

Date: December 2021

Next Review date: December 2022

Responsibility: MW/KB



Bishop Challoner School

Behaviour Management Policy



## Bishop Challoner School

### BEHAVIOUR MANAGEMENT POLICY

*The Behaviour Policy applies to the whole school including the Early Years Foundation Stage.  
This should be read in conjunction with a separate EYFS Behaviour Management Policy.*

Please also refer to 'Whole School Anti-Bullying Policy and Procedures', 'Whole School Equal Opportunities Policy' and 'Pupil Code of Conduct'.

**This policy has been drawn up with regard to:**

Behaviour and Discipline in Schools 2012  
Preventing and Talking Bullying 2014  
Education Act 1996  
School standards and framework Act 1998  
Education and Inspections Act 2006  
Education Act 2011  
Equality Act 2010

At Bishop Challoner School, we believe that teaching and learning is most effective and beneficial when there is a calm, happy and safe environment. The Behaviour Management Policy has been introduced to support learning and promote and reward achievement. The purpose of this policy is to ensure that when behaviour problems occur, all staff, pupils and parents have a clear understanding of the procedures and sanctions that will ensue to deal with negative behaviour. We are committed to developing a culture of cooperation and consideration through an approach where encouragement, praise and motivation are demonstrated so that pupils and staff can work together in a happy, positive and safe environment.

The School believes that, by working closely in partnership with parents, most behavioural issues can be resolved. If parents feel that the School has not resolved a problem satisfactorily, they are entitled to follow the 'Complaints Procedure for Parents' which is located on the School website. Any kind of bullying is unacceptable and severe and persistent bullying may result in exclusion. The Deputy Head keeps a 'Bullying Log' and this is monitored regularly to identify any patterns. The results are brought to SLT level.

In practice, our Codes of Conduct and Rewards and Sanctions Systems are designed to help all members of our community to value and appreciate one another, irrespective of age, gender, creed, race or sexual orientation and to acknowledge that everyone has an important role to play within and beyond School.

The Codes of Conduct ('Golden Rules' for Junior Pupils in EYFS, Years 1 and 2, 'Junior school' Code of Conduct' for Junior Pupils in Years 3 to 6 and 'Senior School Code of Conduct' for Senior School Pupils) clearly outline our expectations and gives positive guidance as to the expected standards of behaviour.

Through the Codes of Conduct, we aim to:

- Promote positive behaviour throughout our Catholic ethos, values, mission statements and whole school aims;
- Establish clear guidelines of behaviour with appropriate rewards and sanctions which are clearly understood;
- Promote the concept that all pupils are individuals whose needs must be considered at all stages;
- Promote the concept that all individuals have responsibilities to others within the School community;
- Promote the concept that the best learning opportunities occur in a positive and structured environment;
- Ensure that all pupils respect each and every member of our community (as outlined in our Mission Statement);

- Ensure that bullying in any form is unacceptable and will always be taken seriously;
- Promote self-esteem, self-discipline, respect and positive relationships including care for others.
- Ensure fair treatment for all.
- Encourage consistency of response to both positive and negative behaviour;
- Promote early effective intervention;
- Provide a safe, happy and secure environment free from disruption, violence, bullying and any form of harassment;
- Encourage a positive partnership with parents in order to develop a shared approach to the implementation of this policy and associated procedures;
- Prepare pupils for higher education and employment, and to equip them to become responsible adults and active citizens;
- Ensure that any behaviour issues are communicated, and management strategies already in place from a child's previous school, are maintained and evaluated. Similarly, communication regarding behaviour with the appropriate staff member responsible, is vital for any child moving from Juniors or between Key stages

## Objectives

There is a clear understanding that everyone in the school has the right to be able to fulfil their potential and everyone has the responsibility to allow them to do so. We aim to recognise every individual as a unique part of God's creation and respect the human dignity of all members of our community. We aim to create a learning environment that is characterised by respect – for ourselves and for each other, responsibility for our own actions, belongings and surroundings and co-operation by learning to work with others, being part of a team and reaching full potential. All members of Bishop Challoner community are expected to show courtesy and consideration towards others.

