

# Our Lady's Catholic College

## Behaviour Policy



‘The fruit of the spirit is love, joy , peace, patience, kindness, goodness, faithfulness, gentleness and self-control’ Galatians 5 22-23

At Our Lady's Catholic College we know all our students are made in the likeness of God. We aim to guide every one of our community to develop into individual whose behaviour allows them to be confident, included and successful members of society, ensuring the love we show to them is then shown in everything they do and say.

The Our Lady's culture and climate enables pupils to thrive in an atmosphere where consistent routines are applied, responses from staff are fair and relationships are built to model the Gospel values we aim to embed and identify in every pupil.

Our Lady's Catholic College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. The policy is based o the value of reconciliation and belief in redemption.

**We expect all our learners to be ready, respectful and safe.**

### **Aim of the policy**

1. To create a culture of exceptionally good behaviour: for learning, for community for life
2. To ensure that all learners are treated fairly, shown respect and to promote good relationships.
3. To refuse to give learners attention and importance for poor conduct
4. To help learners take control over their behaviour and be responsible for the consequences of it.
5. To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
6. To promote community cohesion through improved relationships.
7. To ensure that excellent behaviour is a minimum expectation for all.

### **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

### **We firmly believe in consistency in practice through:**

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, faculty and senior management level. Teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent **respect from the adults**: Even in the face of challenging pupils.
- Consistent rewarding of **positive behaviours**.
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Display the quality, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

## Expectations of all individuals in our community

The expectations of all stake holders listed below are our aspirations. Within a caring Christian environment we appreciate that all individuals make mistakes. We encourage to be the best individuals we can, accepting responsibility for our actions, reflecting on our actions and moving forward through reconciliation conversations involving forgiveness and the hope of learning from misjudgements made. We use a tariff system within school, to ensure all consequences are consistently applied and fairly justified.

## Expectations of pupils

Pupils are expected to follow the 'ready, respectful, safe' values as shown below. Pupils must follow, without delay, any reasonable request by a member of staff. Pupils are expected to build positive relationships with all individuals in school, ensuring themselves and everyone around them are kept safe.

### Ready

**Prepared-** We wear our uniform correctly and with pride and are fully prepared with all our equipment.

**Aspirational-** We aspire to be more in everything we do.

**Proud-** We work to the highest possible standards.

**Determined –** We are on time, have excellent attendance and want to succeed.

**Hard working-** We do classwork and homework to the highest possible standard.

**Confident-** We believe in ourselves.

### Respectful

**Accountable-** We take responsibility for our choices and actions.

**Honest-** we are honest to ourselves and others.

**Motivated-** We have self-respect and do our best to achieve success.

**Resilience-** We face challenges with self-control.

**Compassionate-** We understand mistakes and forgiveness. We are fair and just.

**Disciplined-** We show respect for the classroom and school rules. We listen, are focussed and follow instructions straight away, without argument.

### Safe

**Tolerant-** We recognise we are all made equal and in the image of God. We respect individual differences.

**Inclusive-** We involve, encourage, support and care for each other.

**Open minded-** We listen and welcome feedback and we support all members of our school.

**Courageous-** We look after each other and report any incident where we feel another pupil is feeling vulnerable, ensuring everyone is kept safe.

**Thankful-** We are privileged to belong to OLCC and show this in our demeanour at all times in school. We look after school buildings and their surroundings.

**Role models-** We are role models, in our words, choices and actions, in and out of school.



### **Expectations of all staff**

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm; it is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**' ensuring the six OLCC routines are consistently applied at all times.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

### **Expectations of middle leaders**

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.

1. Meet and greet learners at the beginning of the day
2. Be a visible presence in the Department to encourage appropriate conduct
3. Support staff in returning learners to learning by sitting in on reparation meetings and
4. supporting staff in conversations
5. Regularly celebrate staff and learners whose efforts go above and beyond expectations
6. Encourage use of Positive Notes and Positive Phone Calls
7. Ensure staff training needs are identified and targeted
8. Use behaviour data to target and assess interventions
9. Make sure that the 'buck stops here'

### **Expectations of senior leaders**

Senior 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.

