

# SACRED HEART OF MARY GIRLS' SCHOOL



## BEHAVIOUR and DISCIPLINE POLICY

<b>Policy adopted</b>	<b>December 2021</b>	
<b>SLT Member Responsible</b>	<b>Miss B McConville</b>	
<b>To be reviewed</b>	<b>Every 2 years</b>	
<b>Date of next review</b>	<b>December 2024</b>	
<b>Headteacher</b>	<b>Ms V Qurrey</b>	<b>Date: 20th December 2022</b>

***“Since Christ’s mission is to heal and reconcile, the nature of the Catholic school must manifest itself clearly in its response to those who experience a sense of personal failure, whether temporary or more long term ... although recognising the needs of the whole community, the response to disciplinary and other issues of concern must always be based on healing and reconciliation.”***

**Evaluating the distinctive nature of a Catholic school. Third Edition.**

## **OUR MISSION**

The Mission Statement at the Sacred Heart of Mary Girls’ School underpins all behaviour and discipline in the school and applies to staff and pupils alike. The discipline structure within the school relies upon the promotion and practice of positive behaviour by all members of the school community. As a Catholic school community, we favour a Community Code of Conduct rather than a set of school rules.

We expect that the Community Code of Conduct will instil in pupils a sense of moral responsibility, encourage consideration for others, and foster a mutual respect among all members of the school community as well as a respect for the working environment that we share each day. Expectations are very high with regard to behaviour and discipline and where pupils fail to comply with the Community Code of Conduct, sanctions which reflect a sense of justice and fairness will be applied.

***Be Careful. Don’t think these little children are worth nothing. I tell you that they have angels in heaven who are always with my Father. If a man has 100 sheep but one of the sheep gets lost, he will leave the other 99 on the hillside and go to look for the lost sheep. I tell you the truth, he is happier about that one sheep than about the 99 that were never lost. In the same way, your Father in heaven does not want any of these children to be lost.***

**Matthew 18: 10-14**

## **THE COMMUNITY CODE OF CONDUCT**

At the Sacred Heart of Mary Girls’ School, a very high standard of self-discipline and behaviour is required from all pupils.

We recognise that all members of our community are equal in the sight of God and we should endeavour to:

- develop a sense of responsibility
- show respect for everyone and for their opinions
- be polite, courteous, considerate and show friendship towards everyone
- show respect for our property, the property of others, and our environment.

**Our code must be adhered to by all pupils in order to ensure a safe and secure school environment for everyone, and to help develop a sense of personal responsibility. It is the responsibility of ALL adult members of the school community to ensure that pupils are treated fairly and consistently and in accordance with Catholic principles and Gospel Values.**

### **1. Aims**

- To ensure that all pupils consider the impact of their actions on the school community.
- To enforce a fair and consistent approach to promoting positive behaviour for learning.

- To ensure that staff, pupils and parents/carers are aware of our policy and their role in ensuring we achieve the highest standards of behaviour.
- To promote Christian values which ensure we continue to move forward as an effective community.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils 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

It is important that we act consistently as a staff in relation to what we expect of pupils and what we expect of staff. It is also important that we inform and involve parents/carers/carers at the earliest opportunity.

## 2. Definitions

Sacred Heart of Mary Girls' School is committed to ensuring that all pupils are able to thrive and develop in a safe learning environment and so reach their full academic potential. This is achieved through a learning environment with high behaviour expectations. Sacred Heart of Mary Girls' School is a calm but vibrant, purposeful learning community and all pupils and staff are committed to the highest standards of behaviour. *Read alongside our Code of Conduct (also included in pupil planners)* [Code of Conduct Redraft 2022](#) [Code of Conduct Redraft 2022 Sixth Form](#)

**Poor behaviour** includes:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform including wearing make-up
- Use of mobile phone in school
- Chewing gum in school

**Serious infringement of our Code of Conduct** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Bringing the school into disrepute
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and vapes
  - 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 pupil)
  - One-off incidents can lead to a fixed term exclusion or in serious cases of infringement of the school's Behaviour Policy, a permanent exclusion.

**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

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

At this school, we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

### **3. Roles and Responsibilities**

#### **Role of Headteacher**

- To ensure the highest standards of behaviour are enforced and maintained.
- To actively promote positive behaviour for learning.
- To praise and reward pupils and conversely apply sanctions as appropriate.
- To ensure staff model exemplary behaviour and are positive role models for the pupils.

#### **Pastoral Assistant Head**

- To devise, implement and review the behavioural Policies and practice
- To ensure the highest standards of behaviour through praise and reward and sanctions as appropriate.
- To meet fortnightly with Heads of Year to review attendance, punctuality, behaviour and concerns raised within a year group.
- To liaise with parents/carers and external agencies as appropriate.
- To work with the SENCO to ensure the needs of all pupils are met.
- To promote positive behaviour for learning across the Key Stages.
- To oversee all behavioural incidents.
- To provide CPD as appropriate.
- To support and develop the pastoral team to ensure they are effective and consistent in delivering positive behaviour for learning.

