

Behaviour Policy

St. Michael's Catholic Grammar School

Founded by the Sisters of the Poor Child Jesus, a Voluntary Aided school in the trusteeship of St Michael's Catholic School Trustee and a member of the Loreto Education Trust.



Approved by: M. Stimpson

Date: October 2020

Last reviewed on: October 2020

Next review due by: Spring 2021

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It is widely recognised and accepted that good teaching and learning is a way of improving behaviour in schools and at St Michael's Catholic Grammar School we value good behaviour to promote the school as a learning community and to ensure that classrooms are effective learning environments. The highest regard is given to the quality of relationships that exist between teachers and students. At St Michael's, we encourage and expect the highest standards in collective and self-discipline from all our students. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a system of rewards and sanctions. As a Catholic school, we are inspired and motivated by our mission to love and value everyone in our community, a key element of this is to educate our students to love and value one another and this is the basis from which we encourage good behaviour. Our Mission Statement is:

St Michael's is a Catholic school in which Gospel values inform all aspects of community life.

We are distinguished by the quality of education and care extended to all those in the school community.

Each person is recognised as an individual and everybody is valued and enabled to fulfil their potential.

In partnership with the wider community we are prepared to make full use of all the opportunities available so that we are all freed to become the individuals God wishes us to be, and to create a better world.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

A student is subject to the School's Behaviour Policy and may be disciplined for:

- any misbehaviour when the student is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to or bullies another student or member of the public
 - could adversely affect the reputation of the school.

Misbehaviour is defined as:

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

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
- Smoking (including vaping)
- Malicious allegations
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, e-cigarettes
 - Fireworks
 - Pornographic images
 - 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 student)

4. 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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.

Consult with the Headteacher and other stakeholders as appropriate to ensure that staff have ownership and confidence in the behaviour policy.

Agree the School's behaviour and discipline policy and a code of conduct.

Ensure that these are available to all staff, students and parents via the school's website.

Oversee the Headteacher's management of behaviour and discipline in the school in line with the policy.

Advise the Headteacher on ways of promoting good behaviour.

Review and amend their policy regularly.

Take account of any guidance from the DFE.

Ensure that registers of admittance and attendance are kept.

Include information on student attendance when required.

Include principles of prevention of bullying.

Ensure that staff have received training on the reasonable use of force to control or restrain students.

5.2 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 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher, working with the Governing Body, will develop a behaviour policy which promotes good behaviour, self-discipline and respect the Headteacher and will decide:

- The standard of behaviour expected of students at St Michael's Catholic Grammar School.

- How that standard will be achieved.
- The School's rules.
- Which members of staff may issue detentions.
- Which members of staff may use force against students or search them without consent.
- The disciplinary penalties for breaking the rules. This may include choosing to exclude a student, internally or externally, for a fixed period or to permanently exclude them in line with the legal requirements on the use of exclusion and having regard to statutory guidance.
- The rewards for good behaviour.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

Any item that is confiscated from a student will be taken to the School or Key Stage Office, where it will be marked with the student's name (e.g. in an envelope bearing the student's name) and stored safely for the period of time indicated by the Head of Key Stage or Deputy Head submitting the item.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form teacher or Head of Key Stage promptly

6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly and promptly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- take full responsibility for their own behaviour and work.
- not cause offence to others, including the use of foul, racist, homophobic, biphobic, transphobic or sexist language. Repeated offense would lead to some form of exclusion.
- show courtesy and sensitivity to everyone.
- respect others' beliefs and opinions.

- be patient, considerate and listen to others.
- be prepared to say sorry and accept apologies when offered.
- appreciate other's effort and achievements.
- wear the correct school uniform, as outlined in the Homework Diary, when in school or on the way to or from school.
- not have a hairstyle that may be considered extreme in the opinion of the Headteacher. Repeated offense would lead to some form of exclusion.
- attend school regularly and on time.
- bring all the equipment that they need each day.
- not bring to school dangerous implements of any kind (including knives, any sort of firearm, any other weapon, fireworks, any other explosive material or harmful chemicals) – such behaviour may lead to some form of exclusion.
- not use a mobile phone whilst on the school site without the permission of a member of staff, with the exception of Sixth Form who must not use a mobile phone in the corridors or other general areas. Yr 11 may use their phones in their form rooms at breaktime and lunchtime.
- not threaten or use physical violence to a student or adult – such behaviour may lead to some form of exclusion.
- not bully another student; bullying of any sort will not be tolerated and repeated bullying would lead to some form of exclusion.
- not make untruthful or malicious allegations against other students or members of staff. Any student found to have done so would be reprimanded. Sanctions may include choosing to exclude the student, internally or externally, for a fixed period or to permanently exclude them in line with the legal requirements on the use of exclusion and having regard to statutory guidance.
- respect other people's property.
- not take property that does not belong to them; theft of property belonging to the School or other students may lead to some form of exclusion.
- treat school buildings, grounds, equipment and property with respect. The School may seek reimbursement for the cost of repair of any damage from the parents/guardians of the student(s) involved.
- not deliberately damage school equipment or property — such behaviour may lead to some form of exclusion. The School will seek reimbursement for the cost of repair of any damage from the parents/guardians of the student(s) involved.
- treat private premises in the locality of the school with respect.
- follow health and safety rules, which can be found in the Homework Diary.
- not bring into school or use cigarettes, illegal drugs or alcohol when in school or on the way to or from school - such behaviour may lead to some form of exclusion.
- not chew gum whilst on the school grounds or whilst representing the school.
- not eat in the corridors, classrooms, study areas or library except form rooms at breaktime and lunchtime.
- not drop litter; but rather deposit rubbish in to any of the bins located around the site.
- not get involved in any sort of buying or selling between students.
- not show disrespect towards, use violence against, bully or in any way undermine the good standing of a member of staff or other adult in the role of a staff member (such as adult volunteers or visitor to the school), this includes the use of social media; such behaviour will be considered as serious and may result in an exclusion either for a fixed period of time, internally or externally, or permanently.