1. Meet and greet learners at the beginning of the day
2. Be a visible presence around the site and especially at changeover time
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support middle leaders in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess college wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies
8. Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
9. Take time to welcome learners at the start of the day

## Managing behaviour in departments

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Pastoral Overview			Department Overview	
Four weekly reviews, if no referrals received in four weeks, pupils will be placed on the previous level			After two weeks of a positive report card, this intervention ceases with a positive phone call home from SL.	
Level	Trigger	Consequence	Trigger	Consequence
1	Three Step 3 referrals, from different subject areas, within a half-term or one step 5 incident.	<ul style="list-style-type: none"> <li>One day in Exclusion Unit</li> <li>EU manager to log and email PSO/PL/FT/JLX</li> <li>Parents informed by PSO</li> <li>Parental meeting with PSO (pupil must stay in the exclusion unit until this has happened)</li> <li>PSO meets with FT and pupil to discuss next intervention</li> <li>Placed on FT Level 1 Monitoring Card for two weeks</li> </ul>	1 referral from subject teacher	<ul style="list-style-type: none"> <li>ST texts home.</li> <li>30 minute detention given</li> <li>Reconciliation conversation</li> </ul>
			2 referrals from subject teacher	<ul style="list-style-type: none"> <li>ST phone call to parents</li> <li>30 minute detention given</li> <li>Reconciliation conversation (expectations and apology)</li> <li>ST/ SL conversation (SEN, differentiation, ways forward)</li> </ul>
2	Six Step 3 referrals, from at least three different subject areas, within a half-term or one step 5 incident.	<ul style="list-style-type: none"> <li>One day in Exclusion Unit</li> <li>EU manager to log and email PSO/PL/FT/JLX</li> <li>Placed on PSO Level 2 Monitoring Card for two weeks</li> <li>Parental meeting with PSO, PSP completed during the meeting. This meeting is imperative and must take place, even if not on the same day</li> <li>PSP is used as a referral to ARK at level 3 and forwarded to PL and SLT link.</li> <li>PL to liaise with SL in specific 'hot spot' areas as to the intervention being put in place</li> </ul>	3 referrals from same subject teacher	<ul style="list-style-type: none"> <li>SL phone call to parents</li> <li>30 Detention given</li> <li>Student placed on subject report card (if not already on a pastoral report)</li> <li>Reconciliation conversation (expectations, report given and apology)</li> </ul>
3	Nine Step 3 referrals, from at least three different subject areas, within a half-term or one step 5 incident.	<ul style="list-style-type: none"> <li>Two days in Exclusion Unit (11am – 5pm) and parents called in for meeting with PL and SLT link</li> <li>EU manager to log and email PSO/PL/FT/JLX/SLT link</li> <li>Placed on SLT report card for two weeks.</li> <li>Managed move/ Chadwick referral put in place</li> <li>CAF / Early Response form filled in by PSO.</li> <li>Discussion with SENCO about possible EP request</li> </ul>	4 referrals from same subject teacher	<ul style="list-style-type: none"> <li>SL phone call to parents</li> <li>Subject report card continues.</li> <li>Referral to ARK discussed</li> <li>30 Detention given</li> </ul>

		<ul style="list-style-type: none"> <li>• Full intervention reviewed</li> <li>• PL to liaise with SL in specific 'hot spot' areas as to the intervention being put in place</li> </ul>	6 referrals from same subject teacher	<ul style="list-style-type: none"> <li>• SL contacts home. Parents brought in for a meeting with SL/ST/Parent/Pupils.</li> <li>• SL removes pupil from class for one week</li> <li>• 30 Detention given</li> <li>• Reconciliation conversation (expectations and apology)</li> </ul>
4	Twelve Step 3 referrals, from at least three different subject areas, within a half-term, or one further serious incident or one step 5 incident.	<ul style="list-style-type: none"> <li>• Five days in the Exclusion Unit (11am – 5pm)</li> <li>• EU manager to log and email PSO/PL/FT/JLX/SLT link</li> <li>• Parents called in for meeting with PL, Head of Pastoral, SENCO and Head teacher.</li> <li>• Full intervention reviewed</li> <li>• Update on referral to Chadwick centre for intervention/ managed move/ Contract devised and signed by all parties.</li> </ul>	8 referrals from same subject teacher	<ul style="list-style-type: none"> <li>• SL referral to ARK (all lessons, reintegration planned with LO support)</li> <li>• SLT link contacts home, meeting with parents.</li> <li>• SLT meeting with SL/ST to discuss ways forward.</li> <li>• 30 Detention given</li> <li>• Reconciliation conversation (expectations and apology)</li> </ul>
5	Fifteen Step 3 referrals, from at least three different subject areas, within a half-term, or one further serious incident or one step 5 incident.	<ul style="list-style-type: none"> <li>• Five days in the Exclusion Unit (11am – 5pm)</li> <li>• Parents called in for meeting with PL, Head of Pastoral, SENCO and Head teacher</li> <li>• Full intervention reviewed</li> <li>• Update on referral to Chadwick centre for intervention/ managed move/ Contract devised and signed by all parties.</li> </ul>		

