proportionate to the offence. Detentions may only be imposed by a Headteacher or another member of staff specifically or generally authorised to do so. They take account of:
 - a) the child's age;
 - b) any special educational needs;
 - c) any religious requirements;
 - d) whether the parent can reasonably arrange for a child to get home from college after the detention;
 - e) any other circumstances brought to the teacher's attention;

Written notice

4. Students may be asked to remain for 30 minutes at the end of the day without contact to complete work or other appropriate task. The college will give 24 hours' notice of an extended 1 hour detention to the parent /carer, so allowing time for the parent / carer to raise any problems. (Refer to point 9 also). A notice to a parent should say:
 - a) that their child has been given a detention;
 - b) why detention was given;
 - c) when where and for how long the child will have to remain at college.
5. Parents and carers objecting to a detention should present the relevant facts for the college to take into account. Examples of such facts should be:
 - a) that the detention is on a day of religious observance for the family;
 - b) concern about the length and safety of the walking route between the college and the child's home;
 - c) the need for transport home if the parent cannot collect the child that day or make reasonable alternative arrangements.
6. The detention could be revoked altogether or deferred because of the parent's representations.

Parental complaint about detention

7. The Headteacher, or **other authorised member of staff**, may decide the child should have a detention despite the parent's representations. However, a parent who remains dissatisfied can complain to the Headteacher and the Governing Body under the college's normal complaints procedures (although there will usually not be time to consider the complaint until after the detention has taken place). However, there is no right of appeal. A governing body has no power to overturn a decision if they consider a complaint before the detention takes place.
8. A parent concerned about either the principle of detention or how it is used can raise these concerns with the Headteacher or the Governing Body, or both.

Method of Notifying the parent

9. The law allows notice of a detention to be given to a student's parent in various ways including:
 - a) handing it to the parent;
 - b) delivering or posting it to their last known address;
 - c) any other effective method such as 'student post', with a telephone call to the parent, or a fax, text message or e-mail
10. If notification has been given to the parent, whom the college believes has custody of the Child, 24 hours' written notice of a detention, it shall be assumed that the parent has received this even if there has been no response.

CONFISCATION

College staff are allowed to confiscate any item that contravenes the college policy or uniform rules; interferes with 'learning and teaching' affects the health and safety of others; is illegal; or in the case of technological equipment is used for cyber-bullying or the recording and transmitting of offensive items or comments.

The college will take reasonable steps to ensure security of confiscated items and parents and students should refer to the mobile phone and technological equipment policy. Perishable items will be destroyed.

DANGEROUS MATERIALS

Students must not bring into the college any dangerous materials, including fireworks, scissors or knives which may cause harm either purposefully or involuntarily to other students.

If any of this equipment is required for teaching and learning purposes, it will be supplied by the college.

Searching and Confiscation

Archbishop Beck Catholic College follow the guidelines set out below by the DfE document Searching Screening and Confiscation – July 2022.

www.gov.uk/government/publications/searching-screening-and-confiscation

The college rules include the power to search for:

- Fizzy drinks including power drinks
- Food / drinks / confectionary which have been brought into the college with the intention of selling to other students

Further information relating to searching students can be found in this Department of Education document

ELECTRONIC DEVICES

An authorised member of staff finding an electronic device may access and examine any data or files on the device if they think there is a good reason to do so (i.e. the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the college rules).

The examination of the data / files on the device should go only as far as is reasonably necessary to establish the facts of the incident.

Please refer to our On-Line Safety Policy.

PHYSICAL RESTRAINT

Under Government guidelines all members of staff have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

In line with DfE guidelines, the College follows the following protocols with physical restraint.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force .
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

2 Section 93, Education and Inspections Act 2006 5

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot:
 - use force as a punishment – it is always unlawful to use force as a punishment.

At Archbishop Beck Catholic College we have worked hard to place support structures in place to help create a calm, orderly and supportive climate. As a result instances of physical restraint are very rare.

Key points

- Avoid blocking doors / pathways of students.
- Physical intervention should always be a last resort and clear directions to stop the dangerous / unacceptable behaviour should be given first.
- In the very rare instance of physical restraint being necessary please contact a member of the Senior Leadership Team.

Any incident involving restraint of any kind should be reported to a member of SLT as soon as is possible and details recorded and reported to parents.

