

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

To Be Reviewed : December 2019

Approved by Ethos Governors: 11th December 2018

To be reviewed annually or when there is a need to update following advice and/or any incidents

St Cuthbert Mayne School Behaviour Policy

St Cuthbert Mayne School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which ensures students are Ready, Respectful and Safe.

St Cuthbert Mayne has in place a range of rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the School's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. St Cuthbert Mayne reserves the right to apply this policy to all students at any time a student is recognisable as a St Cuthbert Mayne student regardless of whether this is before/during/after school hours. The application of this policy is not dependant on whether the student is wearing school uniform.

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 be **READY** to learn. this means 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 **READY** 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 community. This means 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 follow the clear reasonable requests of staff, 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 values 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.

Rewards

At St Cuthbert Mayne our first attention is always for best conduct. Promoting positive behaviour is the responsibility of all staff. We regularly celebrate the effort and success of all students in a variety of ways because we recognise that it is essential to developing a positive culture and ethos across the school. Examples of how we celebrate student effort and success include:

- Verbal praise
- written feedback

- Display of work
- Telephone calls, postcards and letter to parents
- Public commendations
- Awarding certificates
- My Stickers
- Hot Chocolate Fridays
- Celebration of Achievement/Awards Evenings
- Posts on the official school social media accounts
- Participation in trips and activities
- Additional responsibilities

Every Head of Year and Tutor has a responsibility to track and share with students the number of reward points achieved within their year group and tutor group on a weekly basis. Names of students who receive the highest number of reward points are displayed publicly for whole school recognition.

Appendix 1 - Ready to Learn Time

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Appendix 1 – Ready to Learn Time

The first 15 minutes of every school day is 'Ready to Learn Time'.

Students should show they are Ready to Learn and as a minimum, students should have a black pen, pencil, Knowledge Organiser and reading book. (KS3 only)

Students will be issued with a C1 warning if they do not have a pen to write with in lessons.

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 start of each lesson.

Persistent failure to bring in the correct equipment will result in contact being made with home.

Punctuality

Students who arrive late to school after 8:45am will be issued with a Red Card detention by their Tutor.

Students who arrive late to school after 9:00am will be issued with a Red Card Detention by the Attendance Administrator

Appendix 2 - Managing Student Behaviour in Lessons

Aims

1. To **eliminate disruptive behaviour**, so that there is a culture of learning, achievement and ambition everywhere in the school, and no learning time is wasted
2. To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to **take responsibility** for their own actions
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural interruptions as barriers

Ready to Learn Expectations

- Arrive on time, within 5 minutes of the first bell
- Sit where you are asked- raise any concerns politely with staff at an appropriate time
- Show you are ready to learn- equipment/kit out and sitting up straight in your chair
- Listen respectfully (in silence) when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn- do not disrupt/distract
- Work to the best of your ability and attempt all tasks set
- Stay in your seat- only leave with permission from staff
- Don't eat or drink (only water/squash is allowed in lessons)
- Treat everyone with respect- no swearing or abusive language
- Mobile Phones and headphones should be out of sight and switched off at all times. Phones may be used but only when directed by a teacher who has given permission for them to be used for the purpose of enhancing learning.
- At the end of the lesson wait behind chairs in silence ready to be released from the room

Students will be issued with a consequence if they do not meet the expectations above.

The C - System

Sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels they need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The aim is to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use the C-System where students who fail to respond to a C1 warning by correcting their behaviour can be sent to the Return to Learn Room (C2) in order to allow the learning of the rest of the class to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident or a student is refusing to co-operate) and removed from the classroom and taken to the Return to Learn Room.

There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student sent to the Return to Learn Room will be met by the member of staff responsible.

The **only** sanction to be used **within** a lesson is the C-System. See behaviour flow chart for a staged sanctions diagram.

C1 - If a student does not adhere to the Ready To Learn expectations, a teacher will tell them that they have a 'C1 warning' and their name will be written on the board in the Ready To Learn section.

