

Bishop Vaughan Catholic School

Discipline for Learning Policy

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DISCIPLINE FOR LEARNING POLICY

At Bishop Vaughan School we base our approach to discipline on the Catholic Ethos of the school. In our dealings with young people we strive to reflect the Gospel Values of truth, justice, tolerance, respect and forgiveness as modelled by Jesus Christ.

The aim of our approach is to build positive relationships between all members of the school community based on trust and respect. We encourage and nurture a culture of self-discipline in which our pupils take responsibility for their actions and relationships with others based on making good choices. This is achieved through a system of high expectations, rewards and structured sanctions, which are actively taught and reinforced at the start of each academic year.

The most important aspect of achieving good discipline is the promotion and building of good relationships. Every child is a unique individual, made in the image and likeness of God. Each child should therefore be treated with the utmost dignity and respect. This is especially true for those displaying the most challenging behaviour, as these are often the pupils in most need of our understanding and support.

The aim of our discipline policy is to help young people to take responsibility for their own behaviour and to support them, where necessary to change their behaviour by making good choices in their lives.

Experience shows that behaviour within a school improves where issues are dealt with as soon as possible by the person who has been transgressed against, within a strong culture of pastoral care and support. Sanctions alone do not change the behaviour of young people.

It is vitally important that staff as adult professionals working within a Catholic School, model the behaviour that we expect from our pupils as young people learn more from what they experience than from what they are told.

The aim of our policy is to:

- To encourage and support the building of positive relationships between all members of the school community, within a culture of forgiveness and respect.
- To support young people to take responsibility for their behaviour and actions.
- To encourage learners to develop the ability to make well informed choices.
- To support staff in the nurturing of a positive learning environment and culture.
- To build positive relationships with Parents, Carers and Family members and to work closely with them to support our young people to achieve their potential.

Expectations and Values

Bishop Vaughan is a Catholic school. All members of the school community are to be recognised as made in the image and likeness of God and respected accordingly. All members of the school community are encouraged to follow the example of Christ.

In practice this means that everyone should strive:

- * to give praise and thanks to God
- * to put other people first
- * to tell the truth
- * to be courteous
- * to welcome visitors
- * to offer and to accept help
- * to take responsibility
- * to be hopeful, energetic, attentive, encouraging
- * to be honest by saying 'YES' when it is meant and 'NO' when it is meant – politely
- * to have a sense of humour

These aims are for everyone, at all times: in assemblies and in lessons; around the buildings and the school grounds; at break-times and at lunch-times; travelling to and from school; on trips and journeys outside school.

Discipline for Learning

Teaching and learning are the core activities of Bishop Vaughan School. Good conduct, therefore, is vital to ensure that teachers may teach effectively and that all pupils may have an equal chance to learn and to reach their potential.

In lessons pupils are encouraged:

- * to do their best with God's help
- * to appreciate that each subject brings knowledge of God's world
- * to be polite, listen and follow instructions without delay
- * to follow safety rules and instructions exactly
- * to ask questions and learn as much as possible
- * to learn from mistakes
- * to collaborate with the teacher and other pupils
- * to be punctual to lessons
- * to bring the correct books/equipment
- * to let others work without interruption

These principles are outlined in the pupil planners and on posters displayed in all teaching areas

DISCIPLINE FOR LEARNING**EXPECTATIONS**

1. Be respectful
2. Be safe
3. Be the best that you can be

Rewards

Rewards for good behaviour and work are very important in reinforcing these expectations. Rewards should be applied generously and consistently. Rewards are based on pupils' behaviour, attendance and where staff have noticed pupils displaying exemplary behaviour in line with the ethos of the school.

DISCIPLINE FOR LEARNING**REWARDS**

1. Praise from the teacher
2. Referral to Head of Year or Head of Department for praise.
3. Letter of praise sent home.
4. Referral to Senior Leadership Team or the Headteacher for praise.
5. Participation in end of term reward activities.
6. Opportunity to obtain Half-Termly prizes.

It is the role of the class teacher to encourage pupils in the exercise of good conduct and every opportunity should be taken to encourage the pupils to make good choices. **Discipline within lessons, in the pursuit of learning, in the completion of classwork and of homework is first and foremost the responsibility of the class teacher.** If additional support is required that should be sought from the Head of Department, head of year or in extreme cases the member of SLT on the duty rota.

If pupils **choose to ignore the opportunities given to make good choices** and misbehave significantly, break rules or disrupt lessons, a series of consequences should be carefully followed. Although it is for the professional judgement of the teacher to decide how rigidly rules and consequences should be applied, a general rule of thumb is that if a lesson has to be interrupted to deal with misbehaviour then the process should start since the education of others is being affected.

Consequences are displayed on posters in all teaching area (See appendix 1).

