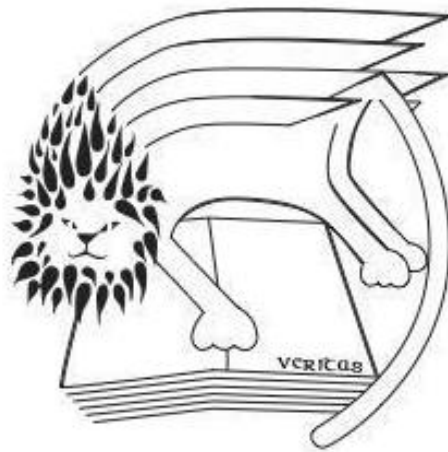


# St. Mark's Catholic School



## BEHAVIOUR POLICY

Effective Date:	Review Date:	Prepared by:	Designated SLT:	Governor's Committee:
Nov 2023	Nov 2024	LOC	LOC	Pastoral

## Our Mission:

*St Mark's is a Catholic community inspired by Gospel values where relationships are rooted in love. At the heart of our mission is a commitment to live out our faith and a dedication to embrace excellence in all that we do. We believe in education that instils possibilities, transforms lives and enables all to fulfil their potential.*

## PRINCIPLES

The focus of this policy is to outline those procedures which we will use to promote and maintain good behaviour at St. Mark's in order to ensure a safe and secure learning environment. It should be read in conjunction with the policies on Equality and Diversity, Attendance, Safeguarding, Child Protection, SEND and Anti-bullying, together with the Parent and Pupil Handbook and the Home School Agreement.

St Mark's is also committed to supporting students who have experienced adverse childhood experiences (ACEs). These experiences may have a detrimental impact on their behaviour in school. It is the responsibility of staff members to intervene to correct inappropriate behaviour, but also to take into account the experiences which may underpin this behaviour.

### St. Mark's is committed to the following:

- The promotion of self-discipline, social skills and proper regard for authority among students
- Encouraging good behaviour, managing feelings and having respect for others
- Using a positive approach to behaviour management whenever possible
- Being proactive in maintaining a positive, well-disciplined environment
- Rewarding students' accomplishments and recognising their positive behaviour.
- Regularly training and updating staff on how to positively deal with behaviour

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Supporting pupils with medical conditions at school
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

**Misbehaviour** can be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** can be defined as:

- Repeated breaches of the school rules
- Any form of bullying (see appendix for further details)
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour and the use of prejudice-based language
  
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers/Electronic Smoking Devices
  - Fireworks
  - Pornographic images
  - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
  - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content (See appendix for further details on sexual harassment and sexual violence)

\*The above is not an exhaustive list.

**All stakeholders in the school have a role to play in ensuring positive attitudes and behaviour are always upheld at St Mark's Catholic School.**

**Pupils are expected to:**

- Embody Gospel values by showing respect to members of staff and each other
- Demonstrate a commitment and ambition towards learning
- Be punctual to school and to lessons
- Contribute to a positive learning environment, making it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform with pride
- Understand the consequences of negative behaviour

- Refrain from behaving in a way that brings the school into disrepute, including when outside school and online

**Parents are expected to:**

- Support their child in adhering to the behaviour and uniform policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child attends school regularly and punctually
- Attend Parents' Meetings
- Support the actions taken by staff

**Staff are expected to:**

- Implement the behaviour policy consistently
- Treat students with respect
- Model appropriate behaviour
- Maintain personal space when dealing with students
- Avoid shouting at students as a matter of course
- Give students opportunities to rectify their behaviour and try not to escalate situations
- Give students a fresh start

**Teachers in the classroom are expected to:**

Develop a positive relationship with pupils, which may include:

- Create and maintain an environment that encourages pupils to be engaged
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the lesson positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Reward students who demonstrate ST MARK attributes

**Staff on duty are expected to:**

- Be aware of their safeguarding responsibilities attached to duties around the school
- Be punctual
- Patrol the area and always be vigilant
- Organise cover if they cannot attend their duty
- Stand separate to other members of staff; ensure all areas are monitored
- Follow the expectations for staff around the school, as outlined above

**SLT are expected to:**

- Review this policy in conjunction with the governing body
- Ensure that the school environment encourages positive behaviour
- Ensure staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure that the data from the behaviour log is reviewed, to make sure that no groups of pupils are being disproportionately impacted.

**Governors are expected to:**

- Review and approve this behaviour policy in conjunction with the SLT and monitor the policy's effectiveness, holding the SLT to account for its implementation.

