



**St Michaels**  
**Secondary Phase**  
**Behaviour Policy**  
**September 2024**

## 1. Policy statement

The Behaviour Policy at St Michael's Catholic School is a statement of good practice that covers all Secondary phase student's behaviour.

All members of our school community are expected to adhere and support our behaviour policy. Our school is committed to providing a safe, faith filled and respectful learning environment for all students. This behaviour policy outlines the expectations for student conduct and the consequences for negative behaviours. The aim is to encourage positive behaviour, foster a sense of responsibility, and ensure a conducive learning atmosphere.

Central to this is the very high expectations relating to student conduct and an embedded belief that all students have the right to a calm, positive learning environment and uninterrupted learning experience. We expect our students to conduct themselves well, both in and outside the school, including on the way to and from school, by showing self-discipline, respect for others and reflecting the ethos of the school. The school's non-negotiables are shared via the home school agreement and in the student planner. It is at the discretion of our professional teaching and support staff, in line with this policy, that any sanctions given are in proportionate and reasonable adjustments made according to diagnosed student SEND. Sanctions will be applied in such a way that the dignity of the child is protected and opportunities for education and reconciliation are part of the process. St Michael's Catholic School continually monitor behaviour and intervene at an early stage if we recognise a potential behaviour pattern being established with individual students, within year groups or across the school. We work with a range of external agencies to ensure that specialist and targeted support is sought as required.

## 2. Student expectations for behaviour and conduct

At St Michael's Catholic School, we are guided by our mission of '*achieving in faith with love as a community*'. We use a key value from this mission statement FAITH, to outline our expectations for student's behaviour and conduct.

We expect all students to:

**F – to be faith filled.** To show willingness, positivity and faith towards the education and opportunities they receive as well as towards others.

**A – appearance.** Perfect uniform in line with school expectations is expected to school, during school and from school. The St Michaels uniform represents us as a school community and should be worn with pride and respect whenever it is on. Students appearance and manner should also be considered and appropriate to the context.

**I – intentional.** Students should show effort and positivity towards their behaviours and outcomes, personally, academically and actively. They should direct their effort towards their own goals as well as the values of the gospel. Students should complete all their work to the best of their ability and without disturbing or distracting others.

**T – together.** Our community and the love within it is crucial to students educational journey. All students should appreciate the differences, talents and unity we hold. Students should treat everyone with kindness, respect and courtesy. Students should listen when a member of staff (or another pupil) is talking. If they wish to say anything, they must put their hand up and wait to be asked to speak.

**H – great habits.** There are non-negotiable habits we will insist on to prepare all for life. On time, good attendance, prepared, good manners, meeting deadlines and excellent uniform.

### 3. Parents and Carers expectations

Parents and guardians and carers are expected to:

1. Work in partnership with St Michael's staff to ensure expectations in regards to behaviour and conduct are met.
2. Ensure students come to school correctly equipped, in full uniform and prepared to work.
3. Inform staff of any concerns which may affect the learning, progress or behaviour of a student. This can be done by email or letter to the students form teacher or Head of Year.
4. Respond to concerns raised by members of staff.
5. Inform the school of student absence by 9.30am.
6. Book appointments for students outside of school hours. Where this is not possible, inform the school via an email or call to reception in advance.
7. Where you need to contact your child during the school day, please communicate through the school, not directly with the student as it is our expectation that student's mobile devices must be turned off and secured away throughout the day.
8. Sign the Student planner weekly and check their classcharts record regularly to keep abreast with their development.

### 4. ClassCharts & Student Planners

The aim of the ClassCharts and the school planner is to promote regular communication with parents, encourage students to plan time and tasks, praise good work, and promote positive behaviour for learning. Parents will receive a login for Class Charts and can view homework set, Community Credits and negative behaviours via the app. Parents can communicate with Form Tutors via the planner. If the student planner is lost, then a new planner may be purchased from the Pastoral Offices for £3.

