**ST CUTHBERT MAYNE SCHOOL**

**Joint Catholic and Church of England 11-18 Comprehensive School**

**Dioceses of Plymouth and Exeter**



**St Cuthbert Mayne School**

**BEHAVIOUR FOR LEARNING POLICY**

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**School Ethos**

This policy stems from the Christian Mission and Core Values of the school. It should be clearly understood that the school’s ethos is realised today in the daily life of the school. We believe that God is incarnate (present) in the day to day life of our school. It is the responsibility therefore, of every member of the school’s community to contribute and be sensitive to the Christian ethos; this should be reflected in all areas of school life.

As a Christian school, it is our duty to help those entrusted to our care to understand the meaning of life and to recognise and fulfil their potential in the service of Christ. To support this the maintenance of high standards of behaviour is essential.

**Behaviour Code**

At St Cuthbert Mayne School our Behaviour Code is simple. We use three words to outline our Behaviour Code. These are:

* READY
* RESPECTFUL
* SAFE

We expect all students to abide by this Behaviour Code in lessons, in the school grounds, in the local community and the online community.

First attention for best conduct

Praise has long been acknowledged as one of the most powerful motivations for good behaviour with research suggesting that for every negative statement there needs to be between three and seven positive ones. Promoting positive behaviour is the responsibility of all staff. At St Cuthbert Mayne School our first attention will always be for best conduct. The following rewards are used to provide public recognition of students’ effort, achievement and progress.

* Verbal praise
* Written comment e.g. on work or in student planner
* Display of work
* Telephone call, card or letter sent to parents
* Public commendation e.g. during Act of Worship
* Awarding of certificates
* My stickers logged and postcards sent home
* Hot Chocolate Friday
* Celebration of Achievement/Awards Evenings
* Tweets on the school Twitter account
* Meeting with the Senior Leadership Team and the Head Teacher
* Additional responsibility/leadership
* Participation in trips/activities

Commending good behaviour and praising good work is the most important aspect of our Behaviour for Learning policy. Achievement points (Carrot Reward Stickers) can be awarded for any reason and recorded on SIMS, some examples include:

* An outstanding piece of work
* Consistently good work
* Consistently high level of effort
* Significant improvement
* Outstanding contribution in a lesson
* Excellent test result

The giving of praise is used at every opportunity in a consistent manner across all year groups. Each tutor has a responsibility to track and share with the students the number of rewards achieved within their tutor group on a weekly basis. Names of students who receive the highest number of reward stickers are displayed publically for whole school recognition

**Expectations**

Students

We expect all students to be READY to learn. This means that they come to school in the correct uniform and with the correct equipment and kit so they are READY to take a full and active part in all lessons. This enables them to demonstrate that they are REDAY to be part of our school community and make the most of the learning opportunities provided. They are READY to do the right thing even when nobody is watching. They are READY to be courageous and show confidence in embracing new challenges. They are READY to be creative, to be inventive, resourceful and visionary. They are ready to be compassionate and to reflect the love of God.

We expect all students to be RESPECTFUL to all members of the school community. This means that they have compassion and reflect the love of God by treating others as they wish to be treated. They are RESPECTFUL because they have integrity and look after the school environment, even when nobody is watching. They are RESPECTFUL because they speak politely to each other and do not use derogatory language. They are RESPECTFUL because they listen carefully to instructions and follow these at the first time of asking. They are RESPECTFUL because they keep their hands and feet to themselves.

We expect all students to be SAFE. This means that they behave in a way that keeps themselves and others safe in school, online and in the local community. They promote the core value of compassion by reflecting the love of God and having due regard for the safety of their peers. They are alert to risks and dangers and keep themselves and others SAFE by having integrity by doing the right thing even when nobody is watching.

Parents

At St Cuthbert Mayne School, we recognise the importance of working in partnership with parents. We recognise that parents as primary educators have a direct and powerful effect on their children’s behaviour. We expect parents play a key role in supporting the school’s behaviour for learning policy by:

* Downloading the School Gateway App on their mobile or tablet device so that they can keep up to date with their child’s behaviour
* Supporting the Schools systems for celebrating success by showing pride in the achievements of their children
* Ensuring they understand they school behaviour code and ensures that their child is aware of and adheres to the school behaviour code.
* Supporting the Schools systems of support and sanctions when their child has not adhered to the school behaviour code
* Ensuring that their children are properly equipped for learning and wearing the correct School uniform

We will endeavour to keep parents up to date with regards to their child’s behaviour.