Misbehaviour in School	Misbehaviour in Classroom	Serious Misbehaviour
<p><b>All staff</b> are responsible for addressing any misbehaviour around the school.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>● littering</li> <li>● incorrect uniform</li> <li>● disruption in corridors between lessons, and at break and lunchtimes</li> <li>● inappropriate language</li> </ul> <p>Refusal to comply with the school's expectations around the site, or persistent misbehaviour should be logged on SIMs, written in the student's diary and referred to the <b>Pupil Progress Leader</b>.</p>	<p><b>Tutors and classroom teachers</b> are responsible for addressing and logging any misbehaviour in lessons.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>● lateness to lessons</li> <li>● inadequate work</li> <li>● no homework</li> <li>● disrupting the learning of others</li> </ul> <p>Refusal to comply with the school's expectations in the classroom, or persistent misbehaviour should be logged on SIMs, written in the student's diary and referred to the <b>Subject Leader</b>.</p>	<p><b>SLT</b> are responsible for addressing any serious misbehaviour.</p> <p>If serious misbehaviour is disrupting learning SLT may be contacted to remove a student from the lesson.</p> <p><b>Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.</b></p>
<p style="text-align: center;"><b>Sanction</b></p> <p style="text-align: center;"><b>Late Detention Uniform Detention PPL Detention</b></p>	<p style="text-align: center;"><b>Sanction</b></p> <p style="text-align: center;"><b>Department Detention</b></p> <p style="text-align: center;"><i>*PPLs will address patterns of misbehaviour across subjects</i></p>	<p style="text-align: center;"><b>SLT Sanctions</b></p> <p><b>These may include:</b></p> <ul style="list-style-type: none"> <li>● A verbal reprimand</li> <li>● Removing the pupil from the classroom / tutor group</li> <li>● Removal from the playground</li> <li>● Detention</li> <li>● Communication with parents</li> <li>● Agreeing a behaviour contract</li> <li>● Putting a pupil on report</li> <li>● Suspensions (internal and external)</li> <li>● Referrals to external agencies</li> <li>● Permanent exclusions</li> </ul> <p><i>*Any suspensions will always be followed by a reintegration meeting with parents and members of the SLT.</i></p>
<p><b>Non-attendance to a PPL or Department detention will result in an SLT detention.</b></p> <p><b>Non-attendance to an SLT detention escalates to a Headteacher detention.</b></p> <p><b>Non-attendance to a Headteacher's detention will be considered a serious misbehaviour.</b></p>		
<p><b>Permanent Exclusion</b></p> <p><i>In line with Statutory guidance the Headteacher can decide to permanently exclude a student in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or the education or welfare of the pupil or others such as staff or pupils in the school. (DfE, September 2023).</i></p> <p><i>The school will not tolerate any behaviour that poses a risk to the health, safety or wellbeing of the school community. For example, students bringing a knife/dangerous weapon into school, bringing illegal drugs into school to sell or distribute, or taking orders for drugs for distribution outside school are likely to be permanently excluded. Other behaviours include assault on a member of staff, any behaviour deemed by the senior staff to present danger to any member of the school community or persistent poor behaviour which does not improve after a range of strategies, including a pastoral support programme, have been tried.</i></p> <p><i>The Headteacher may permanently exclude a student for any other behaviour deemed inappropriate or in serious breach of the school's behaviour policy.</i></p>		

## **The St Mark's Reward System**

At St. Mark's we believe that it is important to acknowledge students' excellent behaviour and positive attitudes. We encourage all our young people in years 7 – 13 to be committed learners; well-rounded individuals and to take every opportunity to develop themselves as a person spiritually, intellectually, morally, culturally, and socially. Students are rewarded for their accomplishments with ST MARK points; the system recognises and rewards the different attributes we want a student at St Mark's to demonstrate.

### **S – Strength**

- Demonstrating exceptional initiative, autonomy, resilience, perseverance, or leadership
- Embracing challenge - displaying a strong growth mindset
- Standing up for what is right, above and beyond expectations

### **T- Teamwork**

- Exceptional group work - fostering exceptional communication, collaboration and support
- Demonstration of initiative, dynamism or impressive problem solving within a group context
- Boosting the morale of other members of the team beyond what is expected

### **M – Mission**

- Displaying a commitment to upholding the Gospel values
- Commitment to acts of service
- Embodying the Catholic ethos beyond what is expected

### **A – Ambition**

- Exceptional class work or homework
- Commitment to challenge tasks and evidence of super curriculum
- Commitment to extracurricular activities

### **R – Respect**

- Demonstrating a strong sense of integrity for who they are and their values
- Consistently showing respect for others beyond what is expected
- Respect for the community and environment beyond what is expected

### **K – Knowledge**

- Exceptional academic achievement
- Demonstration of superb progress
- Demonstration of knowledge acquired outside of the curriculum

## **Awarding ST MARK points**

ST MARK points should be awarded when students have gone over and above our high expectations; the point demonstrates the students' committed actions in one of the classifications of good behaviour. ST MARK points should be logged under the appropriate category on SIMS. On average a teacher should award 25 ST MARK points a week and students should be given opportunities to demonstrate these attributes in lessons, around school and in extra-curricular activities.

## **Links to the House System**

Every time a student earns a ST MARK point, they also earn a point for their house: Becket, Champion, Clitherow, Fisher, More or Pole. Overall house totals will be shared weekly in year assemblies and regularly in KS3 and KS4/5 assemblies. At the end of the academic year the house with the highest total of points will be awarded a 'House Party' celebration.

## **Rewards**

The ST MARK points will link to a clear rewards system that will be communicated regularly with students and parents to motivate our young people and to celebrate their success.

**15 points** – Email home

**20 points** – Priority in the queue at lunchtime (one day pass)

**25 points** – St Mark's Reward pen

**30 points** – Ticket to a movie night in school

**35 points** – St Mark's Reward keyring

**40 points** - Priority in the queue at lunchtime (two-day pass)

**50 points** - Letter home

**60 points** - Priority in the queue at lunchtime (one week pass)

**70 points** - Ticket to a pizza party

**80 points** - Phone call home

**90 point** - Own clothes

**100 points** - St Mark's Reward badge

**120 points** - PPL reward

**150 points** - Afternoon tea with the Headteacher

\*Surprise rewards available for top achievers and years 11, 12 and 13



## Appendix

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school

### Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

*Incidents of physical restraint must:*

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### Confiscation

**Any prohibited items (listed in ‘Serious Misbehaviour’) found in pupils’ possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which are contrary to school regulations. In the case of mobile phones, these will be returned to parents after a 24-hour period.

Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

### Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

### Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

*Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.*

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Communication with parents
- Suspensions
- Permanent exclusion
- Involvement of external agencies

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

***Please refer to our child protection and safeguarding policy for more information.***

## **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.