



# St Monica's RC High School

## Behaviour for Learning Policy and Statement of Behaviour Principles

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## 1. Aims

This policy aims to:

- Provide a clear consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- 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.
- The underpinning principles of the policy are to fulfil the core values of the school, namely Forgiveness, Justice, Peace, Prayer and Service, through the 5 principles of the St. Monicas's Standard, also referred to as the 5Ps: that staff and students will be Punctual, Prepared, Proud, Polite and Participants.

## 2. Legislation and statutory requirements

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

- Behaviour in Schools Advice for headteachers and school staff, September 2022 ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf))
- Searching, Screening and Confiscation Advice for Schools, July 2022 ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf))
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, September 2023 ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181584/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf))
- [The Equality Act 2010](#)
- [Use of reasonable force in schools, July 2013](#)

- [Supporting pupils with medical conditions at school, December 2015](#)
- [Special educational needs and disability \(SEND\) code of practice, January 2015](#)

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 pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

### 3. Underlying Principles

As a Roman Catholic School St. Monica’s is conducted in accordance with the rites, practices and observances of the Roman Catholic faith.

The school will work in close partnership with families and parishes in the religious formation of our children. It will offer a secondary education which is broad, balanced and relevant to pupils’ abilities and aptitudes. It will aim for the highest standards of attainment and provide a disciplined, ordered and caring environment in which children can be happy and secure so that they can learn and develop. All pupils have value and will be valued equally.

This policy and all related policies are underpinned by the teachings and example of Jesus Christ and His Church, namely the virtues and values outlined in the school’s Mission Statement:

Virtue / Value	Teaching
Forgiveness	“Blessed are the merciful” (Matthew 5.9)
Justice	“Treat others as you yourself would like to be treated” (Matthew 7.12)
Peace	“Blessed are the peacemakers” (Matthew 5.9)
Prayer	“Love the Lord your God...love your neighbour as yourself” (Matthew 26.36-40)
Service	“Let your light shine before others” (Matthew 5.16)

#### Rights and Responsibilities

- Everyone has the **right to learn**.
- Everyone has the **right to be safe and secure**.
- It is everyone’s **responsibility** to make sure that **we enjoy our rights**.
- Adults in the school have the **right** to issue appropriate sanctions as needed based on their professional judgment and this policy.

### 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:

- 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 Local Governing body

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

The LGB 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.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the LGB, 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.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently using the language of choice
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents on Arbor

The Senior Leadership Team and Pastoral Team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school when sanctions are issued
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to meet the 5Ps of the St. Monica's Standard by being:

- Punctual by arriving to school and class on time and with a positive attitude to learning and others.
- Prepared by being **prepared** for lessons with the correct equipment and any homework completed.
- Proud by taking **pride** in their appearance, work, and environment by being in full school uniform and presenting all work with care.
- Polite by treating everyone respectfully and speaking to everyone in a polite and positive manner.

- Participants by **participating** fully in the lesson by completing all work in the time given and in the way in which they are asked.

This also includes, but is not exclusively:

- Being active and engaged learners and have the desire to be the best version of themselves
- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly and purposefully around the school
- Treating the school buildings and school property with respect
- Always wearing the correct uniform
- Accepting consequences when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside school
- Arriving for school and each lesson on time
- Being ready to learn (have the correct equipment, pens, books, PE kits etc.)
- Showing stewardship through looking after the school environment
- Taking every opportunity to be involved in extracurricular opportunities

The expectations of pupils in class are that they are:

1. Punctual, by arriving to class on time (within six minutes of the previous lesson / event ending).
2. Prepared, by arriving to class prepared and ready to learn.
3. Proud, by taking pride in your appearance, environment and work.
4. Polite, by remaining in silence, only talking when invited to do so by their teacher, always being polite, well-mannered and respectful, following instructions at the first time of asking and not distracting or touching others or their belongings.
5. Participants by always engaging fully in their learning.

The expectations of pupils out of class are that they are:

1. Punctual, by walking purposefully, quietly, and directly to their lesson, following the one-way system.
2. Prepared, by arrive to class prepared and ready to learn.
3. Proud, by taking pride in their appearance and environment.
4. Polite, by being polite, well-mannered, and respectful towards others and their property and following instructions at the first time of asking.
5. Participants, by engaging in extracurricular and community activities.

**Misbehaviour** is defined as, but is not exclusively:

- Failing to meet the above expectations
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as, but is not exclusively:

- 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/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons (Where pupils are found with such items the Weapons Protocol for Schools will be followed. This can be found here:...)
  - Alcohol
  - Illegal drugs
  - Stolen items

- Tobacco and smoking paraphernalia (including e-cigarettes and vapes)
- Fireworks
- Pornographic images
- Laser pens
- Any article a staff member 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)
- If staff suspect a student is in possession of one or more of these items, a search may be carried out in line with the Searching, Screening and Confiscation Advice for Schools July 2022 document.
- Any pupil found in possession of one or more of these items will receive a consequence in line with this policy.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Students who meet the 5Ps and, therefore, meet the St. Monica's standard, will be recognised regularly and publicly. Those who go beyond in any of the 5Ps and, therefore, exceed the St. Monica's standard, will be rewarded regularly and publicly.