Staff

At the heart of our behaviour for learning policy is the need for staff to build effective relationships with students on a daily basis. The ability to form positive relationships with students and to show an interest in their school life, can have a positive impact on how students learn within the classroom.

We expect all staff to give their first attention to good conduct. We expect all staff to model calm behaviour and to be relentless in consistently applying the school’s behaviour management systems and processes. We expect all staff to adopt a restorative approach when they follow up on behaviour that does not meet our school expectations.

**Appendices**

**Appendix 1 - Managing Student Behaviour**

It is a fundamental responsibility of all adults within St Cuthbert Mayne School to support the management of student behaviour. The most effective form of behaviour management is where students are taught the skills and strategies to manage their own behaviour. To achieve this we must:

* Have high expectations of achievement and behaviour;
* All share responsibility for behaviour throughout the school;
* Remind students of our expectations through tutor time, Acts of Worship and during lessons.

All those who are ‘expert’ in managing good behaviour agree that the keys are high expectations, consistency, fairness and individual teachers retaining control of classroom discipline. Therefore, teachers should:

* Have high expectations of students and build successful relationships, centred on teaching and learning;
* Establish a purposeful learning environment where diversity is valued and where students feel secure and confident;
* Have a seating plan and insist students sit according to that plan;
* Ensure that at the start of the lesson, all coats and bags are removed, diary and appropriate books / materials are on the desk;
* Set high expectations for students’ behaviour and establish a clear framework for classroom discipline to anticipate and manage students’ behaviour constructively, and promote self-control and independence;
* Recognise and respond effectively to equal opportunities issues as they arise in the classroom, including challenging stereotyped views, bullying or harassment.

**Appendix 2 – The Consequence System (‘C’ System)**

A key component of our ‘Behaviour for Learning’ system and structure is the consequence system. Students need to be clear that if they disrupt learning, then there will be a consequence. This system shouldn’t be used until good behaviour management techniques have been applied over the initial stages of the lesson, unless ‘extreme’ behaviours are being encountered.

Class Warning

Where staff intervention is required, this is best done by avoiding immediate use of the ‘C’ system. It is far better to employ a range of verbal and non-verbal cues such as:

* Tactical ignoring to be picked up later
* Non-verbal signals (e.g. ‘the look’)
* Move closer
* Say name
* Use humour
* Tell them what you want them to do (i.e., clear and simple statement of behaviour)
* Catch student behaving appropriately and praise
* Praise appropriate behaviour of nearby student
* Distract onto task/away from inappropriate behaviour
* Re-explain and organise task for them

Additional strategies to be used as required:

* Name – pause – direction – thank you
* Give start up time (expectation of compliance).
* Keep the focus on the primary or original behaviour/issue (ie, don’t be deflected onto secondary behaviour/issue)
* Broken record technique (Different words but repeating same message)
* Use the language of choice, remind of consequences (‘if you choose to….then…)

Obviously, there comes a point at which the member of staff will need to employ a formal Class Warning. To ensure consistency the teacher will issue a class warning making it clear to all that the class is now moving onto the C-system. This should be issued in a calm and controlled manner. At this stage remind the student they have a choice about their future conduct and that the student or students have the opportunity to modify their behaviour and make the correct choices as to how they respond and behave.

C1 – Teacher Detention

If despite a first formal class warning and further verbal and non-verbal cues, individuals continue to disrupt then the member of staff may decide to move to the first consequence and issue a C1. This warning should be delivered quietly on a one to one basis where possible. Whether this is possible or not, it should be issued in a calm and controlled manner without hint of anger or animosity, but perhaps with disappointment in having to do so. A student should be clear as to why they have been issued with a C1.

Where possible allow the student start up time to respond to the issuing of the C1 and try to revert back to verbal and non-verbal cues. If the opportunity arises to praise the student for responding appropriately to the C1, take this opportunity.

C2 – Ready to Learn Room & Department Detention

Where a student continues to make poor choices about their behaviour and continues to disrupt the learning of others, despite being issued a C1, calmly issue the student with a C2. The teacher then completes a Behaviour Intervention Slip and sends them to the Ready to Learn Room with work to complete for the remainder of the lesson. This is a designated room which is staffed by a member staff.

If the student refuses to leave, despite being given time to do so, On Call is requested.

