BEHAVIOUR FOR PROGRESS POLICY

NEWMAN CATHOLIC COLLEGE

GOVERNING BODY APPROVAL: October 2020/21

**COMMITTEE WITH RESPONSIBILITY FOR
MONITORING & REVIEW:** Curriculum Committee

NEXT REVIEW DATE: September 2021/22

CONTENTS:

1. RATIONALE:

☐ Newman Catholic College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

☐ Our behaviour for progress policy guides staff to teach resilience and self-regulation, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

☐ Our Behaviour for Progress policy relates to any school context activity, be it in school, out of school in school time, on the way to and from school, online, or any other time or place that may result in the school's name being brought into disrepute.

2. LEGISLATION AND STATUTORY REQUIREMENTS:

This policy is based on DfE documentation and legislation including:

☐ Behaviour and Discipline in Schools (2013)
☐ Searching, screening and confiscation at school (2014)
☐ Equality Act: Advice for Schools (2013)
☐ Use of Reasonable Force (2013)
☐ SEND Code of Practice (2014)

☐ Supporting Pupils with Medical Conditions (2014) Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

☐ Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

☐ DfE guidance explaining that maintained schools should publish their behaviour policy online

3. AIMS:

Through this policy, we aim to establish a consistent and purposeful approach to modelling, educating and reinforcing positive behavioural norms in all interactions with student. Our ultimate aim is for students to reflect these expectations innately.

4. DEFINITIONS:

4.1 Misbehaviour is defined as:

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

4.2 Serious misbehaviour is defined as:

- ☐ Repeated breaches of the school rules
- ☐ Any form of bullying
- ☐ Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- ☐ Vandalism
- ☐ Theft
- ☐ Fighting (including any perceived "playfighting" which this school does not recognise).
- ☐ Smoking
- ☐ Racist, sexist, homophobic or discriminatory behaviour
- ☐ Possession of any prohibited items. These are:
  - o Knives or weapons
  - o Alcohol
  - o Illegal drugs
  - o Stolen items
  - o Tobacco and cigarette papers or any smoking paraphernalia
  - o Fireworks
  - o Pornographic images
  - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
  - o In addition, pupils who have food and drink items that do not adhere to our healthy eating policy will have these items confiscated and disposed of. In addition to healthy eating, this is to avoid the potential for students to sell items for profit.

5. BULLYING

Bullying is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures
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

Please refer to our Anti-Bullying Policy, and the Anti-Bullying Poster (**APPENDIX A**)

6. ROLES AND RESPONSIBILITIES OF STAFF AND GOVERNORS

6.1 The governing body

☐ The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix B).

☐ The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

6.2 The Headteacher

☐ The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix B). The headteacher will also approve this policy.

- The Headteacher and Senior Leadership team should lead by example in implementing the principles of this policy and to ensure that they are consistently implemented by staff across all contexts of school life

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy **consistently**

- Modelling "**relentless positivity**" (i.e. consistent positive re-enforcement; using a respectfully calm, non-emotive response when managing behavioural situations).

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Consistently following up incidents that take place either in their presence or in their vicinity. Recording behaviour incidents on the SIMS behaviour management system, speaking to pupils involved, and liaising with their tutor or Head of Year are a minimum expectation when dealing with behavioural issues.

- Regular positive contact with home is key to building a professional relationship of trust, therefore enabling more difficult conversations to take place within a foundation of support.

- Completing SIMS reports for pupils, and any requests for further information (e.g. Round Robins for the purpose of Pastoral Support Plans or pastoral meetings).

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

- Parents support our expectations by reading and signing summaries of our policies in the student planners.

7. PUPIL CODE OF CONDUCT

7.1 The three core philosophies of the Behaviour for Progress policy which students are expected to adhere to are:

READY:
- Students are calm when moving around the school, punctual, equipped and focused on learning and their personal development.
- To create a culture of exceptionally good behaviour for all: for learning, for community for life

RESILIENT:

- To encourage resilience and self-control and for students to accept the consequences of their actions gracefully.
- To ensure that excellent behaviour is a minimum expectation for all.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

RESPECT:
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To treat the school environment with respect
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through strong relationships.