Positive behaviour will be rewarded with:

- Verbal praise
- Positive P Points
- Letters, notes or phone calls home to parents
- Certificates and praise postcards
- Celebration assemblies every half term
- Weekly, half termly and termly recognition and rewards
- Special responsibilities / privileges

Period	Criteria	Reward / Recognition
<b>Weekly</b> <b>(Year Group Assembly)</b>	<ul style="list-style-type: none"> <li>• Form of the Week (Attendance)</li> <li>• Form of the Week (Positive Ps)</li> <li>• Teacher's Student of the Week</li> <li>• Form Student of the Week</li> <li>• HOY Student of the Week</li> <li>• 'Always' students of the Week</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Positive Ps</li> <li>• Recognition in weekly assembly</li> </ul>
<b>Half-Termly</b> <b>(Year Group Assembly)</b>	<ul style="list-style-type: none"> <li>• Form of the Half-Term (Attendance)</li> <li>• Form of the Half-Term (Positive Ps)</li> <li>• Teacher's Student of the Half-Term</li> <li>• Form Student of the Half-Term</li> <li>• HOY Student of the Half-Term</li> <li>• 'Always' students of the Half-Term</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Positive Ps</li> <li>• Recognition in half-termly rewards assembly</li> <li>• Certificate of achievement</li> <li>• Additional extrinsic rewards</li> </ul>
<b>Termly</b> <b>(Rewards assemblies)</b>	<ul style="list-style-type: none"> <li>• Form of the Term (Attendance)</li> <li>• Form of the Term (Positive Ps)</li> <li>• Teacher's Student of the Term</li> <li>• Form Tutor's Student of the Term</li> <li>• HOY's Student of the Term</li> <li>• 'Always' students of the Term</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Positive Ps</li> <li>• Recognition in half-termly rewards assembly</li> <li>• Certificate of achievement</li> <li>• Additional extrinsic rewards</li> </ul>
<b>Yearly</b> <b>(Rewards assemblies)</b>	<ul style="list-style-type: none"> <li>• Form of the Year (Attendance)</li> <li>• Form of the Year (Positive Ps)</li> <li>• Teacher's Student of the Year (Each Class / Year Group)</li> <li>• Form Student of the Year</li> <li>• HOY's Student of the Year</li> <li>• 'Always' students of the Year</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Positive Ps</li> <li>• Recognition in half-termly rewards assembly</li> <li>• Certificate of achievement</li> <li>• Additional extrinsic rewards</li> </ul>

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

- A verbal reprimand
- Negative P Points
- Removing a student to another classroom
- Removing a student to internal exclusion (isolation)
- Referring the pupil to a HOD/HOY/SLT
- Letters or phone calls home to parents
- Parental meetings
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Pastoral Support Plan
- Internal Exclusion (Isolation)
- Internal Exclusion (SLT Isolation)
- Fixed Term Suspension
- Direction (Positive Pupil Placement)
- Permanent Exclusion

The consequence grid below is a best-fit attempt to outline what action should be taken in each situation. As per the Teacher Standards, teachers should use their professional judgement and expertise as part of their day-to-day activities, responding to any misbehaviour promptly, predictably and consistently to create a calm learning environment for all. It is expected that all staff will take account of and adapt to a pupil's individual needs (i.e. SEN, SEMH, Safeguarding concerns etc) before deciding on the best course of action.

## 7.2 5Ps Behaviour Framework

We expect all members of the St. Monica's community to be:

- Punctual
- Prepared
- Polite
- Proud
- Participants

The expectation for pupils is that they always meet these 5Ps and, by doing so, fulfil the Core Values of our Mission Statement. Pupils are expected to be:

- **Punctual** by arriving to school and lesson on time and with a positive attitude to learning and others.
- **Prepared** for school and lessons in full school uniform, with the correct equipment and any homework completed.
- **Proud** of their appearance, work, and environment by being in full school uniform and presenting all work with care.
- **Polite** by not speaking unless invite to do so, treating everyone respectfully and speaking to everyone in a polite and positive manner and following instructions at the first time of asking.
- **Participants** by taking part fully in their lessons and completing all work in the time given and in the way in which they are asked.

Pupils who meet and exceed these expectations will be recognised and rewarded through Positive Ps and other extrinsic rewards, whilst those who fail to meet these expectations will be challenged and corrected through Negative Ps and further sanctions.

