



St Monica's RC High School

Behaviour Policy 2025-26

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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. Monica's Standard, also referred to as the 5Ps: that staff and pupils 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 Headteacher / Head of Schools 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)
- 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)
- 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)
- 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 5.7) |
| 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

The school's approach to bullying is outlined in its Anti-Bullying Policy, which can be found here:

Bullying is defined as persistent unpleasant behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The child who has harmed means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are identified as being in care or having ever been in care.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.
- Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:
- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

The school's Anti-Bullying Policy outlines that there are four stages within this policy, which help the school to determine when unpleasant behaviour becomes bullying, i.e. persistent. The stages and their definitions are outlined below:

| Stage | Description |
|--|--|
| Stage 1 – Unpleasant Behaviour | One instance of unpleasant behaviour toward another individual or group. |
| Stage 2A – Persistent Unpleasant Behaviour | Two instances of unpleasant behaviour towards two or more different individuals or groups. |
| Stage 2B – Bullying Behaviours | Two instances of unpleasant behaviour towards the same individual or group. |
| Stage 3 - Bullying | More than two instances of unpleasant behaviour towards the same individual or group. |

The actions taken, sanctions imposed and support provided around these stages is outline in the school's Anti-bullying Policy.

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 / Head of School and monitor the policy's effectiveness, holding the Headteacher / Head of School to account for its implementation.

5.2 The Headteacher / Head of School

The Headteacher / Head of School 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 / Head of School will also approve this policy.

The Headteacher / Head of School 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 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 pupil 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

Pupils 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 |
|--|---|---|
| Weekly (Year Group Assembly) | <ul style="list-style-type: none"> • Teacher's Pupil of the Week • Form Pupil of the Week • HOY Pupil of the Week • 'Always' pupils of the Week • 100% Attendance for the Week | <ul style="list-style-type: none"> • 5 Positive Ps • Recognition in weekly assembly |
| Half-Termly (Year Group Assembly) | <ul style="list-style-type: none"> • Form of the Half-Term (Attendance) • Form of the Half-Term (Positive Ps) • Teacher's Pupil of the Half-Term • Form Pupil of the Half-Term • HOY Pupil of the Half-Term • 'Always' pupils of the Half-Term • 100% Attendance for the Half-Term | <ul style="list-style-type: none"> • 10 Positive Ps • Recognition in half-termly rewards assembly • Certificate of achievement • Additional extrinsic rewards |
| Termly (Rewards assemblies) | <ul style="list-style-type: none"> • Form of the Term (Attendance) • Form of the Term (Positive Ps) • Teacher's Pupil of the Term • Form Tutor's Pupil of the Term • HOY's Pupil of the Term | <ul style="list-style-type: none"> • 20 Positive Ps • Recognition in half-termly rewards assembly • Certificate of achievement • Additional extrinsic rewards |

| Period | Criteria | Reward / Recognition |
|--|--|---|
| | <ul style="list-style-type: none"> • 'Always' pupils of the Term • 100% Attendance for the Term • Bronze, Silver and Gold Awards for the number of Positive P Points awarded | |
| Yearly (Rewards assemblies) | <ul style="list-style-type: none"> • Form of the Year (Attendance) • Form of the Year (Positive Ps) • Teacher's Pupil of the Year (Each Class / Year Group) • Form Pupil of the Year • HOY's Pupil of the Year • 'Always' pupils of the Year • 100% Attendance for the Year | <ul style="list-style-type: none"> • 50 Positive Ps • Recognition in half-termly rewards assembly • Certificate of achievement • Additional extrinsic rewards |

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

- A verbal reprimand
- Negative P Points
- Removing a pupil to another classroom
- Removing a pupil to internal exclusion (isolation)
- Referring the pupil to a HOD/HOY/SLT
- Letters or phone calls home to parents
- Parental meetings
- Pastoral Report System: Form Tutor, Pastoral Manager, Head of Year, SLT, Deputy Headteacher, Post-exclusion
- Agreeing a behaviour contract
- Pastoral Support Plan
- Internal Exclusion (Isolation)
- Internal Exclusion (SLT Isolation)
- Fixed Term Suspension
- Off-site Direction
- 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.

7.2 5Ps Behaviour Framework and Reasonable Adjustments

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. If, however, pupils do not respond positively to these, the school's sanctions and consequences should be applied. There are two types of sanctions and consequences at St. Monica's – escalating and immediate.

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. The 5Ps Behaviour Framework is an inclusive framework, which includes reasonable adjustments for all pupils. All pupils should receive a verbal warning, before a Negative P is logged and between each stage. Furthermore, a P1 and a P2 are verbal warnings which are logged, prior to any sanction being implemented. In short, pupils will have been given at least two warnings (a P1 and a P2), before a P3 sanction for escalated behaviour is issued.