PEER ON PEER ABUSE

A separate policy has been produced to cover peer on peer abuse and procedural guidance, please refer to this for more information.

MONITORING OF BEHAVIOUR

Monitoring Books

Students should be placed on Monitoring Books for a minimum of 2 weeks and a log kept on their success or failures and to monitor any significant patterns of behaviour across subject areas. Staff must monitor daily patterns of behaviour on an appropriate form which is passed on if the student moves up to the next stage.

Students on monitoring books can automatically be detained for failing the book on any day. A letter sent home to parents at the onset of this programme will explain this in detail. Text messages can be sent home to confirm if necessary.

Half hour Form Teacher GREY

One hour RED or YELLOW or BLUE

Clear categories of behaviour should be noted in the Monitoring Book.

- Behaviour of attitude excellent
- Behaved as expected to make the most of learning opportunities
- Occasional disruption – Affected others learning – needs to try harder
- Behaviour disrupted learning of self and others
- Behaviour seriously disrupted learning of self and others

Students will be given a judgement on pass or fail for each lesson.

Lunchtime Lates Detention

If a student is late to lessons without a valid reason, they will be picked up the following day for a detention for the first part of lunchtime.

Mobile Phone Sanctions

Students who are seen with their mobile phones on the college premises will have their phone confiscated. (See separate mobile policy on our website)

The following sanctions are in place:

On the first infringement:

The mobile phone would be confiscated by the teacher concerned or a senior member of staff and taken to a secure place within 'student services'. The college will inform the student's parent / carer that their child's phone has been confiscated. Students will have their mobile phones returned to them at the end of the college day after completing a 30 minute detention with a member of the pastoral team.

On the second infringement:

The mobile phone would be confiscated by the teacher concerned or a senior member of staff and taken to a secure place within student services. The college will inform the student's parent / carer that their child's phone has been confiscated. The parent / carer should then contact the college to make an appointment to collect the phone from a member of the year pastoral team.

Any further infringement:

Will result in the student not being able to enter the college with a mobile phone in their possession.

Exemptions:

Sixth Form students are allowed to bring their mobile phones into the college but they may only be used in the Sixth Form Study area. Students with medical conditions who require constant use of their mobile phone will be allowed to keep the phone switched on.

Home Sanction

This is to be used to reinforce the Code of Conduct – RESPECT.

It is the role of the classroom teacher to remind students that they must return the work to them the following day.

Detentions

Failure to return for the Sanction should lead to a 30 minute detention.

Failure to arrive for detention for classroom teacher should mean a departmental detention for 1 hour.

Failure to arrive for detention for HOD should mean a college detention for 1 hour led by Progress Manager.

Failure to arrive for detention for Progress Manager should mean a college detention for 1 hour led by Assistant Head Teacher / Deputy Head Teacher.

Progress Manager detention to be held one night per week.

SLT will collect students for detentions at 2.30 pm. Names should be passed into Student Services on the appropriate day.

SANCTIONS

It may be necessary to remind students of the consequences of their behaviour. Staff should first remind students of the expected behaviour. The student's decision to choose bad behaviour should be pointed out and consequences of this decision highlighted.

It is the responsibility of all staff to challenge that the appropriate actions have been carried out at each stage.

If efforts to change poor behaviour fail the students should be given a verbal warning indicating the possibility of the agreed college sanctions.

STAGE 1

- a) Verbal warning
- b) Name on board
- c) Tick on board or in Staff Planner
Two ticks – sent out for a short cooling off period

Continuation of inappropriate behaviour

STAGE 2

Sent out to buddy / Head of Department

Detention at the end of the day with the member of staff who initiated sanction or HOD

Discussion after lesson with students and teachers who initiated sanction

Home based sanction to be returned in the morning

(Copy out Code of Conduct – RESPECT - a comment must be added on SIMS)

Contact with parents through text/letter home/note in Planner

Continuation of inappropriate behaviour in following lesson

STAGE 3

Referral to Heads of Department – Form Tutor informed and should be aware of issues in other lessons. Referral from 2 areas students placed on GREY monitoring book

Appropriate sanctions implemented by HOD

Detention (24 hours' notice) – Contact with Parents

Change groups

Continuation of inappropriate behaviour

STAGE 4

Referral to Progress Manager

Appropriate sanctions implemented

Parents contacted

Sanction imposed – Extended college day – lunch time detention

Student placed on **YELLOW monitoring book**

Continuation of inappropriate behaviour

STAGE 5

Interview with Assistant Headteacher

Parents invited in for interview

Students on **RED monitoring book**

Sanctions imposed – Extended college day – lunch time detention

Continuation of inappropriate behaviour.