7.2 Pupil Support
To support pupils in reaching these expectations, and helping those in need, we offer a wide range of support and interventions based on the NHS Thrive model, including:
- Mentoring
- In-class behaviour coaching
- Counselling
- Art Therapy

8 REWARDS AND SANCTIONS

- We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

8.1 List of rewards and sanctions
Positive behaviour will be rewarded with:

- Praise

- SIMS Reward Points

- Letters and/or phone calls home to parents

- Special responsibilities/privileges

- RRSA Student of the Month

- Departmental awards

- Head of Year Prize

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand

- Sending the pupil out of the class to the head of department

- Expecting work to be completed at home, or at break or lunchtime

- Detention at break or lunchtime, or after school

Referring the pupil to the Head of Year (and/or SLT link)

 Letters or phone calls home to parents

 Putting a pupil 'on SIMS report'

 Agreeing a behaviour contract through a Pastoral Support Plan and/or Governors
Behaviour Panel

8.2 Detention Structure

 1 – Teacher/Staff warning - Informal discussion, academic/B4P related
(LLD, "Emotional Truancy", Chatting, tapping, gum/eating, Equipment, Uniform, out
of seat).

 2 – Teacher detention – Formal detention after school.
Academic/B4P related (Record on SIMS)

 3 – Departmental Detention – Formal detention after school (up to 1hr)
Escalation of teacher detention. Academic/B4P related (Record on SIMS)

 4 – Head of Year Detention (H21 daily) – Formal detention after school, (1hr).
Persistent B4P or academic concerns on same day. Late to school or lesson. Sent out
of lesson. In Damascus.
*Lateness (from second bell onwards), Repeated poor behaviour; Failure to attend
Learning Detention, Repeated LLD, Disobedience, rudeness, swearing in
conversation/cussing, lateness (Non-attendance or misbehaviour results in
Saturday Detention). Use of mobile phone (2 week confiscation). (Thursday
2pm deadline for Headteacher's Detention)*

 4 – **Headteacher's detention** – Friday 3.05-**4.35** H21 (Collection from 2.45 from P5
lesson) (Thursday 2pm deadline for Headteacher's Detention)

 5 – **College detention** (Saturdays, Monthly, 9-11am)

8.3 Internal Exclusion/Withdrawal

 We may use Damascus for withdrawal or formal internal exclusion in response to
serious or persistent breaches of this policy. Pupils may be sent to Damascus during
lessons if they are disruptive, and they will be expected to complete the same work as
they would in class.
 Pupils who do not attend a given detention are also sent to Damascus. Damascus is
managed by the Deputy Headteacher and Damascus staff.

8.4 Off-site behaviour
Sanctions may be applied where a pupil has misbehaved off-site when representing the
school, such as on a school trip or on the bus on the way to or from school. This also includes
actions conducted online or any other school-related context.

8.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. BEHAVIOUR MANAGEMENT

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

☐ Create and maintain a stimulating environment that encourages pupils to be engaged

☐ Display the pupil code of conduct or their own classroom rules

☐ Develop a positive relationship with pupils, which may include:

  o Greeting pupils in the morning/at the start of lessons

  o Establishing clear routines

  o Communicating expectations of behaviour in ways other than verbally

  o Highlighting and promoting good behaviour

  o Concluding the day positively and starting the next day afresh

  o Having a plan for dealing with low-level disruption

  o Using positive reinforcement through the expression of "relentless positivity".

Classroom management strategies used in the school

☐ Outline the responsibilities of class teachers, and set out the measures they can use to promote good behaviour and respond to poor behaviour

☐ **Promote good behaviour, self-discipline and respect**

☐ **Regulate pupils' conduct**

☐ You may wish to include a classroom behaviour plan or one-page policy summary for staff to use

☐ **Ensure that pupils complete assigned work – FOCUS ON PROGRESS, achievement and LLL**

☐ Outline the responsibilities of class teachers, and set out the measures they can use to promote good behaviour and respond to poor behaviour

☐ PLEASE REFER TO THE SCHOOL'S World Class Teaching GUIDANCE

Disruptive behaviour

REMOVING PUPILS FROM THE LEARNING ENVIRONMENT

☐ If a pupil is being continually disruptive, defiant or refusing to follow staff expectations, they may be removed from the lesson.

☐ No student should ever be sent out of class without Adult supervision.

- Where possible, the student should be asked to stand at the back the relevant room until a teacher is able to manage the situation.
- In more extreme circumstances, the SIMS alert button should be pressed to call a member of staff to escort the pupil to another classroom (preferably the HOD) to complete their work, or to Damascus, depending on the circumstance.
- No student should be sent from a lesson to another room or to Damascus witout being supported by a member of staff.

Restorative Approach:

Reparation meetings at Newman Catholic College are a core part of repairing damage to trust between staff and learners, or between pupils. Our Reparation meetings are structured in 6 steps:
- *What's happened?*
- *What was each party thinking?*
- *Who feels harmed and why?*
- *What have each party thought since?*
- *What behaviours will each of us show next time?*
- *Reaffirm your commitment to building a trusting relationship. #*
- *Staff at will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.*

9.2 Physical restraint
The below guidelines refer to the DfE guidance[1] for physical restraint. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them if they are:

- 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

Staff Training

- Targeted staff who work in higher risk situations will receive positive restraint training.