On the school site:

Students should:

- Keep to one side while moving around the building and behave in an orderly fashion in the corridors.
- Wait outside a teaching room until the class teacher arrives, unless specifically instructed to do otherwise.
- Not leave a classroom without permission.
- Arrive on time for registration and lessons.
- Concentrate in class and listen to the teacher's instructions.
- Bring books and equipment needed for each class.
- Always try to do their best.
- Set out work as required by the teacher.
- Work in groups without raising the sound level to disturb others.
- Wait in turn to speak in discussion groups or question and answer sessions.
- Not call out but raise their hand and wait to be asked.
- Record all relevant information in their school planner, particularly homework.
- Hand homework in by the set deadline. A detention will be set if deadline not met.
- Be helpful to other students, teachers and any other visitors to the lesson.
- Not rush around the classroom.
- Not leave the school site until the end of the school, except for students accompanied by a member of staff or those who have written permission from their parent/guardian.
- Not enter teaching areas such as Science, Art, staffrooms or office unless invited to do so by a member of staff
- Not use the internet or other resources to access sites that others may find offensive or that may air extremist views or sites that are unrelated to work being undertaken.
- Not give others access to their password or school computer account.
- Not print unnecessarily.
- Not attempt to access the school's internet connection from any device other than a computer provided by the school, with the exception of students in the Sixth Form who are permitted to access the school's connection via Wi-Fi in the supervised study area or Sixth Form building.
- Not use a computer or other electronic device to harm other people or interfere with other students' work or harm the reputation of the school — such behaviour may lead to some form of exclusion.
- Not send offensive or indecent images or messages via any means — such behaviour may lead to some form of exclusion.
- Not attempt to access the school's server — such behaviour may lead to some form of exclusion.
- Not attempt to bypass the network security systems or firewalls by direct means or with the use of internet proxy servers — such behaviour may lead to some form of exclusion.
- Not attempt to access folders other than those stored in their 'My documents' folder or those allocated on shared areas.
- Notify a member of staff if they discover materials, files or folders that violate any of the above.

Please also refer to the ICT policy and the ICT Acceptable Usage policy.

Students should be prepared to be held accountable for their actions. Students that regularly and repeatedly contravene the code of conduct outlined above may be subject to the school's disciplinary measures, such as detention, parents being informed, periods of formal monitoring or other appropriate strategies of intervention, including isolation or forms of exclusion.

Away from the school site:

Students should:

- Not congregate around the school's entrances at the beginning or end of the day.
- Not arrange to meet students from other schools at the school gates
- Go straight home and not go to local shops such as Costas or MacDonald's
- Not wear their PE kit to or from school
- Use the pavements rather than walk in the road.
- Not shout in the nearby streets.
- Walk in small groups so as not to cause an obstruction.
- Be polite to members of the public with whom they come in to contact.
- Be sensible and polite on public transport.
- Treat private premises in the locality of the school with respect.
- Never enter gardens or premises near the school site for any reason.
- Not use a computer or other electronic device to harm other people or interfere with other students' work or harming the school's reputation— such behaviour may lead to some form of exclusion.
- Not send offensive or indecent images or messages via any means — such behaviour may lead to some form of exclusion.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Stickers/postcards
- Commendations
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- A red note
- Sending the student out to the school office
- Expecting work to be completed at home, or at break or lunchtime
- Detention after school (Wednesdays and Fridays)
- Students who do not attend a given detention are asked to complete a double detention until 5pm
- Referring the student to a senior member of staff (green referral)
- Letters or phone calls home to parents

- Agreeing a behaviour contract
- Putting a student 'on report'

For serious or repeated breaches of this policy, the school reserves its right to use the following punishments:

- Isolation – day, half-day or multiple days
- Fixed Term Exclusion – in accordance with government policy
- Permanent Exclusion – in accordance with government policy

See appendix 4 for detention letter to parents.

7.2 Off-site behaviour

Sanctions may be applied where a student 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.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our allegations of abuse against staff policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 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 students to be engaged

Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons and formal ending
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption including red notes
- Using positive reinforcement

8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for an Incident Report Form)

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

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

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator will evaluate a student 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 student, 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.

9. Student transition

To ensure a smooth transition to the school, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year (or when necessary). Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing Body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Body every year.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Behaviour Principles Written Statement
- Safeguarding policy
- Anti-Bullying Policy
- ICT acceptable Usage Policy
- Home School Agreement
- Allegations of abuse against staff

• ST.MICHAEL’S CATHOLIC GRAMMAR SCHOOL



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“An outstandingly effective School” Ofsted

Voluntary Aided

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Dear Parents/Carers,

I regret to have to inform you that.....

has been given detention on Wednesday/Friday

The circumstances which have made this necessary are indicated very briefly here:

.....
.....
.....

I think it important to point out that the School has a legal right to detain pupils after school with or without parental permission. However, the support of parents for disciplinary measures is very important to us. Therefore if you believe that there are extenuating circumstances, please do not hesitate to contact me to discuss them.

I am sure that we can depend on your support in our efforts to help your daughter to maintain the highest standards of work and behaviour. Detention will start at 3.45 and end at 4.30pm.

Thank you for your co-operation. Please acknowledge receipt of this letter by signing below, and returning the reply slip to me tomorrow.

Yours sincerely

I have noted the contents of your letter informing me thatwill be kept in detention on Wednesday/Friday until 4.30pm.

Signed

Parent/Carer of Form:

Date:

In the Trusteeship of the Sisters of the Poor Child Jesus