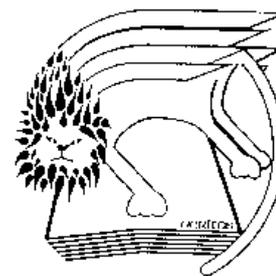


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St Mark's Catholic School

BEHAVIOUR POLICY

School Vision and Mission Statement

The community of St. Mark's believes that every individual is created by God and is precious to God. Each person is called to serve God and their neighbour and to fulfil their potential.

St. Mark's is a Catholic School which has at its heart a love of God, the education of its students and a mission to serve our neighbours and community. We seek to foster a spirit of truth, reconciliation, justice and peace. We are committed to developing the spiritual, intellectual, moral, cultural, social and physical potential of all our members within a safe and supportive environment.

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 Social Inclusion, Equal Opportunities 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 (see Appendix 1).

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.

Expectations from parents with regard to good discipline:

- Ensure that their child attends school regularly and punctually
- Inform school of any problem that may lead to absence
- Inform School on the first day of absence
- Discuss planned absences with the school in advance (special occasions)
- Do not take family holidays during term time
- Attend Parents' Meetings
- Support the actions taken by staff.

Expectations of staff when managing behaviour:

- 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 an opportunity for a way out of a situation
- Manage behaviour consistently.

Responsibilities of the staff with regard to discipline:

All staff are responsible for good order in school and this includes:

- Addressing incorrect uniform
- Stopping students eating around the building and on the school site
- Stopping students dropping litter
- Addressing any poor behaviour at lesson change over, break or lunchtime
- Ensuring that all letters are filed and incidents are logged on SIMs
- Promoting good behaviour.

Lines of communication:

- Note on SIMs to Form Tutor and Subject Leader.
- PPLs to be informed as appropriate by tutors.
- Serious incidents to be reported to PPLs, mentors or members of the SLT (lessons should not be interrupted).
- Note or stamp in diary for good and poor behaviour and logged on SIMs.
- All incidents should be recorded and filed by tutors/teachers/SLT/mentors on SIMs.

STRATEGIES FOR REWARDING GOOD BEHAVIOUR

At St. Mark's we believe that it is important to knowledge students for good behaviour and positive attitudes.

In Years 7-9, Mark Points will be given for a range of achievements and contributions and they will be logged on SIMs. A mark point may be awarded for:

- Excellent attainment and effort with classwork and homework
- An act of service
- Representing the school or house in sport, debate, drama etc.
- Mentees achieving their targets

Mark Points	Award
100	Bronze certificate, Lion badge and card to go to the front of the dinner queue in the dinner hall
200	Silver certificate, badge and voucher for £5
300	Gold certificate, badge and voucher for £10
600	Platinum certificate, badge and voucher for £20

In Years 10 and 11

Green Cards are used to reward students:

20 cards will gain a letter of commendation from the Headteacher

50 cards - a £5 voucher

100 cards - a £10 voucher

To gain these cards students will need to produce classwork/homework above target, or make an excellent contribution to a lesson, or have 100% punctuality for a term, or make a great effort in supporting charity/community work in the school.

Departmental certificates for outstanding achievement and effort are awarded termly at the Celebration of Achievement assemblies.

The maximum number of mark points given at any one time will be five.

Responding to unacceptable behaviour

We have a range of strategies which are used as a response to unacceptable behaviour. It is part of the purpose of this policy to make it clear when certain sanctions may be applied in order to ensure consistency of approach.

Department responsibilities:

- Subject teachers are primarily responsible for rectifying poor behaviour in the classroom. A number of strategies may be used to deal with low-level behaviour issues and prevent escalation in the majority of situations. For more serious misbehaviour in a lesson, the intervention of the Subject Leader or member of SLT may be required. A responsible student should be sent to reception who will arrange for SLT to attend.
- Subject teacher detentions e.g. for disruptive behaviour will be accompanied by a note in the diary and a note on SIMs. 10 minutes = no notice required. More

than 10 minutes = 24 hours' notice. Detentions will not normally be more than 60 minutes.