STAGE 6

Interview with Deputy Headteacher

Parents invited in for interview

Students placed on **BLUE monitoring book**

Students will be on this monitoring book for a minimum of 4 weeks

Failure in any lesson will require students to go to the Inclusion Room for the rest of the day

Continuation of inappropriate behaviour

STAGE 7

Head teacher's Disciplinary meeting

Student and parents meet with Headteacher to discuss options

Record of meeting and outcome placed on students file

Continuation of inappropriate behaviour

A parental meeting will be held to discuss possible sanctions including a possible Managed Move or Permanent Move.

Additional Provision to Manage Behaviour:

Duty Teachers:

A member of the Headship Team/ Senior Leadership Team/ Progress Manager or Social Inclusion Manager is on call each lesson. Their role is to deal with any incidents of inappropriate behaviour where the teacher requires support.

The incidents are recorded in Student Services and the information passed to Progress Managers and Senior Leadership Team on a weekly basis to monitor any patterns and identify where additional support is required.

Inclusion Room:

The Inclusion Room is situated in Student Services. The room is part of the staged approach in the behaviour system and is used when students are on Stage 6 **BLUE** monitoring book as a period of time in isolation if a student fails to pass a lesson.

The Room is also used as an alternative to a fixed term exclusion when there has been a serious issue in the college.

Students are referred to the Inclusion Room through or via sanctions stage system, Senior Leadership Team or Progress Manager. The length of stay will vary depending upon the reason for referral. Inclusion staff will inform Progress Managers about the number of students from their year group and the reason for referral.

Students in the Inclusion Room will not be allowed to join other students during lunch or break time.

The Inclusion staff will compile a provision map to illustrate patterns and inform intervention. The Inclusion staff will be responsible for setting the work in the room and monitoring progress, referrals and outcomes.

Exclusions:**Permanent Exclusions:**

These would be sanctioned by the Headteacher. Permanent exclusions would only be used in extreme circumstances.

Fixed Term Exclusions:

Are set by Deputy Headteachers and Headteacher. Ms Lee-Jones (Personal Assistant to the Headteacher) will complete all relevant paperwork and inform the appropriate staff (Student Services). On the student's return to college they will be automatically referred to a Learning Mentor if they were not already in that process.

Fixed term exclusions may be for a fixed period of up to 45 days. If a student is excluded, a letter will be sent to the Parent / Carer informing them of the reason for exclusion with advice on contacting the Education Welfare Service. If a fixed term exclusion is for 5 days or less, the college will provide work for the student to complete.

If the exclusion is for more than 5 days, then the college will provide work for the first 5 days of the exclusion, then from the 6th day until the expiry of the exclusion, the college should provide suitable full time education with an alternative provider. Parents / Carers will be informed of when they may come and collect work.

Managed Move:

A student may be offered a Managed Move through the Local Authority as a fresh start in an alternative college. Once reviewed by a local authority panel, the Social Inclusion Team will approach the identified College with the child's application. On acceptance a child will follow an eighteen week monitoring period with three review meetings six weeks apart. Whilst on this monitoring period the child will be dual registered staying on Archbishop Beck Catholic College's roll. If the student is successful in their integration into the new college they will, after the monitoring period, become a permanent student on the new college's roll. The Local Authority organises and monitors this process.

Permanent Move:

Students may be referred to the Fair Access Panel as an alternative to permanent exclusion. All relevant paperwork will be passed to the Deputy Headteacher in charge of safeguarding who will call a 'Team around the Child' meeting. The Inclusion and Intervention Manager supported by the Progress Manager will be responsible for completing the referral forms. The Headteacher or Inclusion and Intervention Manager will make the phone call to the Local Authority and refer the student to the Social inclusion Team. A review panel at the Local Authority will discuss and make a decision on whether they deem the child suitable for another College or an alternative provision. The student will stay dual registered until the end of Year 11. The Inclusion and Intervention Manager along with student services team will monitor daily attendance, attend monitoring visits and ensure safeguarding protocol is maintained at all times.