DISCIPLINE FOR LEARNING	CONSEQUENCES
	Stage 1 – Short Teacher Consequence Stage 2 – Long Teacher Consequence Stage 3 – Additional Consequence by Head of Department/Year Stage 4 - ROTA CALL (Senior Management Consequence)

Sanctions and Support for Persistent Behaviour

If a pupil persistently breaks the classroom rules and works through the consequences without any improvement in behaviour, then the following procedures should be adopted. This mixture of sanctions and support seeks to give pupils every opportunity to see the error of their ways and learn new ways of coping within our school. Support provided will include:

DISCIPLINE FOR LEARNING	SUPPORT
	<ol style="list-style-type: none"> 1. ENGAGE Mentor to support pupil in identify triggers and improve behaviour 2. Parents phoned or called into school for meeting with Head of Year 3. Weekly Behaviour Reports with tutor or Head of Year supervision 4. Strategic Behaviour Monitoring booklets with detailed analysis of behaviour 5. Referral to our Welfare Officers or School Counsellor for further guidance 6. Time in ENGAGE our Supported Learning Centre in preparation for re-integration to the classroom 7. Referral for additional support where necessary to the LA Behaviour Support Teacher, Educational Psychologist or Educational Welfare Officer 8. Referral to internal behaviour units (LEAP/ Aspire)

Sanctions will be applied sparingly where a pupil is choosing to disrupt the learning of others or put the safety of themselves or others at risk:

DISCIPLINE FOR LEARNING	SANCTIONS
	<ol style="list-style-type: none"> 1. Break-Time and Lunch-Time Detentions 2. After School Detentions with Parental Collection (minimum 24hr warning) 3. Internal exclusion 4. Fixed-Term Exclusion 5. Pastoral Support Programme altering access to the curriculum arrangements 6. Referral to Aspire behaviour unit 7. Referral to EOTAS provision within the LA 8. Permanent Exclusion

A flow chart demonstrating the appropriate consequences is available in the staff handbook and as a poster in all teaching areas. It is reproduced in Appendix 1.

Good Conduct around the school

Good conduct in lessons should be continued outside lessons; in movement between lessons, at break-time, at lunch-time, at all times and in every place.

In order to promote good conduct around the school, pupils are encouraged:

- to show respect and consideration at all times, not only to their peers and teachers but also to office staff, lunch-time supervisors, caretakers, kitchen staff, transport officials and all visitors
- to show respect and reverence in the Chapel
- to move around the school with pace and purpose
- to follow the one way system where applicable
- to wear the full school uniform at all times
- to be sensible in the dining areas and in the school grounds
- to behave properly on the buses
- to try to help if someone is hurt or distressed; inform an adult
- to treat the school environment and property with care

Unacceptable Behaviour

At Bishop Vaughan School unacceptable or criminal behaviour will not be tolerated on the school site, on journeys to and from school, school trips and provision at other educational establishments. This includes:

- fundamental disrespect for the Catholic faith, school liturgy and prayer
 - violent, abusive or threatening behaviour
 - dangerous breaches of safety rules and instructions
 - wanton damage, destruction or theft
 - possession of offensive weapons
 - possession and/or use of drugs, tobacco, alcohol or any illegal substance
 - inappropriate use of computers, internet or any other electronic equipment.
- Further information may be found in the school's Internet Use Policy.

In the event of any such unacceptable or criminal behaviour, the Headteacher in consultation with the Senior Leadership Team and Heads of Year will take direct and appropriate action to safeguard the common good. Parents will always be informed. The police will be involved as necessary. Staff may record such misbehaviour using the SIMS referral system. Serious incidents should be referred directly to Head of Year or SLT.

Travelling to and From School

All pupils must behave responsibly and safely when travelling to and from school, whether by bus, taxi, train, bicycle, walking or any other way. Pupils must follow the rules in the Welsh Government School Travel Behaviour Code as well as the school

Code of Conduct. The school may decide to take action against any pupil who misbehaves on their way to or from school. The local authority also has the power to remove the right to school transport from pupils who seriously misbehave.

Pupils should:

- always respect vehicles and property.
- always be polite.
- never drop litter.
- always behave well when travelling.
- always follow the driver's instructions when travelling.
- not distract the driver.
- always cross the road safely and sensibly.
- always travel by a safe route.
- always respect others, including other pupils, drivers and the public.

Pupils have the right:

- to be safe when travelling.
- to be treated fairly and with respect.
- to tell someone if somebody or something is causing them a problem.
- not to be bullied or picked on.

All pupils have copies of the School Travel Behaviour Code in their pupil planners and are made aware of their responsibility to comply with it.

Pupils who travel by bus to school must also follow the rules in the Welsh Government School Bus Travel Behaviour Code.