- Department detentions e.g. for poor behaviour in lessons, repeated failure to do homework or removal from subject teacher's lesson. To be accompanied by a note in the diary. 10 minutes = no notice required. More than 10 minutes require 24 hours' notice. Non-attendance at a SL detention will result in an escalation to a Deputy Headteacher's detention.

Tutor/Pupil Progress Leader responsibilities:

- Tutor detention e.g. for disruptive behaviour in registration or PSHCE. To be accompanied by a note in the diary and a note on SIMs. 10 minutes = no notice required. More than 10 minutes requires 24 hours notice. Detentions will not normally be more than 60 minutes. Removal to the PPL if problems persist or non-attendance at detentions
- Pupil Progress Leader (PPL) detentions will take place on a designated day during the week. They may be given for: persistent poor behaviour around the school, repeatedly forgetting diary and/or not using diary properly or multiple behaviour/academic issues across subjects. Detentions will not normally be more than 60 minutes. Refer to Director of Pastoral Care (LOC) if problems persist or they do not attend the PPL detention.
- Pastoral detentions. students will be referred to by SLs or PPLs with the exception of the following offences: chewing gum, eating outside, smoking, repeat uniform/haircut issues. Detentions will be held in room 110 and last for 60 minutes from 3.05 - 4.05pm. A letter will be sent home to parents and and logged on SIMS.
- Headteacher's Detention - Friday evenings for 60 minutes (3.05 - 4.05pm). A letter will be sent home and logged on SIMS. students will only be referred by SLT members. Behaviour which could lead to a direct Headteachers detention are, missing a Pastoral detention, fighting, theft or an SLT referral for serious issues.
- Behaviour Management Cards or contracts may be used by PPLs and mentors to monitor behaviour
- Communication with parents is key to our approach in managing poor behaviour effectively.

Senior Leadership Team and Governors:

- Lesson removal. If serious misbehaviour is disrupting learning SLT may be contacted to remove the student.
- Pastoral Support Programme – may be used with students who have experienced fixed-term exclusions in order to prevent further fixed-term exclusions or permanent exclusion.

- Governors' Disciplinary Meeting – may be convened if a student is in danger of permanent exclusion.
- Referral to a behaviour specialist, educational psychologist or psychiatrist (by way of Deputy Headteacher and SENDCO).
- Referral to anger management activities (by way of the Deputy Headteacher and SENDCO).
- Internal exclusion (given by Senior Staff). This may involve supervised break or lunch apart from their peers. Parents will be notified by letter or phone call. They may be asked to attend a meeting with the PPL or senior member of staff.

Headteacher:

- **Fixed term exclusions** may be used for poor behaviour or more serious incidents. Examples of types of behaviour, which may trigger a fixed term exclusion include swearing directly at a member of staff, deliberate rudeness/provocation of a member of staff, use of racist/sexist/homophobic language, persistent bullying, being under the influence of drugs or drink in school, bringing in alcohol or drugs, fighting, accessing/downloading pornographic material or bringing any other prohibited materials or items into school. Fixed term exclusions will always be followed by a reintegration meeting with parents and the Headteacher and/Deputy Headteacher or Director of Pastoral Care and PPL.

Permanent exclusion

- 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 welfare of the student or others in the school (DfE, September 2017).*
- 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.
- The Headteacher may permanently exclude a student for any other behaviour deemed inappropriate or in serious breach of the school's behaviour policy.

Refer to Appendix 2 for details of prohibited items, screening and searching

Appendix 1

Dealing with ACE students (adverse childhood experiences)

Some students at St Mark's will have experienced adverse childhood experiences and trauma. Examples are,

- Being in care
- Victim of abuse (physical, emotional, sexual & neglect)
- Parental incarceration
- Victim of, or witness to, domestic violence
- Alcohol/drug abuse (Victim of, or witness to)
- Criminality

Due to this St Mark's need to be aware of these students, and seek to intervene to support them in their academic and social behaviour. It should be noted that these students may come under other monitored groups in the school (ie: SEND, Most Able, student Premium)

Identification

The identification of ACE student is centralised through the Director of Pastoral Care (also the DSL) who holds a central list of students. The Director of Pastoral Care will have detailed information due to their safeguarding and child protection role. The list will be collated with input from PPLs, Student Services and the medical department. The school will identify a "Trauma informed champion" who attends regular meetings at Hounslow Virtual School. At present this is the Director of Pastoral Care.