## Classroom procedure

If a pupil does not correct his/her behaviour the teacher should approach the pupil quietly and **remind the pupil of the rule from the Classroom Code**. It is often wise to explain what behaviours you **do** want.

If disruptive behaviour continues the teacher **must** give the pupil a **formal warning** by saying “(Name) I am giving you a formal warning.” **(Step 1)**

If there is still no improvement then the teacher will **move the pupil to another seat** in the classroom. An opportunity should then be taken to speak quietly to the pupil saying “Remember (name), if your behaviour continues to disrupt learning I will have to send you to another classroom. That means a referral will go on your school record and you will be in detention” **(Step 2)**

### **Incidents at this stage and above must be logged on the system by the class teacher**

If all other strategies have been tried and have failed so that the learning of others is still being affected, the teacher should send the pupils to another teacher (normally the subject leader) within the departmental area. This must be recorded on SIMS as a referral by the original class teacher.

Any pupil removed receives a 30 minute after school Departmental Detention and his/her parents are contacted by departmental staff.

In the case of continued disruption pupils should be told on arrival at the second classroom, “You have been sent here because of your behaviour this is your chance to show you can behave properly”.

**If a pupil fails to turn up at the classroom where they are directed a SLT detention must be initiated by the SL. The SL must ensure a conversation has taken place with the pupil as to why the SLT has been given. This is not a duty team call out. (Step 3)**

### **Incidents at this stage and above must be logged on the system by the class teacher**

If the behaviour of the student does not improve a member of the Duty Team will be called via ext 269.

The student will be removed from the lesson by a member of the Duty Team for the remainder of the period. The pupil will receive a 60 minute departmental detention. At the time that the student is removed from the lesson the SLT and teacher will agree a date and time for the 60 minute detention and this will be written in the student’s planner. Failure to turn up to this will result in an SLT detention. Failure in attendance will result in a day in the exclusion unit, from 1.00pm-5.00pm the following day.

Part of the process will include a restorative justice meeting between SL/ASM/ classroom teacher and the student **(step 4)**

### **The incident will be logged by the exclusion unit staff.**

This stage is for incidents of a very serious nature, such as verbal abuse (swearing directly at a member of staff) or incidents that may put the health and safety of others in jeopardy, either inside or outside the classroom. At this stage students will be collected by the Duty team and removed from the class. They will be placed in the Exclusion Unit until 4pm that day.

*The exclusion unit staff will email the original class teacher to feedback the outcome and email the respective PSO to arrange a reconciliation meeting.*

Part of the process will include a reconciliation meeting between SLT/PL/PSO, the teacher and the student **(step 5)**.

## **Behaviour for excellent teaching and learning**

**High quality** behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

### **Staff Consistencies**

- **Meet and greet** at the door
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners
- A mechanism for positive recognition is used in each classroom throughout the lesson
- Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour
- Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners
- **Never ignore** or walk past learners who are behaving badly

### **Reconciliation Conversations**

The aim of a reconciliation conversation is for the PSO to facilitate between the two parties a conversation, in which the following questions can be used to identify the issue, give understanding of perspective where an apology can be given and the relationship between the two individuals can move forward. As a Christians we understand that all individuals make mistakes, it is the learning from these, response given and relationship building that takes place after the mistake to ensure the likelihood of the mistake being repeated is reduced.

Reconciliation conversations must occur after any step 5 incident, as soon as possible (**MUST** be before any direct contact between individuals) whether within or outside of the classroom.

1. **What happened?**
2. **Why did it happen?**
3. **Why is it a problem?**
4. **How can we stop it happening again?**
5. **Is there anything else you need to do to make it right?**