### 5. Praise and Rewards

The school aims to encourage students to reach the highest standard of which they are capable. Praising students' efforts and successes has a strong motivational effect so that positive behaviour is instantly recognised and positively rewarded. Students' achievements could be any of the following (as examples, list not exhaustive):

- Positive attitudes
- Sport
- Art
- Music
- Holding open a door
- Picking up some litter
- Being kind to another member of the school community
- Helping someone
- Taking part in an extra-curricular activity

Our most significant reward method is the use of 'community credits', these can be awarded singularly or in multiples for successful work and behaviours. Praise can be provided for students through:

- i. Class Charts Positive Behaviour Points – 'community credits' \*
- ii. Verbal recognition
- iii. A written comment on students' work

- iv. A written comment in the student's planner
- v. Positive Praise call
- vi. A visit to another member of staff, which may include the Head of Department, Head of Year or Headteacher
- vii. Public recognition within a form group or year group in assembly
- viii. Cake with the Headteacher
- ix. Through displaying the students' work
- x. Letters/emails to parent's/Carers
- xi. Rewards trips
- xii. Form/House competitions for prizes
- xiii. Celebration Assemblies at the end of each term
- xiv. Awards events

\* Students can use their community credits to purchase items from a reward shop, items such as pens, footballs, hairbands and queue jumpers are available.

## **6. Responding to inappropriate behaviour for learning**

When a student's behaviour falls below the standard that can reasonably be expected of them, school staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour. Staff expect classrooms and learning environments to be disruption free. Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed. De-escalation techniques will be used to help prevent further behaviour issues escalating. All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified, and considered. It is the responsibility of subject teachers to deal with low level, poor behaviour for learning which occurs in the classroom. More serious incidents can be dealt with by the teacher but should be shared with the Head of Department (HOD). Incidents that occur in the classroom should be dealt with by the class teacher and HOD initially, the incident can be shared with the Head of Year who can support if necessary. It is the responsibility of the Heads of Year to monitor pupils' behaviour across their year group. They will become involved if a student's behaviour is causing concern in a number of subject areas and/or during unstructured time, the Head of Year will look to support the reason why this behaviour is occurring and how we can support the student to progress.

When giving behaviour sanctions, staff will also consider what support could be offered in the future to a pupil to help them to meet behaviour expectations in the future. Suspension or permanent exclusions will only be used in the most serious of circumstances. Personal circumstances of the pupil will be considered when deciding on consequences and with regard to the impact on perceived fairness.

Students remain a member of the school whilst in school uniform and travelling to and from the school or on a school trip. A student who is proven to have acted in breach of school expectations outside school, will be considered as bringing the school into disrepute. Any student who is involved in online activity which brings the school into disrepute or is abusive to peers or members of SMCS staff will be sanctioned in line with this policy.

*Reasonable force* may be used if absolutely necessary to the well-being of others. Reasonable force covers a range of interventions that involve physical contact with pupils. When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

All members of school staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.

- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Reasonable force 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.

*Searching, screening and confiscation* will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools \(July 2022\)](#).

## **7. Reasonable adjustments**

Reasonable adjustments are changes that Schools must make if a student's physical or mental disability puts them at a disadvantage compared with others who aren't disabled. This is separate to requirements related to physical changes that make a building accessible, such as disabled toilets.

It means schools have a legal obligation under the Equality Act to support pupils who are disabled with reasonable adjustments, making sure they can benefit from what the school offers in the same way as a pupil who isn't disabled. We will not discriminate against a disabled pupil because of something that is a consequence of their disability.

Reasonable Adjustments at St Michaels Catholic School means that every child is valued and treated as an individual child of God and supported appropriately. We will always take into the consideration the SEND needs of child when implementing the behaviour policy and make reasonable adjustments to account for the SEND needs of a child whilst maintaining equally high standards and expectations at all times.

We will give consideration to aspects of the school day and how they can be adjusted to meet the needs of the disabled child, including attendance and behaviour, so that everyone is set high expectations and feels they belong in the school community. These reasonable adjustments will be made on an individual basis for students with diagnosed disabilities.

Examples of other reasonable adjustments made are:

- A pupil with a visual impairment sits at the back of the class to accommodate their field of vision.
- special communication systems like traffic light cards are put in place for a pupil who needs extra time to complete a task.
- A pupil with dyslexia who struggles to write on white paper uses different coloured paper.
- A short-term reduced timetable is agreed for a pupil with Autism Spectrum Disorder or Attention Deficit Hyperactive Disorder who finds classroom environments intimidating, in order to build their confidence back up to full time attendance.

## 8. Behaviour management system

St Michaels Catholic School use a behaviour system based on 'negative behaviour points', known as an NP. An NP is scaled and categorised below, with proportionate consequences issued.