'The Golden Rules' and Codes of Conduct:

In EYFS and Years 1 and 2, children follow the 'Golden Rules':

- 1 Always treat others as you would like to be treated.
- 2 Always be polite and well mannered.
- 3 Always listen to adults at school and do as you are asked.
- 4 Look after your own and other people's belongings.
- 5 Keep yourself and your surroundings tidy.

In the Junior School (Years 3 to 6) pupils follow the 'Junior School Code of Conduct':

- 1 Always treat other people as you would like to be treated:
- Be kind, thoughtful and caring
- Listen when others are speaking
- Show respect for other people's views and property.
- 2 Always try to be cheerful, and polite and well-mannered to both adults and children.
- 3 Always ensure that you are neat and tidy and wearing the correct uniform.
- 4 Look after your belongings and keep our school tidy.
- 5 Always be punctual for your lessons and move around the school in a quiet and controlled manner.

In the Senior School, pupils follow the Senior School Code of Conduct:

- Pupils are expected to behave in a considerate and courteous manner at all times, as members of the School, and of the local community. They are expected to show respect to all members of staff, visitors to the School and to each other.

- The School has an Equal Opportunities Policy and expects the highest standards in language and behaviour, and mutual respect between all members of the community. Verbal abuse of any kind, including bad language or shouting is unacceptable in the School.
- Bullying in any form is unacceptable at the School. Bullying (including cyber) is the intent to hurt or dominate another person (by physical or verbal intimidation, and also by exclusion or threatening gestures). Allegations of bullying will always be taken seriously.
- All pupils are expected to have respect for property and for the School environment. This includes care for furniture and books, and respect for display work and notices. Food is only to be consumed in the Dining Room or other designated areas, and litter must be disposed of properly in the bins provided.
- The School is a non-smoking area. Pupils found smoking/vaping (e-cigarettes) or drinking alcohol or in possession of illegal drugs on the school site or anywhere in uniform or on a school trip will not be tolerated. Chewing gum is also prohibited. If behaviour involves the use or possession of illegal drugs the school's drug policy will be referred to.
- Good social behaviour is encouraged by the pupils moving round the buildings quietly, keeping to the left in the corridors and on the stairs, and being thoughtful towards others by holding open doors, and standing aside to let people pass when waiting to enter a room.
- Punctuality is expected from all pupils for registration, for lessons and for handing in homework. Regular attendance is also required at all lessons throughout the School year.
- Correct uniform is to be worn at all times, including the journey to and from school, as we believe that the way pupils look affects their behaviour and their relationship with the local community.

Parents and pupils are asked to sign this form and return it and pupils are reminded that, at all times, they are ambassadors of the School. Senior School pupils are also given a copy of the Senior School Rules, a copy of which is attached to their student planner.

We *promote* and ensure positive behaviour explicitly through:

- Promoting the role of the Tutor and providing an effective tutorial programme;
- Academic tutoring/mentoring;
- Assemblies, Mass/liturgy;
- Reward system;
- Assessment for learning;
- Setting expectations and rules with pupils; for classrooms, around school and in the community;
- Use of pupil homework diaries;
- Discussion with pupils, individuals and groups;
- Leading by example;
- Challenging anti-social behaviour consistently;
- Sharing expectations and rules displayed in the Staff Handbook;
- Induction of new staff and supply staff.

### **The Rewards System**

Bishop Challoner School is committed to promoting, celebrating and rewarding achievement. We recognise that our pupils possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels.

At Bishop Challoner we reward pupils on both an individual level and as members of groups. There are many ways in which pupils are rewarded, e.g.

- Staff praise in planners, books and verbally
- Credits, Commendation and Awards; Stars in the Junior Department
- Individual certificates
- Written communication - letters to pupils and/or parents/subject postcards
- Recognition of outstanding achievements
- Visits and trips

- Prizes at Prize-Giving
- Scholarships on entrance to the senior school for sport, music performance, or academic excellence
- Sports colours
- Article in the weekly *Challoner Update*

Individual credits are given for particularly good work, or for putting in a lot of effort, maintaining a high standard of work, or for being especially helpful.

Awards are mentioned in assembly and the *Challoner Update* each week.

Credit marks accumulated over the year in Senior School for work/behaviour/attitude are then converted into 'House Points' and the House Cup is awarded at the end of the academic year. Stars are awarded to Junior pupils and star badges – bronze, silver, gold, platinum and diamond can be earned. Many achievements are mentioned in the *Challoner Update*.