### **Heads of Year**

- To promote positive behaviour for learning across the year group.
- To praise, reward and sanction as appropriate.
- To develop positive relationships with parents/carers.
- To liaise with SENDCO to ensure all pupil needs are addressed.
- To liaise with outside agencies as appropriate.
- To provide CPD to year teams as appropriate.
- To lead assemblies/activities for their year group which reinforce positive behaviour for learning.

### **Curriculum Leaders**

- To be the first port of call for behaviour issues related to their subject area.
- To ensure that causes for concern is a set agenda item at departmental meetings.
- To ensure that syllabus and scheme of work accommodates a differentiated approach to learning.
- To discuss good practice in terms of classroom management with their team.
- To discuss corridor monitoring and ensure that department members have a visual presence in the corridor during lesson changeovers. Decide on a consistent approach of lining up outside the classroom.
- To give support to staff having difficulty with individual classes; where there is a new member of staff to the department this support should complement the induction programme.
- To oversee the use of subject reports in liaison with Heads of Year.
- To design a withdrawal timetable within their department to enable pupils to be sent to other teachers within the department.

### **SENCO/Director of Inclusion**

- To ensure the social, emotional and mental health needs for pupils with SEND are effectively developed.
- To ensure appropriate CPD for staff to address the needs of SEND pupils to develop positive behaviour for learning.

- To liaise with outside agencies as appropriate.
- To ensure effective communication with parents/carers.
- To provide teaching staff with strategies to support learning with the specific SEND pupils they teach.

### **All Staff**

- To be confident in enforcing the Behaviour Policy of Sacred Heart of Mary Girls' School and use the appropriate sanctions in line with the Policy.
- To be consistent in implementing all expectations (pupils and staff) and in applying rewards and sanctions.
- To deliver lessons that are well prepared and that pupils are provided with appropriate and differentiated activities.
- To ensure that the physical well-being and safety of pupils is protected.
- To provide a good role model particularly in terms of punctuality to school and lessons, attendance and dress. All staff should be smartly dressed with appropriate adjustments to their roles and subject areas.
- To treat pupils with courtesy and respect.
- To praise good work and behaviour whenever possible.
- To promote positive behaviour for learning through positive reinforcement and rewards.
- To inform parents/carers and Year Leaders of any behavioural concerns.
- To apply sanctions fairly and consistently in line with School policy.

### **Pupils**

- To demonstrate positive behaviour inside/outside of lessons and on the journey to and from school.
- To act as excellent ambassadors for Sacred Heart of Mary Girls' School.
- Older students are to be positive role models for younger students.
- To abide by School rules.
- To complete a pupil survey each term. Pupils can also fill in a Cause for Concern form via the website or google classroom link at any time. This is confidential and provides pupils with the opportunity to share any concerns they have with regards to a range of issues, such as bullying or teaching and learning concerns.
- To adhere to the Home School Agreement that was signed when all pupils joined Sacred Heart of Mary Girls' School

### **Parents/carers**

- To be familiar with our Behaviour Policy and our Code of Conduct..
- To communicate immediately with the school if they have any concerns.
- To reinforce positive behaviour for learning with their children
- To ensure that their daughters adhere to our School rules.
- To work with the school to support their daughter

- To adhere to the Home School Agreement that was signed when all pupils joined Sacred Heart of Mary Girls' School

#### **4. Rewards**

At Sacred Heart of Mary Girls' School we aim to create a positive learning environment by recognising effort and achievement, praising and encouraging pupils and building mutual respect between staff and pupils and between pupils themselves.

##### **The use of rewards such as**

- Verbal Praise
- Postcards/letters home
- Headteacher's Awards/Commendations
- Using SIMs to make positive comments about pupils
- Written praise on pieces of work or recorded in the pupil planner
- Merit marks on a piece of work/in exercise books/in pupil planner in KS3
- The achievement of a number of merit marks will result in public recognition at end of term assemblies.
- 100% attendance and punctuality is recognised by public congratulation at end of term year assemblies. Where there is a marked improvement in attendance and punctuality this will also be recognised publicly.
- Incidents of public service, achievements in fields of sport, music and the arts are publicly celebrated in assemblies
- Rewards in termly Achievement Assemblies
- The annual Prize Night (KS4 and KS5) and Prize Afternoon (KS3) provides opportunities to celebrate academic achievement, effort, sporting and musical successes and service to others. All prize winners receive rewards, trophies and / or certificates.

##### **Managing Behaviour at Sacred Heart of Mary Girls' School**

- Always remain calm and objective.
- Anticipate behaviour and try to prevent it from occurring.
- Make the distinction between the behaviour and the pupil.
- Try to ascertain the root cause of the problem and talk to the pupils individually without an audience
- Communicate empathy by reflecting their viewpoint back so as to defuse the situation.
- Discuss the consequences of their actions and give pupils choices. Help them to realise that they are in control and can bring about a change.
- Apologise when we make mistakes.
- Use Restorative Justice techniques and conferences in resolving issues where there has been a victim or victims.