Level	Examples of behaviour	Consequence(s)
P1	<p><b>First choice which disrupts learning or means a pupil is failing to be:</b></p> <ul style="list-style-type: none"> <li>• Prepared (no / incorrect equipment or book)</li> <li>• Proud (lacking pride in appearance, the environment or work)</li> <li>• Polite (talking without being invited to do so, failing to treat or speak to others respectfully, failure to follow instructions at the first time of asking)</li> <li>• A Participant (failing to take part positively in lessons, being off task and / or distracting others)</li> </ul>	<ul style="list-style-type: none"> <li>• One Negative P</li> </ul>
P2	<p><b>Second choice which disrupts learning or means a pupil is failing to be:</b></p> <ul style="list-style-type: none"> <li>• Prepared (no / incorrect equipment or book)</li> <li>• Proud (lacking pride in appearance, the environment or work)</li> <li>• Polite (talking without being invited to do so, failing to treat or speak to others respectfully, failure to follow instructions at the first time of asking)</li> <li>• A Participant (failing to take part positively in lessons, being off task and / or distracting others)</li> </ul>	<ul style="list-style-type: none"> <li>• Two Negative Ps</li> </ul>
P3	<p><b>Cumulative: third choice which disrupts learning or means a pupil is failing to be:</b></p> <ul style="list-style-type: none"> <li>• Prepared (no / incorrect equipment or book)</li> <li>• Proud (lacking pride in appearance, the environment or work)</li> <li>• Polite (talking without being invited to do so, failing to treat or speak to others respectfully, failure to follow instructions at the first time of asking)</li> <li>• A Participant (failing to take part positively in lessons, being off task and / or distracting others)</li> </ul> <p><b>Immediate: one-off behaviour incident that disrupts learning or fails to meet expectations.</b> This includes, but is not exclusive of:</p> <ul style="list-style-type: none"> <li>• being late to school (arriving between 08.31 and 09.00)</li> <li>• being late to lesson (arriving to lesson over six minutes after the previous bell)</li> <li>• mobile phone / electronic device confiscation</li> <li>• failure to complete homework</li> <li>• failure to bring in PE kit</li> <li>• inappropriate language</li> <li>• littering</li> <li>• failure to follow instructions</li> <li>• disruptive out-of-class behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Three Negative Ps</li> <li>• P3 30-minute Detention on the following day, after school.</li> </ul>
P4	<p><b>Cumulative: fourth choice which disrupts learning or means a pupil is failing to be:</b></p> <ul style="list-style-type: none"> <li>• Prepared (no / incorrect equipment or book)</li> <li>• Proud (lacking pride in appearance, the environment or work)</li> <li>• Polite (talking without being invited to do so, failing to treat or speak to others respectfully, failure to follow instructions at the first time of asking)</li> <li>• A Participant (failing to take part positively in lessons, being off task and / or distracting others)</li> </ul> <p>• <b>Immediate:</b></p> <ul style="list-style-type: none"> <li>• Failure to attend a P3 30-minute Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Four Negative Ps</li> <li>• P4 40-minute Detention on the following day, after school.</li> </ul>
P5	<p><b>Cumulative: fifth choice which disrupts learning or means a pupil is failing to be:</b></p> <ul style="list-style-type: none"> <li>• Prepared (no / incorrect equipment or book)</li> <li>• Proud (lacking pride in appearance, the environment or work)</li> <li>• Polite (talking without being invited to do so, failing to treat or speak to others respectfully, failure to follow instructions at the first time of asking)</li> <li>• A Participant (failing to take part positively in lessons, being off task and / or distracting others)</li> </ul>	<ul style="list-style-type: none"> <li>• Five Negative Ps</li> <li>• Possible Internal Exclusion (Isolation)</li> <li>• P5 60-minute Detention on the following day, after school.</li> </ul>



Level	Examples of behaviour	Consequence(s)
	<p><b>Immediate: one-off behaviour incident that disrupts learning or fails to meet expectations.</b> This includes, but is not exclusive of:</p> <ul style="list-style-type: none"> <li>• failure to attend a P4 45-minute detention</li> <li>• truancy (non-arrival at a lesson within ten minutes of it starting or walking out of a lesson, without permission, and not returning)</li> <li>• refusal to hand over a banned accessory / item / device, fighting, smoking (including the use of e-cigarettes and vapes)</li> <li>• vandalism / graffiti</li> <li>• discriminatory language or behaviour (i.e. antisemitism, bigotry, homophobia, islamophobia, misogyny, racism, sexism, transphobia, etc.)</li> <li>• foul and abusive language directed towards another person</li> <li>• threatening language and behaviour directed towards another person</li> <li>• physical aggression towards another person</li> <li>• possession of a prohibited item</li> <li>• serious disruptive / dangerous out-of-class behaviour</li> </ul>	

<p>Before any behaviour consequences are given, staff are expected to:</p> <ul style="list-style-type: none"> <li>• Be on their classroom door at the start of the lesson to ensure students are directed into class in a calm and purposeful manner</li> <li>• Have a suitable seating plan to maximise engagement and learning for all students</li> <li>• Have a 'Do Now' learning task ready for students to complete</li> <li>• Explicitly remind students, using correctional language, of the school values and expectations for learning, namely to: <ul style="list-style-type: none"> <li>○ Be punctual: arrive to class on time.</li> <li>○ Be prepared: arrive to class prepared and ready to learn.</li> <li>○ Be proud: take pride in your appearance, environment and your work.</li> <li>○ Be polite: remain in silence, only talking when invited to do so by your teacher, always be polite, well-mannered and respectful. Do not distract or touch others or their belongings.</li> <li>○ Participate: be a positive participant, always engaging in your learning.</li> </ul> </li> <li>• Implement appropriate behaviour for learning strategies to give students the opportunity to rectify their behaviour and demonstrate the school values for learning</li> <li>• Speak positively to students, assuming that they will make the right choice, by detailing the support they need to refocus on their work.</li> </ul>
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Behaviour Examples	Level	Consequence(s) and Sanctions
<p><b>Low level disruption to learning or failure to meet expectations</b> First choice not to meet the St. Monica's Standard by not being prepared, proud, polite or participating as expected.</p>	P1	<ul style="list-style-type: none"> <li>• One Negative P</li> </ul>
<p><b>Continued disruption to learning or failure to meet expectations</b> Second choice not to meet the St. Monica's Standard by not being prepared, proud, polite or participating as expected.</p>	P2	<ul style="list-style-type: none"> <li>• Two Negative Ps</li> </ul>
<p><b>Cumulative: persistent disruption to learning or failure to meet expectations</b> Third choice not to meet the St. Monica's Standard by not being prepared, proud, polite and / or participating as expected.</p> <p><b>Immediate: one-off behaviour incident that disrupts learning or fails to meet expectations.</b> This includes, but is not exclusive of:</p> <ul style="list-style-type: none"> <li>• being late to school (arriving between 08.31 and 09.00)</li> <li>• being late to lesson (arriving to lesson over six minutes after the previous bell)</li> <li>• mobile phone / electronic device confiscation</li> <li>• failure to complete homework</li> <li>• failure to bring in PE kit</li> <li>• inappropriate language</li> <li>• littering</li> </ul>	P3	<ul style="list-style-type: none"> <li>• Three Negative Ps</li> <li>• P3 30-minute Detention on the following day, after school.</li> <li>• Restorative values conversation with the teacher issuing the Negative Ps (recommended).</li> <li>• Form Tutor / Pastoral Manager / Head of Year / SLT Report (for repeated instances).</li> <li>• Conversation with Attendance Officer / Pastoral Manager / Head of Year to discuss strategies / support needed to rectify punctuality issues.</li> <li>• Punctuality Report (for repeated instances of punctuality issues).</li> </ul>