The Headteacher is available for pupils throughout the whole school to receive their Headteacher's Award sticker or commendation certificate and to discuss their work.

### **The Sanctions System**

Behaviour concerns among the very youngest children, in the EYFS, are dealt with sensitively and gently, in conjunction with the parents if necessary, and the situation is closely monitored to ensure that appropriate behaviour is learned.

### **Attendance**

*Below 90%* to be referred to the Head of Key Stage 1 and 2 and Deputy Head to action as appropriate

*Below 80%* to be referred to the Headteacher and Deputy Head. The Local Educational Welfare Officer may be contacted if deemed appropriate.

### **A verbal warning**

A teacher may give this reprimand at the time of any minor infringement.

**Loss of privilege:** may be awarded where it is felt appropriate and may include: missing break/lunch time. In the senior school, a loss of privilege must be recorded on BromCom by the Head of Section or Deputy Head.

### **Detentions (Senior school only)**

In the senior school, infringements of the Code of Conduct may will lead to lunchtime or after school detentions. Pupils may not be excused because of an extra-curricular activity.

Detentions may be given by subject teachers for reasons such as repeated lack of homework, forgetting the right books or equipment, poor behaviour or otherwise contravening the School Code of Conduct.

The use of break time and lunch time detentions for pupils must be carefully utilised and monitored; pupils must not have break or lunch time detention day after day. They must be allowed reasonable time to eat, drink and use the toilet.

For more serious issues (e.g. serious disruptive behaviour etc.) teachers may set an after school detention. The teacher imposing an after school detention must consider if to do so is reasonable and would compromise a child's safety. The detention is usually set after school for 20 minutes without prior notice to parents and will be recorded in the student planner. Detentions lasting longer than 20 minutes require 24 hours' notice to be given to both students and parents. Staff will log this onto planners.

In the senior school, detentions will be issued by the Head of Section when deemed necessary. It is also possible for pupils to be placed on HOS report. These detentions will last for 45 minutes and recorded in the planner.

Failure to attend detention for a valid reason or failure on report will be escalated to the Deputy Head. The Deputy Head will see parents of any pupil receiving several detentions and almost certainly move him/her to the next level of discipline (usually DHT report). The Deputy Head also holds official detentions every Thursday for one hour.

The content of a detention and the discussions between pupil and teacher will vary according to individual circumstances, but at all times the aim is to allow pupils to address areas of concern and to improve in these same areas. Staff record and report any incident leading to a detention.

### **Detentions (Junior Department only)**

In the Junior Department, detentions are rare, although pupils may occasionally miss part of a break time in order to address concerns regarding behaviour. All such matters are dealt with by the class teacher or, if deemed necessary, by the Head of Key Stage 1 and 2.

### **Continual Misbehaviour**

Concerns over continual negative behaviours are discussed with the child's parents. Where necessary strategies may need to be implemented which may include referral to other agencies for support or guidance. This is particularly the case where children's behaviour may be physically challenging to other children or staff.

### **Group Punishments**

Tutors **MUST NOT use** "*group punishments*" where they punish a whole class because of the misdemeanours of one child or several children. There is no natural justice in punishing pupils who are innocent and have not committed any offence.

### **Punctuality**

Pupils who are persistently late for school must be reported to the Head of Section.

Senior school pupils who are late for lessons will be issued with a *verbal warning* or *detention*.

The Head of Key Stage 1 and 2 or Heads of Section will contact parents of any pupil who is consistently late for school.

### **Review**

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

### **Monitoring**

Head of Section in consultation with tutors will monitor sanctions and impose appropriate intervention.