School Bus Travel Behaviour Code

- When at the bus stop, always wait sensibly, off the road.
- Make an agreement with your parents what to do if the bus does not arrive or if you miss it.
- When the bus arrives, wait for it to stop. Never push or rush for the door.
- Show your bus pass (if you have been given one) when you get on the bus.
- On a school bus stay in your seat for the whole journey.
- On a public bus find a seat if one is available.
- Never block the aisle with your bag or other belongings.
- Always wear a seatbelt if one is provided.
- You must not distract the driver when he or she is driving.
- Never eat or drink on the bus.
- Never throw anything in or from the bus.
- Never damage or vandalise any part of the bus.
- Never operate the bus doors or exits, except in an emergency.
- Always follow the instructions of the driver or passenger assistant at all times.
- If there is an accident, stay on the bus until you are told to leave. If it is unsafe to stay on the bus then leave by the safest exit.
- Never try and get on or off the bus until it has stopped.
- Always get off the bus sensibly, taking all your belongings with you.
- Never cross the road in front of or close behind the bus.

Mobile Phones

If pupils have mobile phones they should note that they are **not** to be switched on or in use inside the school. This includes the buildings, playground and playing field areas, before, during and after the school day.

Mobile phones are to be kept out of sight, either on the person or in the school bag. The school can take no responsibility for any loss or theft of mobile phones.

Parents and guardians are asked **not** to contact their children by mobile or phone text during the school day. If an emergency message needs to be conveyed the school office will take the call and pass the message on. Similarly, if a pupil needs to make an emergency call home he or she just needs to approach the office.

Failure to comply with these rules will result in the phone being confiscated and kept in the school office for collection by a responsible adult. **Any pupil using a mobile phone to record sound or video or take photographs in school faces the likelihood of exclusion.**

Monitoring and Evaluation

At the start of each half-term, the good conduct code is explained to all pupils at year assemblies by Head of Year from guide-lines prepared by SLT. This is to ensure that all pupils receive a consistent message.

Tutors should refer to the principles of the good conduct policy whenever they discuss issues of behaviour with either their whole tutorial group or with individual pupils.

The policy is discussed and reviewed at departmental meetings, at tutors' meetings, at pastoral leaders' meetings and at SLT meetings.

The policy is underpinned and works in tandem with the school's various policies including the Computer and Internet Use Policy, Anti-Bullying Policy and School Uniform Policy.

Copies of this policy and those listed above are available on our website, in policy folders on the school network and can be made available on request.