Behaviour Examples	Level	Consequence(s) and Sanctions
<ul style="list-style-type: none"> <li>failure to follow instructions</li> <li>disruptive out-of-class behaviour</li> </ul>		
<p><b>Cumulative: persistent disruption to learning or failure to meet expectations</b> Fourth choice not to meet the St. Monica's Standard by not being prepared, proud, polite and / or participating as expected.</p> <p><i>At this stage, the student should be removed to the buddy classroom.</i></p> <p><b>Immediate</b></p> <ul style="list-style-type: none"> <li>failure to attend or complete a P3 30-minute Detention</li> </ul>	P4	<ul style="list-style-type: none"> <li>Four Negative Ps</li> <li>P4 40-minute Detention on the following day, after school.</li> <li>Restorative values conversation with the teacher issuing the Negative Ps (recommended).</li> <li>Values conversation with HOY (recommended).</li> <li>Form Tutor / Pastoral Manager / Head of Year / SLT Report (for repeated instances).</li> <li>Pastoral Support Plan (for repeated instances).</li> </ul>
<p><b>Cumulative: persistent disruption to learning or failure to meet expectations</b> Fifth choice not to meet the St. Monica's Standard by not being prepared, proud, polite and / or participating as expected, when in buddy classroom.</p> <p><i>On Call should be requested at this point and the pupil placed in Internal Exclusion for the remainder of the day.</i></p> <p><b>Immediate: one-off behaviour incident that disrupts learning or fails to meet expectations.</b> This includes, but is not exclusive of:</p> <ul style="list-style-type: none"> <li>failure to attend a P4 45-minute detention</li> <li>truancy (non-arrival at a lesson within ten minutes of it starting or walking out of a lesson, without permission, and not returning)</li> <li>refusal to hand over a banned accessory / item / device, fighting, smoking (including the use of e-cigarettes and vapes)</li> <li>vandalism / graffiti</li> <li>discriminatory language or behaviour (i.e. antisemitism, bigotry, homophobia, islamophobia, misogyny, racism, sexism, transphobia, etc.)</li> <li>foul and abusive language directed towards another person</li> <li>threatening language and behaviour directed towards another person</li> <li>physical aggression towards another person</li> <li>possession of a prohibited item</li> <li>serious disruptive / dangerous out-of-class behaviour</li> </ul>	P5	<ul style="list-style-type: none"> <li>Five Negative Ps</li> <li>Possible Internal Exclusion (Isolation)</li> <li>P5 60-minute Detention on the following day, after school.</li> <li>Restorative values conversation with the teacher issuing the Negative Ps (recommended).</li> <li>Restorative values conversation with SLT (recommended).</li> <li>Form Tutor / Pastoral Manager / Head of Year / SLT Report (for repeated instances).</li> <li>Pastoral Support Plan (for repeated instances).</li> <li>Appropriate interventions and workshops, if required.</li> <li>Conversation with Attendance Officer / Pastoral Manager / Head of Year to discuss strategies / support needed to rectify lesson attendance issues.</li> <li>Truancy Report (for repeated instances of truancy).</li> </ul>
<p><b>Extreme behaviour incidents / repeated serious behaviour incidents</b></p> <p><i>Requests for students to be placed in isolation or for a Fixed Term Suspension must be approved by DHT</i></p> <p><i>Any Fixed Term Suspensions and Permanent Exclusions will be decided by the Headteacher after reviewing all evidence available and any supporting evidence.</i></p>		<ul style="list-style-type: none"> <li>Internal Exclusion (Isolation)</li> <li>Fixed Term Suspension</li> <li>Permanent Exclusion</li> </ul>

These examples are to be used as guidance and are not an exhaustive list.

### 7.3 Detentions

One of the sanctions for students who choose not to meet the 5Ps and, therefore, fall short of the St. Monica's Standard, are after school detentions. After school detentions will be centralised and take place in the school hall from 3pm on the day after the incident or on the next available date for a detention.

Detention Type	When?	Criteria	Length
<b>P3 30-minute</b>	Following day or on the next available date for a detention	P3 incident or 3 negative Ps within one lesson	30 minutes
<b>P4 45-minute</b>		P4 incident or 4 negative Ps within one lesson	45 minutes
<b>P5 60-minute</b>		P5 incident or 5 negative Ps within one lesson	60 minutes

Notification of detentions will be communicated to parents and carers via SMS text message and email and also via the Arbor Parent App.

### 7.4 Removal from lesson (P4/P5)

**Stage 1 (P4):** if a pupil is continuing to disrupt the learning of others after a P3 has been issued, the pupil is sent to the allocated buddy room for the remainder of the lesson. The pupil should be taken back to the class teacher at the end of the lesson who will issue the P4 40-minute Detention. The teacher is invited, and recommended, to conduct a Restorative Values Conversation with the student during the detention.