### **Staff development and support**

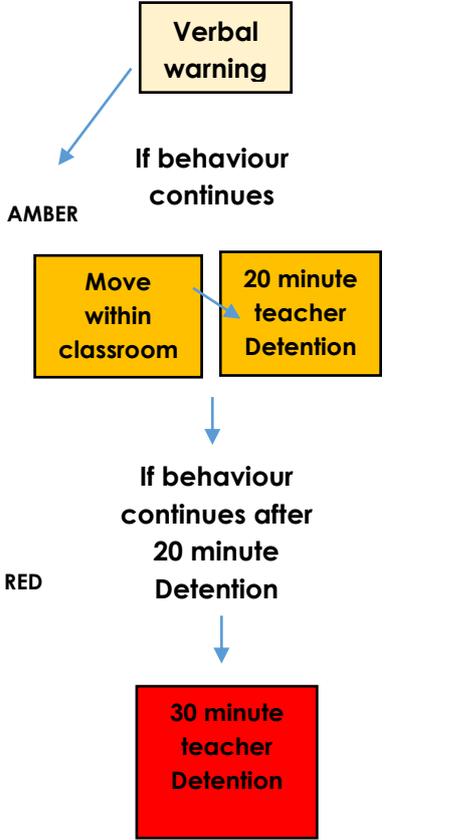
Induction will be provided for new staff on the application of this policy and procedures. Behaviour management will also be included from time to time in the staff training programme and may be offered to individuals who need support in this area or classroom management.

### **Malicious allegations**

Disciplinary action will be taken against any pupil who is found to have made malicious accusations against staff. The type and severity of the action will be decided by the Headteacher and may result in temporary suspension or permanent exclusion.

**Exclusions:** In cases of more serious offences, a fixed term or permanent exclusion may result, depending on the level of seriousness. The Exclusion Policy will apply.

BEHAVIOUR AND DISCIPLINE STRUCTURE

Behaviour impacting upon teaching and learning – subject teacher/departmental response	LOW LEVEL BEHAVIOUR	RESPONSE	COMMUNICATION
	<p>Pupil off task                      Shouting out in class                      Poor effort                      Not following instructions                      Talking over teacher                      Disrupting others                      Refusal to engage with learning                      Refusal to follow instructions                      Lack of equipment                      Late to lesson                      Chewing/eating in class                      Lack of Homework                      Lack of respect to property/possessions</p>	 <pre>                     graph TD                         A[Verbal warning] --&gt; B[If behaviour continues]                         B --&gt; C[Move within classroom]                         B --&gt; D[20 minute teacher Detention]                         C --&gt; D                         D --&gt; E[If behaviour continues after 20 minute Detention]                         E --&gt; F[30 minute teacher Detention]                     </pre>	<ul style="list-style-type: none"> <li>• Incidents in class, detentions set by CT</li> <li>• Discussions with FT of misbehaviour in class so they are aware.</li> <li>• FT issues detention for uniform</li> <li>• Failure to attend any FT or CT detention, detention 2 is set (doubled in time), failure to attend this will result in detention 3 set by HOD or TiC. Failure to attend all 3 this is then passed to HOS once home contact has been made at all stages.</li> <li>• Refocusing on positive behaviour by CT and FT</li> <li>• Phone calls home</li> <li>• Letter home</li> <li>• Logged onto MIS</li> <li>• Seating plan change if needed</li> <li>• FT report</li> <li>• HOS to be made aware</li> </ul>

BEHAVIOUR WHICH CAUSES CONCERN	RESPONSE	COMMUNICATION	BY
<p>Failure to attend a detention given by CT</p> <p>Persistent low level disruption</p> <p>Confrontation and poor responses</p> <p>Missing a lesson without valid reason (Straight to detention 3)</p>	<pre> graph TD     A[Set Detention 2 if Detention 1 was missed] --&gt; B[Detention 3 (HOD/TiC) to be set if not attended]     B --&gt; C[Detention 3 set if both Detentions are missed]     C --&gt; D[HOS Detention if all detentions not attended]           </pre>	<p>CT to set detention 2</p> <p><b>At every point FT/HOS is made aware</b></p> <p>Detention 3 set by HOD or <u>TiC</u></p> <p>If Detention 3 is missed the HOS Detention</p> <p>HOS to take Detention if all 3 are not attended</p>	<p>CT/HOD/<u>TiC</u>/HOS</p>

SERIOUS CONCERNS	RESPONSE	COMMUNICATION	BY
<p>Use of bad or inappropriate language</p> <p>Extortion of money/property</p> <p>Physical altercation</p> <p>Use/possession of substances</p> <p>Peer on Peer abuse</p> <p>Inappropriate sexual contact</p> <p>Racial/sexual comments</p> <p>Bullying behaviour including cyber</p> <p>Open defiance</p>	<p>PSP</p> <p>Saturday Detentions with SLT</p> <p>Trustees/Governors Panel</p> <p>External agencies</p> <p>SLT report</p> <p>Internal exclusion</p> <p>FTE/PEX</p>	<ul style="list-style-type: none"> <li>• HOS to collect statements</li> <li>• HOS to organise parental meetings with DHT</li> <li>• HOS/DHT contact parents</li> <li>• DHT to do parental letters</li> <li>• HOS liaise with DHT regarding decisions and HT</li> <li>• DHT to ensure reintegration meetings take place with HOS if required</li> </ul>	<p>HOS/DHT/HT</p>