Date: June 2017

Review Date: June 2019

Review Date: November 2019

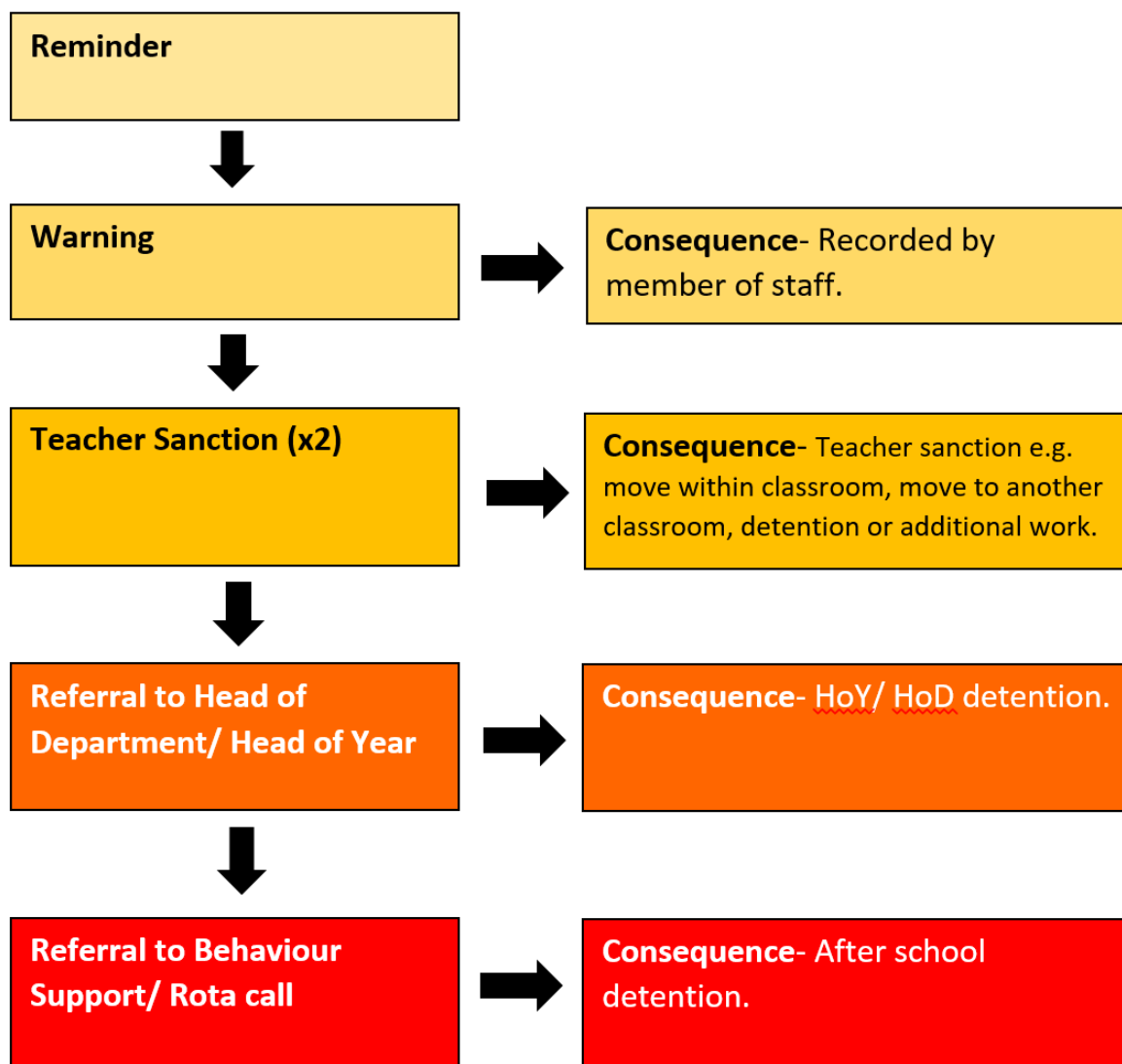
Review Date: November 2021

Review Date: November 2023

Review Date: November 2025

Next Policy Review Date: November 2027

Appendix 1- Consequences Flowchart



Appendix 2- Confiscation

The Headteacher designates the power of confiscation to all staff, under circumstances where an item in a student's possession may cause harm to another person or is a threat to the safety and well-being of others in school. This is in-line with several articles from the UNCRC, such as "protecting children from dangerous drugs" and Article 36

"Children should be protected from any activities that could harm their development".

Examples of such incidents include:

- A cigarette lighter
- A mobile phone being misused, i.e. using phone in a classroom, cyber bullying
- Illegal substances, including cigarettes
- Any item that could be classed as a weapon or imitation firearm, e.g. penknives, BB guns.

Where such an item is confiscated the item will be kept safely by a member of staff until returned to the pupil later in the day. On occasions, some items maybe held for parents to collect, unless the Headteacher decides the item should be passed to the police, or disposed of safely.

The Headteacher designates the power of confiscation to all staff where an item in a student's possession is in breach of the school's Code of Conduct.

Examples of such items may include:

- Jewellery
- Make-up
- Inappropriate outdoor coats and hoodies
- Mobile phones and other electronic devices

Where such an item is confiscated, it is the responsibility of the member of staff to store it in a safe place and return it to the student/ parent at an agreed time. Valuable items, such as mobile phones should be taken to the Main Office at the earliest possible opportunity where they can be stored securely.

Examples of items that may be disposed of:

- Food confiscated during a lesson
- Cigarettes and illegal substances

Appendix 3- Interventions and Support

The interventions below provide guidance on the types of interventions to support behaviour in Bishop Vaughan which can be used to avoid permanent exclusion. This is not an exhaustive list and some interventions might not be appropriate dependent on individual circumstances but all interventions must be recorded on SIMS with linked documents attached.

Stage 1 Interventions

- Pupil pastoral support meeting
- Parent phone call/ email/ letter
- Behaviour report

Stage 2 Interventions

- Pastoral support meeting with parent/ carer
- Behaviour contract

Stage 3 Interventions

- Behaviour IEP
- ENGAGE/ Cynnydd/ Wellbeing Mentor
- Referral to external agencies e.g. Evolve, Youth Justice etc.
- Reactive plan

Stage 4 Interventions

- Educational Psychologist
- Behaviour Support Teacher
- External PSP

Stage 5 Interventions

- LEAP (Key Stage 3 only)
- ASPIRE (Key Stage 4 only)
- Managed move

Stage 6 Interventions

- EOTAS
- Permanent exclusion

Appendix 4- Detention

All schools have the legal authority to detain pupils on disciplinary grounds, after the end of the school session, without the consent of the parent/guardian.

Any pupil from Year 7 –11 can be placed in After School Detention if required to do so, provided that the proper procedures are adhered to. The school will give at least 24 hours' written notice to the parent before the detention takes place. The notice will inform the parents that their child has been given a detention, the reason for that detention and when, where and for how long the child will have to remain at school. (No notice is needed for break or lunchtime detention). In the case of detention held after school the notice of detention will be sent home via the pupil. Responsibility for making transport arrangements lies with the parent. Any pupil failing to attend a detention without a good reason can expect to receive intervention from either Head of Year or SLT.