Aim

- To support ACE students pastorally and to intervene effectively to ensure their behaviour is in line with all other students
- To involve other agencies within and external to the school. More specialist support may be needed depending on individual needs.
- To ensure ACE students achieve academically and have the same opportunities to progress post 16.
- To encourage and support ACE students in accessing all opportunities on offer at St Mark's. (ie: trips, concerts, productions, sporting activities, personal development programmes).

Monitoring

These students should be the first ones monitored (as per student Premium students). There are 2 main types of monitoring:

- Academic: Through the IPM and report system
- Pastoral: through SIMs data and informal information from teachers, PPLs, parents, student services (attendance and punctuality).

Interventions

Interventions will be based on individual need. Not all ACE students exhibit signs of trauma and therefore intervention may not be necessary.

For some ACE students they need more than just equality with other students. Any intervention should be based on giving them equity (what they need due to their circumstances). Positive relationship is key when working with these students. They may well have had negative relationships with adults for much of their lives.

Possible strategies include:

- Mentoring
- Report card
- Counselling
- Parental meetings
- Teacher meetings (staff discussing strategies)
- Group interventions (with students experiencing similar issues, ie: anger, anxiety)
- CAMHS referral
- Educational Psychologist (EP)
- Equipment – ensuring they have access to equipment and it does not become a source of conflict with teachers. (ie: pencil cases, PE kit, uniform, etc)
- Pixl strategies – Pixl build, Pixledge
- TIC initiating reintegration meetings with teachers after incidents.

Preferred outcomes

- ACE students are able to access the support they require. This is especially important if they are exhibiting signs of trauma.
- They are able to engage and progress in lessons in line with their peers.
- A variety of post 16 options are open to them and they are supported in this process.
- They achieve results in line with their target or above them. This is in each year and finally in terms of GCSEs and A level (where applicable) results.
- ACE students leave St Mark's knowing they have been helped and supported throughout their time here. Adults at the school have served as positive role models who have modelled the vision statement of St Mark's Catholic School.

Appendix 2

Prohibited items include:

- Alcohol
- Drugs – any medication should be left in the medical room.
- Any form of weapon or sharp object (this includes craft knives).
- Tobacco and cigarette papers
- Matches/Lighters
- Fireworks
- Pornographic images
- Any article that a member of staff suspects has been or could be used to commit an offence or injure a person or damage property.

Screening and Searching Students

- Students may be screened by a walk through or hand-held metal detector without consent.
- Where there are reasonable grounds for suspecting possession of a prohibited item the Headteacher or a member of staff authorised by the Headteacher can carry out a search. This will always be carried out with another member of staff as a witness.
- A search may include a students' bag, locker, outer clothing (e.g. coat).

Appendix 3: Attendance of students in school during COVID 19

1.1. Introduction

This appendix to the behaviour policy has been added to provide clear guidance to all members of the community. It applies to all students from September 2020. The contents of this appendix has been guided by the Department for Education Guidance regarding the wider re-opening of schools and other education establishments. It should be read in conjunction with the DOWAT Policy 'Staying Safe in school during COVID 19' which is available on the school website.

1.2 Aims of this policy appendix

This is specifically intended to:

- to ensure the safety of every member of staff and student during this time
- to encourage young people to take responsibility for their behaviour during this time
- to manage incidents/instances of poor behaviour effectively and fairly during this time
- to allow staff and other students to feel safe and supported during this time
- to maintain an environment where all members of the community respect and adhere to the social distancing guidance during this time

1.3 How this information will be communicated

The information in this appendix to the Behaviour Policy will be:

- communicated to students and parents/carers
- published on the School Website
- emailed to staff
- explained to all students in the integration sessions when they return to school

1.4 Expectations of students

All students must follow usual school rules and standards of behaviour in lessons. In order to keep staff and students safe at this time and adhere to social distancing guidelines they must also:

- sanitise their hands on entering the school building
- wash their hands/sanitise frequently whilst in school
- carry tissues with them at all times and use a tissue if they sneeze or do so into their elbow
- place any used disposable tissues or hand towels directly in bins in line with the "catch it, bin it, kill it" campaign
- notify a teacher immediately if they feel unwell with Covid-19 symptoms e.g. a new cough or feeling hot during the day.
- be fully equipped for each lesson as they will not be able to borrow equipment from teachers or other students
- walk directly to their assigned desk/computer each lesson and remained seated unless directed otherwise
- remain 2 metres apart from members of staff unless directed otherwise
- follow the government guidance when needing to cough or sneeze by covering their mouth and nose with a tissue or coughing or sneezing into their arm

- follow the instructions from staff regarding break and lunchtime and not mix with students outside of their year group
- follow any revised instructions on moving around the school eg one way systems
- leave school immediately at the end of the day and not socialise with students from other groups, whether outside of school or when travelling home.

Students must not:

- touch any desk assigned to another student or any equipment on a desk assigned to another student
- move around the building freely or open any closed door
- attempt to make physical contact with any person
- deliberately and unnecessarily perform actions associated with symptoms of Covid-19 (e.g. pretending to cough and/or sneeze).
- share food or drinks with other students
- share lockers or store other peoples' items in their lockers (where applicable)

1.5 Expectations of Staff

- All staff are expected to address any behaviour that is unacceptable, breaks our school rules or does not follow a reasonable instruction.
- Staff will address poor behaviour by speaking to the student and giving them an instruction to stop the witnessed behaviour before informing a member of the SLT of the poor behaviour witnessed.
- Staff should continue to follow safeguarding policy and practices if they are concerned about a student. In the event of a group of students being sent home or a local or national lockdown please also refer to the COVID Addendum to the Safeguarding Policy.

1.6 Sanctions for poor behaviour

- Any poor behaviour that does not comply with our expectations outlined in section 1.4 will be addressed and students will be given an opportunity to rectify their poor behaviour.
- If a student displays behaviour that does not comply with our procedures to maintain a safe environment we will regard this as a serious breach of the Schools' Behaviour Policy and therefore an additional sanction, at the Headteacher's discretion, may be considered.

1.7 Behaviour outside the school during this time

- Students must not congregate in groups with others beyond their household before or after school.
- Students must leave the school site when directed and make their way directly to their home.
- Failure to follow these instructions outside of school during this time will result in a sanction (see 1.6 above).

Student Behaviour Agreement: September 2020

All students must follow the usual St. Mark's school rules and standards of behaviour. There are some additional important rules that must be followed to keep staff and students safe at this time and follow social distancing guidelines.

All students must ensure that they:

- sanitise/wash their hands on entering the school building
- wash their hands/sanitise frequently whilst in school
- carry tissues with them at all times and use a tissue if they sneeze or cough do so into their elbow
- place any used tissues or hand towels directly in bins
- tell a teacher immediately if they feel unwell with Covid-19 symptoms e.g. a new cough or feeling hot during the day
- be fully equipped for each lesson as they will not be able to borrow equipment from teachers or other students
- walk directly to their assigned desk/computer each lesson and remained seated unless directed otherwise
- remain 2 metres apart from members of staff unless directed otherwise
- follow the instructions from staff regarding break and lunchtime and not mix with students outside of their year group
- put all rubbish into the bin after eating or drinking at break and lunchtime
- follow any revised instructions on moving around the school eg one way systems
- leave school immediately at the end of the day and not socialise with students from other groups, whether outside of school or when travelling home.

Students must not:

- touch any desk assigned to another student or any equipment on a desk assigned to another student
- move around the building freely
- attempt to make physical contact with any person
- deliberately and unnecessarily perform actions associated with symptoms of Covid-19 (e.g. pretending to cough and/or sneeze).
- share food or drinks with other students
- share lockers or store other peoples' items in their lockers (where applicable)

I have read these additional school rules and understand the importance of following them in order to keep everyone safe. I understand that there will be consequences for failing to follow these rules.

Signed Name:

Form Date

NB This is to be sent to all parents/carers and completed by all students.

September 2020