**Appendix 3 - On Call**

The ‘On Call’ system exists as the final back up to staff when all other attempts to modify student behaviour are exhausted and a student has refused to cooperate, or the situation is of a sufficient level of seriousness and volatility that the member of staff feels that instant assistance is necessary.

To access ‘On Call’, a sensible student is sent to the Pastoral Admin Office to seek assistance. Staff should take steps to ensure the safety of themselves and students until assistance arrives. This may involve appearing to allow the situation to remain unresolved. In extremely serious situations, immediate assistance could be sought from a nearby colleague.

Staff using ‘On Call’ should remember that the ‘On Call’ delegate coming into the situation, as well as listening to you, will make an assessment of the situation and act accordingly. The aim of their actions will

be to support the staff member and minimise any confrontation that is disruptive to learning.

In situations where the students are volatile and angry, further disagreement between staff about what should happen has the potential to further inflame the situation. It is vital that ‘On Call’ and the classroom teacher are seen to work together to restore a calm learning atmosphere. Differences of opinion about how situations should be dealt with and resolved need to be aired professionally elsewhere than the location of the original conflict.

One member of staff is on duty to provide ‘On Call’ each period. They will do whatever is necessary to calm the immediate situation. This may mean, for example, assisting the member of staff with attempts to settle the class or moving students, if they are called for a specific student a ‘Behaviour Intervention Slip’ is completed and the student is removed and escorted to one of the behaviour provisions either the ‘Ready to Learn Room’ or ‘Internal Exclusion Room’ dependent on the circumstances.

The ‘On Call’ person is not responsible for the follow up of any situation, their task is to restore a learning environment and gather the information that will assist others in following up incidents. This process should follow the stages of the behaviour for learning policy, starting with the staff member attempting to resolve the issue with the student at a later date and then refer to tutors and Year Coordinators if this proves unsuccessful.

Where the incident is of a violent or serious nature then this will be dealt with by the relevant senior staff member. The ‘On Call’ person will make this decision and liaise with them about the next steps.

All staff are to follow the system. Not to do so weakens the system through inconsistency and actively works against good behaviour for learning at St Cuthbert Mayne School.

**Appendix 4 - Behaviour Support Centre**

Where student Behaviour Intervention is required we have a Behaviour Support Centre. The Behaviour Support Centre will work with students to help them get to a position where they can reengage with their normal learning timetable.

**Appendix 5 – Ready to Learn Time**

The first 15 minutes of every school day is ‘Ready to learn time’.

* As a minimum, students should have a pen, pencil, and student planner. Form Tutors have an important role in checking that students are properly equipped for lessons at the beginning of each day and subject teachers at the beginning of each lesson
* If a student does not bring in his/her planner then tutors will issue the student with a photocopied planner sheet as a temporary replacement for the day.
* Failure to bring in a pen and pencil will a result in a Year Co-ordinator detention.
* Persistent failure to bring in a pen and pencil will result in contact being made home.

**Appendix 6 - Detentions**

When a student is given a detention this means that they will be required to attend a Centralised Department Detention at lunch time or a 60 minute after school detention. When issuing a detention, staff should:

* Tell the student that they have a detention.
* Enter the behaviour incident stating the reason and book the detention on the individual students SIMS behaviour management log.

For after school detentions, a text message via ‘School Comms’ is sent by the administration team notifying parents of the date and time of the detention. An attendance register will be generated from the school’s integrated management system. Where appropriate, parents will be contacted by the member of staff setting the detention to discuss the reasons for the detention and ways of ensuring that the student’s behaviour improves.

Detentions will be held in the Jubilee Block.

* Staffed by a member of Teaching Staff
* Students enter and sit in silence throughout. They are able to complete their Knowledge Organiser
* If a student cannot attend for an exceptional reason their parent/carer must contact the school reception in advance so that alternative arrangements can be made;
* Students absent from school attend their detention on their first day back;
* Parents of students who do not attend detention will be contacted the same evening and an alternative date set, normally the next day;
* Missed detentions with no prior communication excusing them from attending will result in additional time being served in the Behaviour Centre the following day.
* Students arriving later than 3.30pm (10 mins after school has finished) will not be permitted to enter and will be re-booked into the next available detention (usually the following afternoon).
* Students misbehaving during a detention will be given a C1 warning before being issued a C2 and asked to leave should misbehaviour continue. In this instance students will be booked into the next available detention.