A parent concerned about either the principle of detention or the specific circumstances of its use can raise these concerns with a member of SLT or the member of staff responsible for administering the detention.

Appendix 5- Exclusion

Headteachers, governors, Local Authorities and exclusion appeal panel members are required to have regard to the guidance outlined in the National Assembly Circular (Exclusion from Schools and Pupil Referral Units).

When deciding on exclusion the Headteacher/ Governor's should consider:

- Whether a pupil should be excluded for a fixed period or permanently
- The length of fixed term exclusion
- Whether to direct the Headteacher to re-instate an excluded pupil.

The Headteacher will follow procedures set out in the above named Circular after deciding that a pupil is to be excluded. Only the Headteacher, or someone designated as the acting Headteacher for the time being, has the power to exclude a pupil from school. If the head or acting head is absent from school, then the deputy head teacher may exercise the power of exclusion, though they will make it clear that they are acting in the head's absence.

The Headteacher will not exclude a pupil until:

- He/ she has all the relevant facts and firm evidence to support the allegations made.
- The pupil facing possible exclusion has been interviewed and given an opportunity to comment on what has occurred and, if necessary, give his/her version of events.

- He/ she has had an opportunity to consult others who may have an involvement/interest in the pupil. The parents will be informed immediately by telephone and a letter will follow this up within one school day. A letter will also be sent directly to the pupil. In the exclusion letter the parent/pupil will be informed that he/she may make representation about the exclusion to the Governing Body and the LEA. These letters conform to the requirements as set out on circular 1/2004.

In all cases of exclusions of more than 1 day, work will be set and marked. Parents should arrange for the work to be collected and returned and the school will ensure that it is marked. Further work will then be set. The Headteacher will inform the Governors Discipline Committee and the LEA of pupil exclusions, in line with Circular 1/2015.

In exceptional circumstances, where the Headteacher feels it is essential that the pupil be required to leave the premises immediately, a check will be made to ensure the parents/guardian are available to supervise the pupil.

Pupils returning to school after a fixed period exclusion should ensure that work completed during the exclusion is returned to the subject teachers. Any pupil returning from a fixed period exclusion will be placed on 'Red Report' with a designated member of behaviour support staff to monitor his/her performance in lessons on the days after his/her return.

The school recognises that the ultimate sanction of permanent exclusion is an extremely serious measure, which must be used sparingly. A permanent exclusion may occasionally be applied for one major offence, more usually this sanction is applied when all reasonable steps to support or correct a pupil's behaviour have been exhausted and the pupil continues to exhibit challenging forms of behaviour culminating in a further serious incident. It could also be applied when allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil or others.

Internal exclusions (ENGAGE) may be used where the Headteacher feels that it isn't necessary to externally exclude a pupil or their circumstances at home do not allow it. Internal exclusion will be performed in ENGAGE and supervised by behaviour support staff. Work **MUST** be set for the period of internal exclusion by teaching staff which will be returned to them by behaviour support staff for marking.

Following an exclusion the pupil will not be allowed to return to lessons without the completion of a return to school meeting with a member of SLT which **MUST** be attended by a parent/ carer. If the parent carer is unable to attend a meeting at the designated time then every effort will be made by SLT to arrange a more suitable time but pupils will **NOT** be allowed to return to lessons until a meeting has taken place.

Appendix 6- Pastoral Support Programmes

Form tutors, subject teachers and senior pastoral staff are always willing to support pupils who experience difficulties. Strategies are normally put in place and the situation monitored regularly. However, some pupils do not respond to the extra concern and help given and become at risk of exclusion.

When a pupil fails to co-operate over a length of time or gets involved in serious anti-social behaviour, a meeting with the pupil, parents and any support agencies, e.g. social services, police, educational psychologist, health, etc. may be held. The outcome of such a multi-agency meeting would be the drafting of a pastoral support programme. The PSP would be the school's attempt to support the pupil from the possible risk of permanent exclusion. At such a meeting, the school's representatives would normally be the Assistant Headteacher and appropriate Head of year who would then be responsible for the setting up and monitoring of the programme. Another option if the PSP fails would be to organise a managed move to another school with the assistance of the Local Authority.

Appendix 7- Guidance on Application of Sanctions (SLT/ HoY)

The following is only a guide and not a definitive list of potential sanctions.