The school recognises the importance of leading by example and that modelling high expectations is essential in delivering a positive behaviour management strategy. A Christ Centred approach is required at all times in order to respect the dignity of our pupils and staff. Pupils' well-being and the development of their resilience is paramount. All school staff should avoid:



- negative comments, especially about a person;
- punishing a whole group;
- treating pupils differently;
- threatening and not carrying through those threats;
- imposing excessive sanctions ;
- aggressive shouting;
- belittling pupils;
- ridicule or humiliation;
- comparing pupils with their siblings;
- causing intentional embarrassment;
- labelling the child instead of challenging the action or behaviour.

## 5. Sanctions

It is important to deal with unacceptable behaviour immediately and the basis of all good discipline relies on the effective interaction between staff and pupils. Except in cases of severe disruption in the classroom, pupils should not be sent 'elsewhere' until a number of responses have been tried.

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

- A verbal reprimand
- Sending the pupil out to another class for a short time or to the Subject Leader for the remainder of the lesson
- 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 Subject Leader or a senior member of staff
- Letters or phone calls home to parents/carers
- Signing uniform card
- Agreeing a behaviour contract
- Putting a pupil 'on report' either via the Head of Year or Subject Leader

Unacceptable or inappropriate behaviour will be recorded on SIMs.

Staff should, at all times, refer to the Sanctions Ladder when considering next steps for pupils who fail to comply with expectations. [W Sanctions Ladder September 2022.docx](#)

Further actions may include

- Departmental Detention
- Head of Year Detention
- Senior Staff Detention
- Daily Report to Form Tutor, Head of Year or a member of SLT
- Internal Suspension (Withdrawal from Class)

If a pupil frequently reaches the higher stages, the Head of Year will consult a member of SLT and consider further action. Where necessary, assistance may be sought from LEA support services and other outside agencies (where appropriate) may be asked to help in accordance with the procedures laid out in the school's Suspension and Exclusion Policy.

In exceptional cases, where positive attempts to address the pupil's problems do not produce any improvement in the situation, an Early Intervention Meeting will be called. This may include a Governor, the pupil, parents/carers/carers, EWO from LBH and a member of the Inclusions Team, or an Educational Psychologist, depending on who has been previously involved.

The purpose of an Early Intervention Meeting is to:

- outline clearly the nature and extent of the child's behaviour difficulties and how it is affecting the child and the life of the school;
- try to identify the circumstances that might be causing the difficulties;
- agree any action that may be required by those present at the meeting to improve the pupil's behaviour;
- make clear the consequences if the pupil's behaviour does not improve.

When all these steps have been taken, and the pupil's behaviour has not improved, then it will be necessary to consider the remaining sanctions:

- Suspension from school for a fixed term period
- Permanent Exclusion

In serious cases, such as contravening the school's policies on drugs or bullying or **in any instance of assault / physical violence**, then severe sanctions will be applied and may lead directly to a fixed term suspension from school regardless of the pupil's history. A meeting with parents/carers, the Headteacher, Assistant Head of Pastoral, Head of Year and in some instances, colleagues from outside agencies, will be convened before the pupil returns to school and it may be decided at this meeting, if further information has come to light in the investigation, that the suspension be made permanent.

## **6. Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- a fixed term suspension from school
- permanent exclusion
- reporting to the police

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally ensuring that all information is logged on MyConcern
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

## **7. Off-site behaviour**

Sanctions will be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **8. Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy. We would gain advice from the borough LADO for more information on responding to allegations of abuse against staff or other pupils.

## **9. Behaviour management**

## 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:
  - Greeting pupils in the morning/at the start of lessons
  - 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 such as removal to a colleague's classroom for a period of time
  - Using positive reinforcement

## Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil 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/carers and Headteacher for logging on the school log

## 10. Confiscation

**Any prohibited items mentioned in Section 2 under Definitions found in pupils' possession will be confiscated.** 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/carers, if appropriate.

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

## 11. 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/carers to create the plan and review it on a regular basis.

## **12. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

[W Sacred Heart of Mary Girls' School Safeguarding and Child Protection September 2022.docx](#)

## **13. Pupil transition**

To ensure a smooth transition between Key Stages, pupils and parents/carers may have transition sessions with relevant staff (Head of Year, Form Tutor). 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.

## **14. Training**

New teaching staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of the Continuing Professional Development programme for staff throughout the academic year.

## **15. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the Behaviour and Attitudes Committee every two years unless there is a review due to changes in procedures or due to information from the DfE. After each review, the policy will be approved by the whole governing body at the next appropriate meeting.

## **16. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy

- Attendance Policy
- Whistleblowing Policy
- Online Safety Policy
- Equalities and Diversity

## **CONCLUSION**

This policy should be applied within the context of the school Mission Statement and its application should be characterised at all times by the ethos of our school community and by our commitment to promoting the Gospel values.

**Reviewed November 2022 BM**