9.3 Confiscation

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[1] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

- Any prohibited items (<mark>listed above</mark>) found in pupils' possession will be confiscated and may be disposed of. These items will not be returned to pupils.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.4 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

10. PUPIL TRANSITION

- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.
- In-year arrivals will be interviewed on application, and assessed during the induction process. Students arriving through placement via the Fair Access Protocol or as a Managed Move will additionally be supported by the Inclusion Support team on induction.
- The Year 7 team work extremely hard during the transition phase to ensure the highest standard of care, guidance and support.

11. TRAINING

- Our staff are provided with training on managing behaviour, as part of their induction process.
- Behaviour management will also form part of continuing professional development.

12. MONITORING ARRANGEMENTS

- This behaviour policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.
- The written statement of behaviour principles (appendix 2) will be reviewed and approved by the governing body annually.

13. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- ☐ Exclusions policy
- ☐ Safeguarding policy
- ☐ Anti-Bullying Policy

APPENDICES:

APPENDIX A – Anti-Bullying Poster

Appendix B: Behaviour for Progress Summary Poster

Appendix C: Physical restraint and handling recording form

APPENDIX C: Written statement of behaviour principles

- o Screening and searching pupils
- o The use of reasonable force
- o Disciplining pupils beyond the school gate
- o When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- o Pastoral care for staff accused of misconduct

- ☐ Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- ☐ All pupils, staff and visitors are free from any form of discrimination

- ☐ Staff and volunteers set an excellent example to pupils at all times

- ☐ Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- ☐ The behaviour policy is understood by pupils and staff

- ☐ The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- ☐ Pupils are helped to take responsibility for their actions

- ☐ Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.

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Practical steps in managing and modifying poor behaviour
Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct
The reminder
A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.
The caution
A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged:

Example Strategy:
30 second intervention
a. Gentle approach, personal, non-threatening, side on, eye level or lower.
b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out
The learner is asked to speak to the teacher away from others
Boundaries are reset
Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
Learner is given a final opportunity to reengage with the learning / follow instructions
Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of 'On Call'/Security will escort the learner to a workspace outside the teaching room. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. At XXXXXXXXX we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a Personal Learning Coach mentor who will:

Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.

Develop an appropriate action plan with the learner

Monitor and review and mentor using the action plan

Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves

If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by XXXXXXXXXX

Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning All of these matters will be confirmed in writing and recorded on our Behaviour Data platform.

Restorative conference

A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the PLC, Teacher, Learner, Learner advocate (if requested), Parent/Guardian, Governor representative (for schools) and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation. • There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to college as part of the process of repairing the damage they have caused.

Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.

Every effort will be made to encourage and support a change in the learner's behaviour

If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

APPENDIX - Behaviour for excellent teaching and learning – One page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, Ready, Respectful, Safe must be displayed in each learning space and referred to in conversations around conduct. Consistencies