- Truancy (external)- 5 days off yard
- Truancy (internal)- 3 days off yard
- Littering- Lunchtime SLT detention/ litter pick
- Assault (minor e.g. pushing, pinching etc.)- Minimum 1 day off yard
- Assault (serious e.g. punching, kicking etc.)- Minimum 1 day Engage up to 3 days fixed term exclusion
- Assault (extreme e.g. using weapons) - Minimum 3 days fixed term exclusion. Potentially permanent exclusion depending on severity.
- Damage to property- Minimum 1 day detention for minor damage up to 5 days off yard for significant damage. Parents may be asked to cover cost of damage.
- Verbally abusing a member of staff- Minimum 1 day Engage.
- Physically abusing a member of staff- Minimum of 3 days fixed term exclusion. Potentially permanent exclusion depending on severity.
- Verbally abusing another pupil (including swearing at another pupil and calling names) - Minimum of lunchtime detention. Up to maximum of 1 day in Engage.
- Rota call due to constant low level disruption- 1 day detention and after school detention. Pupil will only be allowed back to lesson after discussion with member of BST and apology to member of teaching staff.
- Stage 4 rota call- Internal exclusion for 1 day and after school detention.
- Persistent lateness- 1 day detention. Referral to HoY

- Uniform infringement- Green slip. If pupil fails to modify uniform within the agreed time frame 1 day detention for every day of inappropriate uniform (including makeup).
- Computer abuse- Ban from computers for a minimum of 1 week. 1 day detention.
- Failure to attend detention- Additional detention in first instance.
- Frequent failure to attend detention- After school detention
- Persistent failure to attend detention- 1 day Engage.
- Smoking- 5 days off yard
- Selling sweets etc.- 5 days off yard
- Out of bounds- Minimum 1 day detention
- Dangerous behaviour- Minimum 1 day detention

Appendix 8- Guidance on Classroom Teacher Sanctions

The following is only a guide and not a definitive list of potential sanctions.

Type of Behaviour	Possible Consequences
Stage 1 e.g. disruptive behaviour, insolence etc.	Verbal warning. Move within the classroom. One-to one discussion with the pupil outside the classroom.
Stage 2 e.g. persistent stage 1 behaviour	Move to another classroom Break/ lunchtime teacher detention Additional work e.g. lines Phone call/ letter/ email home (Classroom teacher)
Stage 3 e.g. failure to respond to previous consequences	Refer to HoY/ HoD for HoY/ HoD detention in addition to classroom teacher consequences. Phone call/ letter/ email home (HoY/HoD)
Stage 4 e.g. failure to respond to HoY/ HoD consequences.	After school detention Internal exclusion Phone call/ letter/ email home
Stage 4 Rota Call- This is only to be used where a pupil is causing such significant disruption to the learning of others and or they are causing a danger to themselves or others.	Send a message to ENGAGE or call ext. 2229 for SLT assistance.

Appendix 9- Behaviour Report

Behaviour report cards are used to support pupils in modifying their behaviour to ensure that they/ their peers can learn in a calm and secure environment.

Report cards are coloured dependent on the levels of support and run over a 2 week period.

Yellow	Pupils are placed on Yellow Report if their behaviour is such that it is causing disruption to the learning of others. Yellow reports are monitored by the Form Tutor and parent/ carer. If a pupil has more than 10 crosses over the 2 week period they will progress on to blue.
Blue Report	Pupils that have failed to modify their behaviour on yellow report or are returning from internal exclusion (ENGAGE) will be placed on blue report. Blue reports are monitored by a member of behaviour support staff, HoY and parent/ carer. They will need to register in ENGAGE every morning before going to tutorial/ assembly. If a pupil has 3 or more crosses in 1 day they will receive SLT detention and if they have more than 10 crosses over the 2 week period they will be internally excluded and will repeat a further 2 weeks on blue report.
Red Report	Pupils returning from external exclusion will be placed on red report. Every 'cross' on a red report results in a break/ lunchtime detention. If a pupil has 3 or more crosses in 1 day they will receive SLT detention and if they have more than 10 crosses over the 2 week period they will receive 2 days in ENGAGE with a parent meeting and will repeat a further 2 weeks on red report. On completion of the red report pupils progress on to yellow.

Academic reports are administered by the Head of Learning and Progress for each key stage. These are used to monitor the academic progress of pupils although there may be some overlap between behaviour and attainment.

Appendix 10- Classroom Management to Promote Positive Behaviour (The Role of a Classroom Teacher)

A balance has to be struck between allowing for autonomy of the class teacher and consistent application of a set of rules, which are clearly understood by all pupils. The development of positive behaviour is undoubtedly enhanced when pupils experience a positive controlled atmosphere and when they know exactly what is expected of them.

All staff can help in this by following a consistent approach to classroom behaviour. The same basic routines and expectation establish the 'ground' rules for all.

- Wherever possible teachers should arrive at the classroom before the pupils.