## Stage 1

### **Class teacher/Tutor/Head of Department Intervention**

In the first instance, pupil misbehaviour, within the class or form room, should be dealt with by the class/form teacher, employing a range of strategies and sanctions. Possible strategies could be verbal warning, note in homework diary to parents or moving the pupil within the class. Pupils will progress from this stage only after a range of strategies have been employed. If problem continues then pupil moves to Stage Two.

## Stage 2

### **Head of Department/TiC Intervention**

If a pupil has demonstrated behaviour that has not been resolved by the class teacher, then the HOD/TiC involvement and support should be at this stage. At all stages the form tutor needs to be kept involved so they can track, monitor and support.

## Stage 3

If a pupil's behaviour has reached stage three in more than one subject area or has not been resolved, the Head of Section should intervene and deploy a range of further strategies and sanctions. These could include placing pupils on report for all lessons, use of year detention and interview with parents, clear records of all actions kept. If problem continues pupil moves to stage three.

A record should be kept of any meeting that takes place with parents, and passed to the office for filing/copying.

## Stage 4

### **Deputy Head Intervention**

If behavioural problems persist, or for a serious breach of discipline, the Deputy Head should intervene. Possible sanctions should include being on Red report to the Deputy Head, removal from lessons and parental interview. A pastoral support programme may be drawn up by the Deputy Head or Headteacher. The Headteacher should be informed of all actions taken and a clear record kept.

## Stage 4

### **Headteacher Intervention**

The Headteacher should have direct intervention when all other stages have been exhausted and a concise and precise record maintained. Intervention could come in the form of Home School Agreement, fixed term exclusion, internal exclusion and a parental meeting. Trustees should be informed.

Permanent exclusion is normally the final option once all other options have been exhausted. However, permanent exclusion may be considered in the first instance when the pupil behaviour involves a serious breach of the school code of conduct and the staged process may be deemed inappropriate. Permanent exclusion may result from a single major incident, or as a result of an accumulation of serious offences.

The Exclusion Policy will be followed and this is available from the school office together with the Appeal Process.

**Examples of severe breaches of the rules could include but are not limited to:**

- drug abuse and or possession of drugs;
- alcohol, vaping (E-cigarettes) and tobacco abuse;
- theft;
- bullying;
- physical assault/threatening behaviour;
- fighting;
- sexual harassment;
- racist or sexual abuse;
- sexual misconduct;
- damage to property;
- persistent disruptive behaviour;
- parental behaviour;
- using pornography;
- malicious allegations.

All our sanctions records will be kept securely for seven years after the pupil has left the School. They will not be disclosed to any third party, unless required by statutory regulations. The Headteacher keeps a confidential log of all exclusions.

**Restraint**

Neither corporal punishment, nor the threat of corporal punishment, is used at Bishop Challoner School; this applies to all who act in 'loco parentis', including volunteers.

However, there may be occasions when the action of a pupil may seriously transgress the normal boundaries of behaviour acceptable within a school community and where 'physical intervention' (restraint) may be necessary.

The Education and Inspections Act 2006 enables school staff to use 'such force as is reasonable to prevent a pupil from doing or continuing to do' any of the following:

- 'Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)';
- 'Causing personal injury to any person (including the pupil themselves)';
- 'Causing damage to the property of any person (including the pupil themselves)';
- 'Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise'.