1 Meet and greet at the door.
2 Model positive behaviours and build relationships.
3 Plan lessons that engage, challenge and meet the needs of all learners.
4 A mechanism for positive recognition is used in each classroom throughout the lesson.
5 Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.
6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
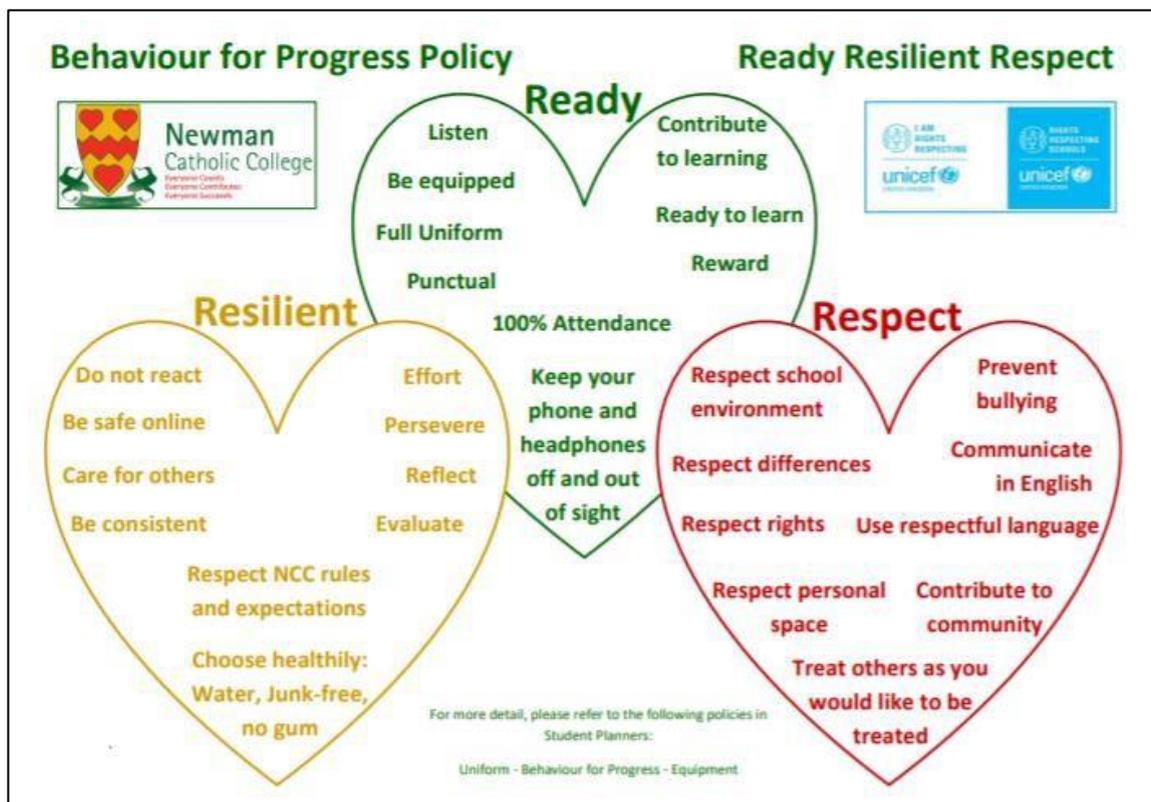7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
8 Never ignore or walk past learners who are behaving badly.

Steps Actions 1) Redirection Gentle encouragement, a 'nudge' in the right direction, small act of kindness 2) Reminder A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and

decelerate where reasonable and possible and take the initiative to keep things at this stage. 3) Caution A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. 4) Time Out Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. 5) Internal referral At this point the learner will be referred internally to another room in the department for the remainder of the lesson. All internal referrals must be recorded on XXXXXXXXX 6) Reparation A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process. 7) Formal Meeting A meeting with the teacher, learner and Head of Department, recorded on XXXXX with agreed targets that will be monitored over the course of two weeks.

A Serious Breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and payback

Behaviour for Progress Policy

Ready Resilient Respect

Newman Catholic College

Ready
- Listen
- Be equipped
- Full Uniform
- Punctual
- Contribute to learning
- Ready to learn
- Reward

100% Attendance

Keep your phone and headphones off and out of sight

Resilient
- Do not react
- Be safe online
- Care for others
- Be consistent
- Effort
- Persevere
- Reflect
- Evaluate
- Respect NCC rules and expectations
- Choose healthily: Water, Junk-free, no gum

Respect
- Respect school environment
- Respect differences
- Respect rights
- Respect personal space
- Prevent bullying
- Communicate in English
- Use respectful language
- Contribute to community
- Treat others as you would like to be treated

For more detail, please refer to the following policies in Student Planners:

Uniform - Behaviour for Progress - Equipment

Drink healthily – we are a water-only school: Only non-flavoured water can be consumed in school. You should bring a refillable school water bottle and keep it refilled using the water fountains.

Eat healthily – we are a healthy school: Aim to eat five pieces of fruit or veg a day. Small portions of snacks may be eaten as part of a balanced diet (e.g. one 35g bag of crisps or one small chocolate biscuit such as a Penguin or two-finger Kit-Kat). Non-healthy food will be disposed of.

Sanctions Summary

Prevent Bullying

To report any concerns about bullying, please use this anonymous email address:

stop@ncc.brent.sch.uk

Level 4 – Minor (Responsible – Tutor or Class Teacher)
- Sanction: Warning 1 or 2; Referral to Tutor/Teacher

Level 3 – Moderate or repeated minor (Responsible – Curriculum Leader)
- Sanction: Departmental /Tutor restorative meeting; Parental Contact.

Level 2 – Serious act or repeated moderate (Responsible – Heads of School)
- Sanction: Removal to Damascus; HoS Detention; PSP; Parental Meeting

Level 1 – Extreme act or repeated serious act – (Responsible – Senior Staff)
- Sanction: Fixed Term Exclusion; Damascus Programme (10-4 in Damascus)

♥ **Ready**

♥ **Resilient**

♥ **Respect**

♥ **Ready**

♥ **Resilient**

♥ **Respect**

Everybody Counts; Everybody Contributes; Everybody Succeeds.