**Stage 2 (P5):** if a pupil continues to disrupt or fail to meet expectations in the buddy room, then the teacher should log an 'On Call'. The pupil will then be collected by the 'On Call' member of staff who will discuss the issue with the pupil. If the issue cannot be resolved by the 'On Call' member of staff, the pupil will be taken to Internal Exclusion (Isolation) for the rest of the day. The teacher will issue a P5 60-minute Detention. The teacher is invited, and recommended, to conduct a Restorative Values Conversation with the student during the detention.

### 7.5 Internal Exclusion (Isolation and SLT Isolation)

Students will be placed in Internal Exclusion (Isolation or SLT Isolation) in response to serious or persistent breaches of this policy.

These include:

- Persistent disruption of learning or failure to meet the St. Monica's Standard by not being prepared, proud, polite and / or participating as expected.
- truancy (non-arrival at a lesson within ten minutes of it starting or walking out of a lesson, without permission, and not returning)
- refusal to hand over a banned accessory / item / device, fighting, smoking (including the use of e-cigarettes and vapes)
- vandalism / graffiti
- discriminatory language or behaviour (i.e. antisemitism, bigotry, homophobia, islamophobia, misogyny, racism, sexism, transphobia, etc.)
- foul and abusive language directed towards another person
- threatening language and behaviour directed towards another person
- physical aggression towards another person
- possession of a prohibited item
- serious disruptive out-of-class behaviour

In these instances, pupils will either be placed in Internal Exclusion from the start of the school day or be removed from their classroom during lessons (because of persistent disruptive behaviour). Students will be expected to complete the same work as they would have been completing in class. They will also receive a 60-minute P5 Detention for the following day or on the next available detention date. Parents / carers will be notified of any Internal Exclusions.

### 7.6 Non-verbal communication, positive reinforcement and de-escalation

Staff should use non-verbal communication, positive reinforcement and de-escalation techniques to promote good behaviour and the meeting of the St. Monica's Standard. These strategies include:

- Waiting and pausing

- Lowering their voice to gain attention
- Using time as a tool
- Non-verbal cues
- Positive statements linked to the Core Values and 5Ps
- Asking pupils what support / further support they need to engage with the task
- Spotting and explicitly praising choices which meet the expectations and 5Ps:
  - *“Thank you for being punctual; for being on time. Well done.”*
  - *“Thank you for being punctual; for having your equipment, homework and book. Well done.”*
  - *“Thank you for taking pride in your appearance / work / environment. Well done.”*
  - *“Thank you for being polite; for not speaking when others are speaking, for be respectful and for using your manners. Well done.”*
  - *“Thank you for participating; for completing the task that I have set to the best of your ability. Well done.”*
- Thanking the student before they have done what they have asked to do
- Changing a pupil's position in the classroom
- Giving explicit verbal warnings and notification of consequences / sanctions following choices which disrupt learning or fail to meet expectations:
  - *“The expectations of you are to be punctual, be prepared, take pride, be polite and participate positively. Those who choose to meet these expectations will be recognised; those who do not, will be sanctioned.”*
  - *“P1. You have chosen not to meet expectations. You are not prepared / taking proud / being polite / participating. If you continue to make poor choices, you will receive a P2.”*
  - *“P2. You have chosen not to meet expectations again. You are not prepared / taking proud / being polite / participating. If you continue to make poor choices, you will receive a P3.”*
  - *“P3. You have chosen not to meet expectations again. You are not prepared / taking proud / being polite / participating. You now have a P3 30-minute Detention. If you continue to make poor choices, you will receive a P4.”*
  - *“P4. You have chosen not to meet expectations again. You are not prepared / taking proud / being polite / participating. You now have a P4 40-minute Detention and are being removed to another classroom. If you continue to make poor choices, you will receive a P5.”*
  - *“P5. You have chosen not to meet expectations again. You are not prepared / taking proud / being polite / participating. You now have a P5 60-minute Detention and are being removed to Internal Exclusion (Isolation) for the remainder of the day.”*

## 7.7 Restorative Values Conversations

Staff who have issued P3s, P4s or P5s are invited and recommended to have a restorative values conversation with the pupil(s) they have issued these Ps to. Restorative Values Conversations should aim to repair the relationship between the pupil and member of staff so that both understand the reason(s) behind the decision to issue a P3, P4 or P5 and should utilise the following:

- *“Why did I issue a P3 / P4 / P5? What happened?”*
- *“What could you do differently next time instead of [chosen behaviour]?”*
- *“What would be the first sign I would see from you that would tell that your behaviour had changed?”*
- *“Have there been times where you have managed to not [chosen behaviour]? How did you do that?”*
- *“Thinking about you at your best in lessons – what would / does that look like and how can I help you show that?”*
- *“What can I do to help to ensure that you fulfil your potential in our lessons?”*
- *“Let’s move forward from this...”*
- *“Now that you have understood what you need to do to improve next time, we are going to draw a line under the last lesson and have a fresh start from the next lesson”*

## 7.7 Behaviour Interventions

If a pupil accumulates a number of Negative Ps, has a number of behaviour incidents in a week, is involve in a one-off serious behaviour incident, or staff are concerned about a decline in behaviour and attitude to learning, a report card should be used to monitor the pupil more closely. A meeting/phone call should be arranged to agree consequences and rewards for positive and negative outcomes. At the end of each week, the member of staff whom the pupil is on report to, should contact home to update the parents on their progress and decide next steps.