	Negative behaviour	Consequence
<b>Warning</b>	Talking in lessons/assembly Calling out Disengaged Other low-level disruptive behaviour	Warning proceeding NP1
<b>NP1</b>	Missing equipment 2 <sup>nd</sup> warning for talking 2 <sup>nd</sup> warning for calling out Incorrect uniform Lack of pride in work e.g. poor presentation and care taken in exercise book Late to lesson Littering Phone confiscation Failure to complete 1 homework	Break OR lunch <b>15-minute</b> detention that day or the following day
<b>NP2</b>	Failure to attend an NP1 Removal from lessons to shadow timetable 2 missed homework's Truancy Lateness to school Refusal to follow a seating plan Online misbehaviour Bullying	After school <b>1-hour</b> detention
<b>NP3</b>	Refusal to follow the shadow remove timetable Vaping Possession of a Vape Use of inappropriate language Failure to attend an NP2 2+ NP2 in 1 day Serious disruption to a lesson or event Online misbehaviour Bullying	Internal isolation – in the reflection room or with staff. (can be <b>0.5 days</b> - <b>5 days</b> )
<b>NP4</b>	Physical violence towards others Inappropriate language towards others Discriminatory behaviour towards others Threatening behaviour towards others Online misbehaviour Persistent NP3 Bullying Possession of inappropriate items inc. drugs, items that can be used as a weapon Any behaviour which calls into question the good name of the school, or other serious incidents/behaviour which may cause harm to others and in the opinion of the Headteacher requires a suspension.	Suspension (can be <b>0.5 days</b> - <b>5 days</b> )

This table is not exhaustive and any other particular/poor behaviours will be proportionately considered based on the facts of the situation and/or incident by the Headteacher.

## Permanent Exclusion

In response to very serious or persistent breaches of the school's behaviour policy, and if allowing the student to remain in school would seriously harm the education or welfare of others, then the Headteacher may issue a permanent exclusion. This decision will not be taken lightly and will always be a last resort.

### Appendix 1: Definitions

- Inappropriate behaviour or unacceptable behaviour (including bullying, harassment and victimisation),

This may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as written, telephone or e-mail communications or through social media.

- Discriminatory behaviour

This is behaviour or actions whereby an individual is treated less favourably on the basis of a relevant attribute, including their sex, race, sexual orientation, age, disability, religion or belief or gender reassignment. St Michael's will take seriously and will fully investigate any report of discriminatory behaviour.

- Bullying

Bullying is a broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying involves a series or pattern of events in which one individual (or group) has demonstrated unacceptable behaviour towards another individual (or group). St Michael's will take seriously and will fully investigate any report of bullying.

- Child on Child Abuse

This is most likely to include, but not limited to, bullying (including cyber/online bullying), gender-based violence, sexual harassment or sexual violence and sexting. (Please see the Sexual Assault Policy, available on the school website) St Michael's will take seriously and will fully investigate any report of child on child abuse.

### Appendix 2: Drugs Statement

The word 'drugs' is used in its widest sense of non-prescribed mood-altering substances, to include social drugs such as alcohol and tobacco, whose use is legal within certain limits; illegal drugs (including the use of social drugs by children), medicines, novel psychoactive substances ("legal highs"), volatile substances and other substances which can be used to alter mood, such as solvents. Drug misuse is drug taking through which harm may occur, whether through intoxication, breach of school rules or the law.

The school recognises its responsibility to the individual as well as to the whole school community in relation to drug related incidents.

Any incident or information regarding the misuse of drugs will be reported to the Headteacher for the implementation of appropriate action. The School will consider each drug related incident individually and recognises that the most appropriate response should be applied to deal with the incident starting with the immediate safety and/or medical needs of the student. If a student is known to have taken or is suspected of taking illegal substances, parents will be contacted and will be required to collect the student and take them home for close monitoring or to seek medical support. In circumstances where the child is considered to be in need of immediate medical care, an ambulance will be called.

Any disclosure by a student that they have been misusing drugs or that they are concerned about another student's use of drugs, should be reported immediately to a member of the Leadership Team and DSL who will inform the Head Teacher.

### **Appendix 3: Weapon definition**

For the purpose of this policy a "weapon" is any firearm of any description including starting pistols, air guns. Replica or toy guns or knives. Any bladed object including pocket knives, craft knives, scissors and pencil sharpener blades. Explosives, including fireworks, aerosol sprays, lighters and matches; laser pens. Any object manufactured for a non-violent purpose that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- Teachers Standards 2011
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- The special educational needs and disability (SEND) code of practice