Physical intervention could be:

- Physically interposing between pupils or blocking a pupil's path;
- Touching, holding, pushing, pulling or leading a pupil by the arm;
- Shepherding a pupil away by placing a hand in the centre of the back;
- In extreme circumstances using a more restrictive hold;
- In exceptional circumstances, when there is an immediate risk of injury (e.g. to prevent a pupil from running onto a busy road) staff may need to take any necessary action that is consistent with the concept of 'reasonable force';
- In other circumstances staff should not act in a way that might reasonably be expected to cause injury;
- Where the risk is not so urgent staff should only use force when other methods have failed;
- Physical intervention should never be used as a substitute for good behavioural management;

Physical contact not covered by section 550A:

- Physical contact may be necessary, for example. in PE lessons, sports coaching, DT or to administer first aid. Young pupils may also need staff to provide physical prompts or help. Contact may be appropriate to comfort a child in distress;

- In the Junior School and EYFS setting, children can spontaneously touch staff. Such actions will not be spurned as we do not wish pupils to feel their friendship is not valued and high self-esteem is very important;
- A teacher's physical, as well as verbal, pat on the back can be very encouraging for young pupils;
- Staff should be aware that physical contact between teachers and pupils of the opposite gender can be misconstrued, especially as a pupil reaches adolescence.

*Staff are advised to keep physical contact to a minimum and to use it only when it is essential.*

Parents should be informed and allowed an opportunity to discuss the incident further with relevant staff. Otherwise the School has a policy of minimal physical contact with pupils. Staff should bear in mind that even well intentioned physical contact can be misconstrued.

### **Statutory Powers**

Teachers have certain statutory powers. These powers must be exercised providing they are justified, proportionate and necessary. The Headteacher has delegated these powers to all teaching staff and all paid staff (unless the Headteacher states otherwise) with responsibility for pupils, such as teaching assistants.

Should staff need to use any of these statutory powers then a record of the time, date, circumstances and result should be made as soon as practicable thereafter.

1. Pupils may be detained on a weekday, or weekend with 24 hours' notice (except the weekend following a half term break).
2. Staff have the right to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items
3. Under section 550ZA of the Education act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012, teachers have the power to search without consent for:
  - Knives and weapons;
  - alcohol, illegal drugs;
  - stolen items;
  - tobacco and cigarette papers, E-cigarettes;
  - fireworks;
  - pornographic images;
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
  - any item banned by the school rules.

### **Electronic Devices**

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm;
- disrupt teaching;
- break school rules;
- commit an offence;
- cause personal injury;
- damage property.

Any data, files or images that are believed to be illegal will be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

### **Isolation Room**

Under exceptional circumstances, it may be necessary to place a disruptive pupil in an isolation room for a limited period. This should only be adopted when there is a potential risk to the pupil concerned or other pupils and staff in the school. The pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them must be taken into account. The health and safety of all pupils and any requirements in relation to safeguarding and pupil welfare must be ensured at all times.

### **Right to Search**

Staff are entitled to search pupils' bags, lockers, or clothes, if they have reasonable cause to believe they contain unlawful items. Items of clothing should not be searched while they are being worn.

The following guidelines should be observed at all times:

- Remove the item and record the time, place and circumstance when the item came into your possession;
- Do not investigate the nature of the item, but do record its approximate size and appearance;
- When possible, have the recordings countersigned by a witness;
- Take the item immediately to the Headteacher (or Head of Key Stage 1 and 2 if a Junior School matter) or Deputy Head;
- Do not keep the item on your person or in a place of safe keeping; to do so may place you at risk;
- In the presence of the Headteacher (or Head of Key Stage 1 and 2) or the Deputy Head place the item in a suitable sealed container. The Headteacher (or Head of Key Stage 1 and 2) or the Deputy Head, plus any witness(es) and you, should sign and date the package. An official report should be completed, recording the time, date and circumstances of the findings;
- The Headteacher can choose to arrange for the Police to remove the item from the premises or may choose to dispose of it in an appropriate way;
- In the event of a discovery of any equipment associated with substance abuse, especially needles and syringes, pupils should not be allowed to handle such items;
- All equipment found must be handled by adults with utmost care. The Headteacher (or Head of Key Stage 1 and 2 or Deputy Head) must ensure that materials are placed in a secure and rigid container to await collection by the appropriate service.

Any pupil found to be abusing solvents or possessing or using drugs in school must expect to be permanently excluded.

### **Promotion and reinforcement of policy**

- Code of conduct to be promoted and discussed in each form at the beginning of every year with the Form Tutor;
- Code of conduct/Golden rules to be highlighted in assemblies, in PSHEE and Pupil Voice;
- Policy made available from the School Office and school website.

Reviewed date: December 2021

Reviewed by: MW/KB

Next Review date: December 2022