## Pastoral Waves of Intervention

Wave	Threshold	Intervention(s)	Escalation
<b>1 (Class Teacher)</b>	3 x Negative Ps 4 x Negative Ps 5 x Negative Ps	<ul style="list-style-type: none"> <li>Class teacher parental phone call</li> <li>Repair conversation</li> </ul>	<ul style="list-style-type: none"> <li>FT parental phone call</li> <li>FT Pastoral Report (Green)</li> </ul>
<b>2 (Form Tutor)</b>	10 Negative Ps	<ul style="list-style-type: none"> <li>FT parental phone call / meeting</li> <li>FT Pastoral Report (Green)</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Manager parental phone call</li> <li>Pastoral Manager Pastoral Report (Yellow)</li> </ul>
<b>3 (Pastoral Manager)</b>	20 Negative Ps	<ul style="list-style-type: none"> <li>Pastoral Manager parental phone call / meeting</li> <li>Pastoral Manager Pastoral Report (Yellow)</li> </ul>	<ul style="list-style-type: none"> <li>HOY parental phone call / meeting</li> <li>HOY Pastoral Report (Amber)</li> <li>Referral for SEND assessments / interventions</li> </ul>
<b>4 (Head of Year)</b>	30 Negative Ps	<ul style="list-style-type: none"> <li>HOY parental phone call / meeting</li> <li>HOY Pastoral Report (Amber)</li> <li>Referral for SEND assessments / interventions</li> </ul>	<ul style="list-style-type: none"> <li>SLT parental phone call / meeting</li> <li>SLT Pastoral Report (Red)</li> <li>Further referral for SEND assessments / interventions</li> </ul>
<b>5 (SLT)</b>	40 Negative Ps	<ul style="list-style-type: none"> <li>SLT parental phone call / meeting</li> <li>SLT Pastoral Report (Red)</li> <li>Further referral for SEND assessments / interventions</li> </ul>	<ul style="list-style-type: none"> <li>DHT parental phone call / meeting</li> <li>DHT Pastoral Report (Red)</li> <li>Further referral for SEND assessments / interventions</li> <li>Pastoral Support Plan</li> <li>LA BIP Panel</li> <li>PPP Direction</li> <li>Governors' PDC</li> </ul>
<b>5 (LA)</b>	50 Negative Ps	<ul style="list-style-type: none"> <li>DHT parental phone call / meeting</li> <li>DHT Pastoral Report (Red)</li> <li>Further referral for SEND assessments / interventions</li> <li>Pastoral Support Plan</li> <li>LA BIP Panel</li> <li>Further referral for SEND assessments / interventions</li> </ul>	<ul style="list-style-type: none"> <li>PPP Direction</li> <li>Governors' Pupil Disciplinary Committee</li> <li>Further referral for SEND assessments / interventions</li> </ul>
<b>6 (Governors)</b>	50+ Negative Ps  15+ days of Fixed Term Suspensions in one term	<ul style="list-style-type: none"> <li>PPP Direction</li> <li>Governors' Pupil Disciplinary Committee</li> </ul>	<ul style="list-style-type: none"> <li>Alternative Provision</li> <li>Permanent Exclusion</li> </ul>

## Departmental Waves of intervention

If behaviour incidents are occurring in just one subject / lesson, a subject specific report may be used.

Wave	Threshold	Intervention(s)	Next Steps
<b>1 (In class)</b>	3 x Negative Ps 4 x Negative Ps 5 x Negative Ps	<ul style="list-style-type: none"> <li>• Parental phone call</li> <li>• Repair conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher parental phone call</li> <li>• Class teacher Subject Report (Green)</li> </ul>
<b>2 (Class Teacher)</b>	10 Negative Ps in a particular subject	<ul style="list-style-type: none"> <li>• Class teacher parental phone call</li> <li>• Class teacher Subject Report (Green)</li> </ul>	<ul style="list-style-type: none"> <li>• HOD parental phone call</li> <li>• HOD Subject Report (Yellow)</li> </ul>
<b>3 (Head of Department)</b>	20 Negative Ps in a particular subject	<ul style="list-style-type: none"> <li>• HOD parental phone call</li> <li>• HOD Subject Report (Yellow)</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral Manager parental phone call</li> <li>• Pastoral Manager Pastoral Report (Yellow)</li> <li>• Follow Pastoral Waves of Intervention (Waves 3-6)</li> </ul>

## 7.8 Uniform

The school's uniform expectation can be found here: <https://www.stmonicas.stoccat.org.uk/parents-carers/school-uniform/>.

Pupils are expected to wear full school uniform at all times. This includes:

- A white shirt
- St. Monica's tie, worn to the waist.
- Charcoal grey trousers or drop pleat box skirt
- Green school jumper (optional)
- Green St. Monica's Blazer
- Ankle socks
- Black shoes

Any jumper / hoody / tracksuit top, which is not a green school jumper is not permitted. Jewellery (apart from a wristwatch) is not permitted. If a pupil is wearing a jumper, which is not a green school jumper, under their blazer, or jewellery during the school day, these will be confiscated and taken to the school office. The pupil will be able to collect the item at 3pm from the school office. Refusal to hand over a prohibited item will result in Internal Exclusion (isolation) and a P5 60-minute Detention being issued.

If a pupil attends school in uniform that cannot be corrected on the day (e.g. trainers, false nails, false eyelashes, extreme hair styles, jewellery that is not removed, incorrect PE kit), they may be placed in break and lunchtime isolation.

## 7.9 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, when wearing school uniform, when in some other way identifiable as a pupil at the school, when the misbehaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or could adversely affect the reputation of the school. Consequences may also be applied to students who have misbehaved off school site or carried out bullying which occurs off the school site or online which is witnessed by a staff member or is reported to the school.

## 7.10 Malicious allegations

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

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

## 7.11 Smoking (including the use and possession of vapes and e-cigarettes)

In the first instance, students found smoking, vaping or using e-cigarettes or in possession of cigarettes, lighters, vapes or e-cigarettes will be issued with a P5 60-minute Detention and placed in Internal Exclusion (Isolation) for one day. A second offence will result in a Fixed Term Suspension. A referral to Bury Drug Education Team and Early Break will also be made.