- No pupils should enter a classroom until invited to do so by a teacher, the class should enter in an orderly manner.
- Pupils should be settled and sit down when the teacher instructs them to do so.
- A simple 'starter task' should be prepared to engage pupils in the lesson at the earliest possible opportunity.
- A class register should be taken within the first five minutes of the lesson.
- Pupils should not leave the classroom unless absolutely necessary. Where it is necessary no more than 2 pupils should ever be allowed out of the class at any one time.
- Teachers should ensure a suitable seating plan is in place.
- Teachers should differentiate lessons to meet the needs of all learners.
- Encourage high standards of work, behaviour and dress in pupils, and liaise with the Heads of Year over referred behavioural problems; look to reward achievements positively and implement appropriate sanctions where necessary.
- Teachers should put in place appropriate sanctions for failing to meet standards set out in the Discipline for Learning policy and reward pupils who behave in a positive manner. Teachers should inform parents of sanctions via letter, phone call or the pupil planner.
- The class must never be left unsupervised.
- During the lessons pupils should be addressed with respect, statements which belittle and diminish pupil's self-esteem, should be avoided. Comparing pupils with others should be avoided.
- Teachers should demonstrate the positive values, attitudes and behaviour they expect from pupils.
- When homework is given staff should ensure that it is recorded in planners.
- For failure to do work, lack of effort or no homework, seek advice of the HoD.
- The lesson should be concluded in time for an orderly end to the period.
- Pupils should never be dismissed from the classroom until the bell sounds to signal the end of the session.
- Pupils should be dismissed in an orderly controlled manner.

Appendix 11- The Role of a Form Tutor in Promoting Positive Behaviour

A Form Tutor's role is central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour.

A Form Tutor should:

- Set the "tone" for the day, by creating a positive ethos, establishing/encouraging good student/teacher relationships, and developing both a Tutor Group and the Catholic identity of the school.

- Tutors should demonstrate the positive values, attitudes and behaviour they expect from pupils.
- Encourage high standards of work, behaviour and dress in students, and liaise with the Heads of Year over referred behavioural problems; look to reward achievements positively and implement appropriate sanctions where necessary.
- Monitor and intervene in the effective use of the Student Planner. Tutors must look at and sign Planners on a weekly basis.
- Be aware of friendship patterns, family structures, leisure interests, contents of student records, social development, problems at home/school and relationships with other students and staff and share this information with other members of staff where necessary.
- Monitor and review their pupils' current progress and behaviour across the curriculum using all the data provided and discuss this regularly with pupils.
- Follow through concerns and issues about behaviour when necessary with subject areas and parents, in consultation with the Heads of Year.
- Be aware of social and personal factors relevant to the student within and outside of school and share with other staff where necessary.
- Keep parents fully involved regarding students' progress, including curriculum related or behavioural concerns.
- Challenge incidents of bullying, prejudice, stereotyping and harassment, in line with school policies and procedures.
- Demonstrate the positive values, attitudes and behaviour they expect from pupils.
- Monitor the behaviour of pupils in their tutorial on 'Yellow Report'.

Appendix 12- The Role of the Head of Year in Promoting Positive Behaviour

- To monitor the emotional and behavioural needs of pupils in the year group, in keeping with the Discipline for Learning Policy.
- Set the "tone" for the year group, by creating a positive ethos, establishing/encouraging good student/teacher relationships, and developing the Catholic identity of the school through assemblies.
- To co-operate with the Access to Learning Department in the implementation of Behaviour IEPs.
- To liaise with Heads of Department and Key Stage Progress Managers in matters concerned with monitoring of pupils' academic performance and underachievement in particular.
- To respond effectively to behavioural referrals from staff thereby supporting effective teaching and learning within the classroom.
- Support teaching staff in managing behaviour and providing support where necessary.
- To respond effectively to any issues which develop across the year group causing concern to SLT and or external agencies
- To encourage and maintain a high standard of behaviour, dress conduct and punctuality.
- To deal with disciplinary matters in their year. (Serious cases of persistent offenders should be referred to SLT).

- Challenge incidents of bullying, prejudice, stereotyping and harassment, in line with school policies and procedures. Put in place appropriate sanctions and support where necessary.
- Investigate serious incidents of bullying/ harassment etc. and decide upon appropriate sanctions.
- Keep parents fully involved regarding pupils' progress, including behavioural concerns.
- Demonstrate the positive values, attitudes and behaviour they expect from pupils.
- Encourage high standards of work, behaviour and dress in students, and liaise with the teachers and form tutors over referred behavioural problems; look to reward achievements positively and implement appropriate sanctions where necessary.
- Be aware of social and personal factors relevant to the student within and outside of school and share with other staff where necessary.
- Monitor and review their pupils' current progress and behaviour across the curriculum using all the data provided and put in place appropriate interventions.
- Maintain an overview of the interventions and support strategies that have been put in place for individual pupils.
- Maintain a visible presence around the school.