C2 - If a student does this for a second time, they will be issued with C2 and sent to the Return to Learn Room for 24 hours, including an hour's detention from 3.20pm until 4.20pm.

Return to Learn Room (R2L)

We are committed to inclusion of all and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, or attend detentions or is involved in an incident too serious for a detention, the student will spend a 24-hour period in the Return to Learn Room which must be successfully completed. This means they are supervised in a room, given work to do, given the chance to reflect on their behaviour and work with behaviour staff to change their behaviour through intervention. When this happens students also receive shorter breaks and lunches than the rest of the school and at slightly different times.

Appeal and Restoration

If students feel that the correct process has not been followed resulting in them being placed in Return to Learn Room they have the right to appeal. All students will complete a reflection sheet upon entry to the Return to Learn Room and may use this to indicate if they feel the correct process for sending them to the Return to Learn Room was not followed. This will be reviewed by a member of the Behaviour Team. Students who refuse to co-operate with staff lose their right to appeal. Any staff member who sends a student to Return to Learn Room will visit the student (within the 24-hour period) and complete a restorative conversation.

Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Conferences are always held in a neutral place with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

Support

We aim to support all our students to ensure that every child succeeds during their time at St Cuthbert Mayne. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students e.g working in an attachment and trauma aware way. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Examples of support can be found in the Student Support Steps document (SSS).

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.

Appendix 3 - Managing Student Behaviour Around School

Red Card Behaviours

The 'Red Card' detention is a 20-minute detention for anti-social behaviour in and around St Cuthbert Mayne School. Our red card detentions enable us to address any behaviour that does not meet our high expectations. There are no warnings for these behaviours.

The following are reasons for a red card detention:

- Arriving late to school (After 9am)
- Running in corridors and around school
- Caught out of bounds
- Shouting
- Dropping litter
- Taking another student's tie
- Not tidying away plates/leaving tables in a mess in the canteen
- wearing earphones/headphones
- Eating in non-designated areas
- No uniform pass from Tutor
- Swearing/using derogatory language
- Pushing
- Chewing Gum
- Damaging, hitting, kicking school property
- Graffitiing

If a student does one of the things above, an adult will tell them that they have a "Red card", and that they must serve a 20-minute lunch-time detention (either that day or the next day). A daily list to remind students is printed on the wall outside the Pastoral Office.

Appendix 4 - Detentions

When a student is given a detention this means that they will be required to attend a Centralised Detention at lunch time for 20 minutes or a 60 minute after school detention. When issuing a detention, staff should:

- Tell the student that they have a detention.
- Record the behaviour incident stating the reason and book the detention on the individual students

For after school detentions, a text message via 'School Comms' is sent notifying parents of the date and time of the detention. An attendance register will be generated from the school's integrated management system. Parents will also be contacted by a member of the behaviour team. Where appropriate, parents will also be offered the opportunity to talk to the member of staff who set the detention.

Detentions will be held in the Jubilee Block.

- Staffed by a member of Teaching Staff or the Behaviour Team
- Students enter and sit in silence throughout. They must complete their Knowledge Organiser or other school work as directed by the supervising staff.
- 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 a student spending 24h in the Return to Learn room.
- Students arriving later than 3.30pm will not be permitted to enter the detention and this will be recorded as a missed detention.
- Students misbehaving during a detention will be given a C1 warning before being issued a C2 and asked to leave should misbehaviour continue. Any student being issued with a C2 in a detention will spend 24h in the Return to Learn Room.

A list of students on detention is displayed in the staff room each morning. 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. Teachers may be asked to escort students after school detentions where appropriate. 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 5 - Exclusion

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 is responsible for providing a full time 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 include but are not limited to: 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.

The school follows the latest DfE guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against.

Statutory Guidance: Exclusion from maintained schools, academies and student referral units in England

<https://www.gov.uk/government/publications/school-exclusion>

Appendix 6 - 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 Behaviour Team Lead 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 7 - 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 8 - 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 9 - 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>