## 7.12 Fixed Term Suspensions/Permanent exclusion

Behaviours that may result in a fixed term exclusion:

- Second smoking offence (including the use and possession of vapes and e-cigarettes)
- Persistent bullying
- Drugs – possession and consumption
- Repeated breaches of the school rules (including persistent defiance and truancy)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting/Physical assault
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items listed in section 6.

This list is non-exhaustive, and all Fixed Term Suspensions and Permanent Exclusions are at the discretion of the Headteacher. When a student has received a Fixed Term Suspension / Permanent Exclusion the school will confirm in writing to parents / carers the period of the suspension / Permanent Exclusion and the reason(s) for it and a reintegration meeting arranged and recorded. In line with the DfE's 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England' (September 2023), the Headteacher will notify the local authority without delay, regardless of the length of a suspension. Additionally, the Headteacher will also notify the social worker if a pupil has one and the Virtual School Head if the pupil is LAC without delay after a suspension/Permanent Exclusion has been given.

# 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 pupils to be engaged
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning / at the start of lessons
  - Establishing clear routines and applying these consistently
  - Communicating expectations of behaviour in ways other than verbally
  - Using the language of choice when discussing pupil behaviour
  - Highlighting and promoting good behaviour
  - Rewarding pupils that display good behaviour and positive behaviour choices
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Ensure adaptations and reasonable adjustments are in place for pupils with individual needs ie SEN, SEMH, Safeguarding concerns etc

## 8.2 Physical restraint

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

- Committing an offence
- Causing disorder
- Injuring themselves or others

- Damaging property
- And to maintain good order and discipline at the school or among pupils

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Staff will consider the risks carefully recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions before using reasonable force.

### 8.3 Confiscation

**Any prohibited items (listed in section 6) 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, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on Searching, Screening and Confiscation (July 2023).

#### Mobile Phones and other electronic devices

The school operates an 'on site, out of sight' approach to mobile phones and electronic devices. Mobile phones and other electronic devices such as tablets, earphones, headphones, air pods and game consoles (this list is not exhaustive) are not to be used on school premises – if they are seen or heard they will be confiscated and handed to the front office. Student will be able to collect any confiscated mobile phones or electronic devices at the end of the day at 3pm. A P3 30-minute Detention will also be issued. Failure to hand over a prohibited item will result in a P5 60-minute Detention being issued and one day in internal Exclusion (Isolation). Where there are repeat offences, a meeting with parents / carers, the pupil and HOY will be arranged to reinforce rules, expectations and the home-school partnership.

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 8.5 Pupil Wellbeing – Student Services

The school provides a calm space for pupil's wellbeing to be addressed when necessary. When pupils are in emotional distress caused by intrinsic and extrinsic factors pastoral staff will support the pupil using bespoke, supportive intervention.

## 9. Training

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



## 10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the LGB annually. 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 LGB every year.

The application of the behaviour policy will be monitored, evaluated and reported on through the school's Quality Assurance programmes and procedures.

## 11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying strategy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The LGB also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
- This written statement of behaviour principles is reviewed and approved by the LGB annually.

## Appendix 2: Form tutor responsibilities, routines and expectations

All Form Tutors should set up Arbor reports for their form class in order to more easily track behaviour in their forms and ensure minor behaviour issues are dealt with as soon as possible.

Responsibility/Routine	Frequency	Impact
Establish and maintain positive relationships with pupils.	Daily	Pupils feel welcome and the positive relationship makes it easier to tackle issues as they occur.
Have Prayer ready for form time.	Daily	Ready to start the day with prayer and promote the Catholic Life of the School.
Greet pupils at the door.	Daily	Pupils feel welcome, it models expectations and it builds good relationships.
Ensure pupils enter form quietly and sit according to seating plan.	Daily	Pupils are ready to worship and to learn

Responsibility/Routine	Frequency	Impact
Take the register accurately by calling pupils' names out whilst pupils are in silence.	Daily	Safeguarding and statutory obligations fulfilled – accurate record of who is in school.
Pray daily prayers with the form.	Daily	Celebrate daily worship as a collective group and promotes the Catholic Life of the School.
Check pupils' uniform. Address any issues according to policy.	Daily	Pupils are smart and ready to learn. A consistently high standard of dress is maintained throughout the school.
Check pupils have the basic equipment: Pen/pencil/ruler/calculator.	Daily	Pupils are ready to learn and further issues throughout the day are prevented.
Complete allocated form time activities according to the timetable for your year group.	Daily	Pupils are engaged and making the most of every learning opportunity.
Praise, recognise and reward pupils.	Daily	Maintains positive relationships and motivation.
Be at assembly on time and ensure pupils are sitting silently and in alphabetical order.	Weekly	Pupils are ready to worship and to learn and promotes the Catholic Life of the School.
Monitor the progress of pupils in the form with regards to attendance, punctuality and behaviour.	Weekly	Any pupil falling below expectations is identified and supported to make the best progress they can.

### Appendix 3: Head of Year responsibilities, routines and expectations

All Heads of Year should set up Arbor reports in order to more easily track behaviour in their year group and ensure issues are dealt with as soon as possible.