Appendix 13- The Role of SLT in Promoting Positive Behaviour

- Set the "tone" for the whole school, by creating a positive ethos, establishing/encouraging good student/teacher relationships, and developing the Catholic identity of the school through assemblies.
- To respond effectively to behavioural referrals from staff thereby supporting effective teaching and learning within the classroom.
- Support teaching staff in managing behaviour and providing support where necessary.
- Challenge incidents of bullying, prejudice, stereotyping and harassment, in line with school policies and procedures. Put in place appropriate sanctions and support where necessary with the HoY/ Behaviour Support/ Wellbeing Officers.
- Encourage high standards of work, behaviour and dress in students, and liaise with the HoY and HoD over referred behavioural problems; look to reward achievements positively and implement appropriate sanctions where necessary.
- Keep parents fully involved regarding pupils' progress, including behavioural concerns with the support of HoD and HoY.
- To deal with disciplinary matters when they occur on duty rota.
- Demonstrate the positive values, attitudes and behaviour they expect from pupils.
- Maintain a visible presence around the school.
- Make referrals and meet with external agencies such as Evolve and the Educational Psychologist to support individual pupils where necessary with the support of the HoY/ Behaviour Support/ Wellbeing Officers.

In addition to this member of SLT responsible for pastoral care should:

- Maintain an oversight of whole school behaviour and monitor and review behaviour across the curriculum using all the data provided and discuss this regularly with pupils and staff.
- Using data and liaising with staff identify pupils in greatest need of support to improve their behaviour.
- Maintain an overview of the interventions and support strategies including PSP's, Managed Moves, Ed Psych, Behaviour Support and EOTAS referrals that have been put in place for individual pupils across all year groups with the support of the HoY
- Liaise with external agencies including Evolve, Ed Psych, Behaviour Support Teachers, Education Welfare and the Police to support individual pupils where necessary.
- Regularly evaluate the impact of the Discipline for Learning Policy and set appropriate targets for improvement with the support of the HoY
- Be responsible for training staff in the consistent application of the Discipline for Learning Policy.

Appendix 14- The Role of the Head of Department in Promoting Positive Behaviour

- To liaise with teaching staff, other Heads of Department and Key Stage Progress Managers in matters concerned with monitoring of pupils' academic performance and underachievement in particular.
- To respond effectively to behavioural referrals from staff thereby supporting effective teaching and learning within the classroom.
- Support teaching staff in managing behaviour and providing support where necessary.
- To deal with disciplinary matters in their department related to academic concerns e.g. failure to complete homework etc. (Serious cases of persistent offenders should be referred to SLT).
- Keep parents fully involved regarding pupils' progress, including behavioural concerns.
- Encourage high standards of work, behaviour and dress in students, and liaise with the teachers within the department over referred behavioural problems; look to reward achievements positively and implement appropriate sanctions where necessary.
- Maintain an overview of the interventions and support strategies that have been put in place for individual pupils within the department.
- Monitor and review their pupils' current progress and behaviour across the department using all the data provided and put in place appropriate interventions.
- Ensure that all staff within the department are implementing the discipline for learning policy effectively and fairly.

Appendix 15- The Role of a Behaviour Support Assistant in Promoting Positive Behaviour

- Management of behaviour issues that arise, when Progress Leaders/ Heads of Year/ SLT are teaching or unavailable throughout the day.
- Managing and supervision of SLT detentions.
- Managing and following up on stage 4 sanctions, including after school detentions.
- Collection and management of the delivery of work for excluded pupils.
- Supervision of pupils that have been internally excluded or on an internal PSP.
- Support teaching staff in managing behaviour and providing support where necessary.
- Attend meetings with HoY/ SLT to keep parents fully involved regarding pupils' progress, including behavioural concerns.
- Keep parents fully informed of pupils' behaviour and appropriate sanctions.
- Demonstrate the positive values, attitudes and behaviour they expect from pupils.
- Working with groups of pupils or mentoring individual pupils to improve progress and positive attitudes towards school.
- Updating pupil records of behaviour and rewards on SIMS and providing weekly reports for HoY and SLT.
- Encourage high standards of work, behaviour and dress in students, and liaise with the teachers, form tutors, HoY, HoD and SLT over referred behavioural problems; look to reward achievements positively and implement appropriate sanctions where necessary.
- Investigate behaviour incidents that have been reported to ENGAGE. Collecting evidence and statements where necessary and decide upon appropriate sanctions.
- Support the HoY in investigating serious incidents of bullying/ harassment etc. and decide upon appropriate sanctions.
- Keep HoY informed of behaviour incidents that occur within their year group.

Appendix 16- Making Referrals

For stage 1 and 2 behaviour it is not necessary to make a referral but incidents should be recorded on SIMS. For stage 3 and 4 behaviour incidents referrals should be made at the earliest possible opportunity via SIMS to the relevant member of staff. Referrals should include a detailed description of the incident and the names of the pupils involved. If referrals are not completed correctly and messages sent to the correct member of staff the incident will not be followed up.

Referrals for incidents that occur outside of the classroom can be made via a 'Yellow Incident Report Form' and handed to a member of behaviour support staff in ENGAGE.