A list of students on detention is emailed to staff each morning as well as displayed in the staffroom at the beginning of each day. Reminder slips for students will be in registers each morning and it is the responsibility of tutors to remind a student that they need to attend that evening. Teachers are also asked to check their class register during period 5 and notify students who are highlighted as having a detention that afternoon. Any reminder slips remaining in the register packs after morning registration will be distributed to individuals by the Pastoral Administrator.

If a member of staff is unable to do their detention duty for a particular reason, it is their responsibility to swap with someone else.

**Appendix 7 - Serious Incidents**

When a serious incident occurs, staff need to complete an Incident Report Form. This needs to be filled in with as much detail and as dispassionately as possible as it may be used as the basis of a fixed term or permanent exclusion. When the report is completed, a copy needs to be passed to the Year Coordinator as well as a Senior Leader for action. The member of staff will be informed of any action taken as a consequence of the serious incident.

A serious incident may be:

* Violence;
* Threatening Behaviour;
* Extortion;
* Drug Offences;
* Racial/Sexual Abuse;
* Offensive Weapons;
* Swearing (in any language) at an adult.

Where there is any racist element recorded as an element of the incident, these must be reported to the local Authority using the racist Incident Form.

**Appendix 8 – Exclusions**

Fixed Term Exclusions

Very occasionally, exclusion is used as a clear warning that behaviour must improve and exceptionally, permanent exclusion is used when the Headteacher is sure that it is in the best interests of the learning community and of the particular student.

Exclusion from school is an extreme sanction and is used when all other sanctions have been exhausted. It is crucial that, when exclusion is used, the follow up with students and their parents is thorough and supportive. At the same time, when a student has been excluded, it must be made very clear that subsequent exclusions would be lengthier and would ultimately result in permanent exclusion.

The school operates the following policy:

1 day fixed term

3 day fixed term

5 day fixed term

Permanent Exclusion

In some instances students will not necessary follow this model dependent on the severity of the incident. The school is responsible for providing a fulltime education from the sixth day of any fixed term exclusion.

Permanent Exclusion

When the decision is made to permanently exclude a student the Local Authority is informed and the Governing Body Disciplinary Committee meets to consider exclusion.

A long fixed term exclusion (up to 45 days) might be used in exceptional circumstances, usually to allow time for new curriculum provision to be put in place (e.g. college placement) as an alternative to permanent exclusion

Permanent Exclusion is used in two situations:

* Where one single incident is sufficiently serious to warrant the student’s permanent removal from school. Examples of such incidents are: bringing a weapon into school; physical assault on another student or member of staff; selling drugs in school;
* Where there has been a series of incidents leading to fixed term exclusions and there is no indication that behaviour is being modified or is improving – the school has run out of strategies for managing the student’s behaviour and it is felt that he/she would be better with different educational provision.

**Appendix 9 - Searching Students**

The school follows the latest guidance from the Department of Education on searching, screening and confiscation. This document can be found by following the link below: <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf?mc_cid=30fb7d16ea&mc_eid=1c2c7be983>

Any member of school staff can search students with their consent for any item. The Senior Leadership Team as well as any staff authorised by the Head Teacher have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”.

Prohibited items are:

* Knives and weapons
* Alcohol
* Illegal drugs
* Stolen items
* Tobacco and cigarette papers
* Fireworks
* Pornographic images
* Electronic devices that have been used to commit an offence; cyber-bullying
* Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
* Any item identified by the school as being banned, this includes fizzy/energy drinks & chewing gum.

Two members of staff will be present during a search. Searches can be performed on both the school site and anywhere the member of staff has lawful control of the students (EG; School trip). Members of staff can use such force as is reasonable, given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or items that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items only banned under the school rules. The school may choose to involve the Police in conducting a search if students are uncooperative.

**Appendix 10 - Confiscation of items**

The school follows the latest guidance from the Department of Education on searching, screening and confiscation. This document can be found by following the link below: <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf?mc_cid=30fb7d16ea&mc_eid=1c2c7be983>

School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school rules/discipline. Controlled drugs, other substances, stolen items and extreme pornography will be handed to the Police. Alcohol, cigarettes or smoking paraphernalia, fireworks and pornography will be destroyed by the school. Other items banned by the school will be retained and parents/carers may then be invited into school to collect confiscated items. Repeat offenders may have items disposed of by the school immediately. Mobile phones will be returned to the student at the end of the lesson in the first instance of it being confiscated.

**Appendix 11 - Use of Reasonable Force**

The school will follow the latest guidance from the Department of Education with regards to the use of reasonable force. This can be found by visiting <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>