Responsibility/Routine	Frequency	Impact
Establish and maintain positive relationships with pupils	Daily	Pupils feel welcome and the positive relationship makes it easier to tackle issues as they occur.
Praise and reward pupils	Daily	Maintains positive relationships and motivation.
Lead on the pastoral care, school social life, discipline and attendance of their year group and the monitoring, tracking, evaluation and reporting of this.	Daily Weekly Fortnightly Half-termly	Ensures consistency across the school.
Devise and monitor the effectiveness of intervention strategies.	Daily Weekly Fortnightly Half-termly	Ensure barriers to learning are addressed
Set, communicate and monitor Form time routines – QA through 'drop in' to each form once a week and pupil voice activities.	Daily Weekly Fortnightly Half-termly	Ensuring consistency - all pupils have a clear, calm and orderly start to the day.

Responsibility/Routine	Frequency	Impact
Ensure Form Teachers are held to account for their form and the rigour and routine in their form. This includes a form tutor checking uniform, equipment, and making contact home about the issue, not passing this on.	Daily Weekly Fortnightly Half-termly	Ensuring consistency and high standards for all pupils and that issues are dealt with promptly.
Ensure pupils on HoY report are ready for the day and record intervention on Arbor.	Daily	Timely intervention to support pupils to improve their behaviour.
Deal with behaviour issues arising in the day, investigating and taking appropriate action. Speaking with parents when appropriate following any behaviour issues.	Daily	Incidents are dealt with quickly and parents are kept informed. Clear behaviour expectations are upheld.
Set and monitor the daily activity for form time, including Prayer, uniform check, recognition Boards, Merits given, Form Tutor Report from SIMS used to engage pupils	Weekly	Pupils have a clear routine and a calm start to the day. Learning and progress takes place right from the start of the school day.
Track, monitor, evaluate and act upon data around: attendance, punctuality and behaviour.	Fortnightly	Ensures a multi-disciplinary approach to monitoring and prescribing intervention for behaviour, progress and attendance issues.
Lead the team around the year and keep records of action points in plan, do, review cycle of intervention.	Fortnightly	Ensures a multi-disciplinary approach to monitoring and prescribing intervention for behaviour, progress and attendance issues.
Monitor pupil progress and create an intervention form for HoY mentoring for a period of 2 weeks following each data collection point.	Key data points	Ensure pupils are making maximum progress and intervention is timely and bespoke

## Appendix 4: Class teachers and Heads of Department responsibilities and routines

**Class teachers** are responsible for promoting and maintaining positive behaviour for learning in their classroom. As pupils respond well to clear and consistent routines, class teachers are required to implement the Teaching and Learning Policy and pay close attention to the learning routines they employ within the classroom. **At the core of the policy is an acceptance of the need to ensure that pupils are involved in learning activities appropriate to their abilities and need.** This will often require adaptation of materials or tasks (i.e. differentiation) to cater for individuals. In addition, staff must use a range of strategies to redirect pupils back on task and anticipate problems.

### Teachers

- Will plan for learning of all pupils in their class and be fully prepared for the lesson
- Will know and understand the needs of all pupils in their class
- Will establish and maintain positive relationships with all pupils
- Will take their register within the first 10 minutes of each lesson
- Will model, follow and implement the St Monica's Core Values, Standard and 5Ps consistently
- Will recognise achievements and reward appropriately and consistently
- Will challenge and correct any behaviours or choices which do not meet expectations, applying sanctions fairly and consistently

### Heads of Departments

- Will monitor and evaluate the intent and implementation of their department's curriculum and implement support, where necessary
- Will monitor and evaluate the implementation of this policy within their department to ensure that it is applied consistently and fairly and implement support, where necessary.
- Track, monitor, evaluate and act upon pastoral data for their department area(s), implementing interventions and support, where necessary.

<b>Responsibility/routine</b>	<b>Frequency</b>	<b>Impact</b>
Know the profile and needs of your pupils. Access information on H drive for SEND / Vulnerable pupils. Use information to plan and adapt lessons according to need.	Daily	High engagement in lessons and all pupils make progress.
Know the names of your pupils.	Daily	Builds good relationships and helps reinforce effective classroom management.
Establish and maintain positive relationships with pupils.	Daily	Pupils feel welcome – makes it easier to tackle issues as they occur
Praise and reward pupils.	Daily	Maintains positive relationships and motivation
Be on the corridor at lesson change to dismiss and greet pupils.	Daily	Pupils feel welcome and it builds good relationships. Helps to maintain a calm and orderly environment for everyone.
Check pupils' uniforms. Address any issues according to policy.	Daily	Pupils are smart and ready to learn. A consistently high standard of dress is maintained throughout the school.
Ensure pupils enter class quietly and sit according to seating plan.	Daily	All pupils are ready to learn and expectations for learning are reinforced.
Have a task set out ready for pupils to start straight away. Ensure books and resources are already on the table.	Daily	Consistent, orderly start to the lesson ensures all pupils are engaged and active. Learning begins straight away.
Take the register within the first 10mins accurately by calling pupils' names out whilst pupils are in silence.	Daily	Safeguarding and statutory obligations fulfilled – accurate record of who is in school. Clear expectations for behaviour.
Share objectives with pupils.	Daily	Pupils understand focus of the lesson and are engaged in their learning.
Explicitly share the expectations of pupils and apply the Behaviour policy of the school fairly and consistently.	Daily	There is a consistent approach which staff adhere to promptly and predictably which helps to reinforce high standards for everyone.
Assess learning and provide feedback according to departmental and school policy.	As per policy	Pupils receive regular feedback on their learning to make the best progress.
HoD to support behaviour management within their department as per the framework.	Daily	To ensure consistency and expectations for excellent behaviour.
HoD to liaise with HoY when issues are persistent.	When identified	Ensure consistency and timely intervention and support to enable student to make the best progress.