Where there are additional reasonable adjustments to be made for individual pupils, these will be communicated via the pupil's passport and / or pupil on a page document. Staff should refer to these and, if they are unsure about these reasonable adjustments, discuss this with a member of the SEND Team, before issuing a sanction

The tables below outline the different categories, what sanctions are associated with these and when they should be issued:

| Escalating Sanctions and Consequences | | |
|--|--|--|
| Category | Sanction | When should this be issued? |
| P1 - First verbal warning for failing to meet expectations | <ul style="list-style-type: none"> • 1 Negative P | <ul style="list-style-type: none"> • When a pupil has failed to meet expectations. • If a pupil is not fully equipped. |
| P2 - Second verbal warning for failing to meet expectations | <ul style="list-style-type: none"> • 2 Negative Ps | <ul style="list-style-type: none"> • When a pupil has failed to meet expectations for a second time within a lesson. |
| P2 - Failure to complete homework | <ul style="list-style-type: none"> • 2 Negative Ps • 15-minute breaktime detention with class teacher | <ul style="list-style-type: none"> • When a pupil has not completed their homework. |
| P2 – Missing PE Kit | <ul style="list-style-type: none"> • 2 Negative Ps • 15-minute detention with PE teacher on a Friday after school | <ul style="list-style-type: none"> • When a pupil has not brought the correct PE kit. |
| P3 - Failure to address a uniform violation | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil is unable to address a uniform violation (e.g. is wearing trainers and / or false nails, eyelashes, etc.) |
| P3 - Continued failure to meet expectations | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil has failed to meet expectations for a third time within a lesson. |
| P4 - Removal to another classroom | <ul style="list-style-type: none"> • 4 Negative Ps • 45-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil has failed to meet expectations for a fourth time within a lesson. |
| P5 - On Call (Failure to attend buddy classroom) | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall Reflect | <ul style="list-style-type: none"> • When a pupil fails to attend the Buddy Classroom that they have been sent to. |
| P5 - On Call (Continued failure to meet expectations) | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall Reflect | <ul style="list-style-type: none"> • When a pupil has been removed to a Buddy Classroom and continues to fail to meet expectations. |

Before issuing a P3, P4 or P5 for continued disruptive behaviour, pupils must have received two verbal warnings (a P1 and a P2) / a P3 / a P4 / been removed to a buddy classroom. Only the final sanction should be recorded on Arbor i.e. if a pupil receives a P3 in a lesson, only a P3 - Continued failure to meet expectations needs to be recorded; the P1 and P2 that the pupil has received prior to this do not need to be recorded.

| Immediate Sanctions and Consequences | | |
|--|---|--|
| Category | Sanction | When should this be issued? |
| P3 - Punctuality (Late to school, 08.30-09.00l) | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil arrives late to school, after 08.30 but before 09.00. |
| P3 - Punctuality (Late to lesson) | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil arrives over six minutes late to class. |
| P3 – Damage | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil has damaged school or another pupil's property and / or belongings. |
| P3 - Inappropriate use of ICT | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil is found to have misused ICT in school. |
| P3 - Inappropriate language | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil uses inappropriate language, which is not necessarily directed at another individual. |
| P3 - Failure to follow instruction | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil fails to follow a reasonable instruction (e.g. refuses to remove a coat indoors). |
| P3 - Failure to attend a P2 detention | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil fails to attend a P2 detention. |
| P3 - Disruptive behaviour | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil behaves in a manner that is disruptive to learning or the general order of the school. |
| P3 - Disrespect shown to staff | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil is disrespectful towards staff in either their language or behaviour (e.g. telling a member of staff to 'shut up.') |
| P3 – Unacceptable Social Time Behaviour | <ul style="list-style-type: none"> • 3 Negative Ps • 30-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil behaves unacceptably outside of the classroom (during lesson changeover or at social time) and causes a significant disruption. |
| P4 - On Call: Truancy (Non-arrival to lesson after ten minutes) | <ul style="list-style-type: none"> • 4 Negative Ps • 45-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil has not arrived to lesson after ten minutes of the lesson starting. |
| P4 - On Call: Truancy (Walked out of class without permission) | <ul style="list-style-type: none"> • 4 Negative Ps • 45-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil leaves a classroom without the permission of their teacher. |
| P4 - Failure to attend a P3 detention | <ul style="list-style-type: none"> • 4 Negative Ps • 45-minute afterschool detention in the Main Hall | <ul style="list-style-type: none"> • When a pupil fails to attend a P3 afterschool detention. |
| P5 - Failure to attend a P4 detention | <ul style="list-style-type: none"> • 5 Negative Ps • 3 hours in Reflect the following day, including break and lunch. | <ul style="list-style-type: none"> • When a pupil fails to attend a P4 afterschool detention. |

| Immediate Sanctions and Consequences | | |
|--|---|---|
| Category | Sanction | When should this be issued? |
| P5 - Verbal abuse directed at staff | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall • Investigation resulting in internal exclusion (Reflect) or fixed term suspension. | <ul style="list-style-type: none"> • When a pupil is verbally abusive towards a member of staff (e.g. swears directly at a member of staff). |
| P5 - Serious inappropriate use of ICT | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall • Investigation resulting in internal exclusion (Reflect) or fixed term suspension. | <ul style="list-style-type: none"> • When a pupil is found to have seriously misused ICT in school. |
| P5 – Unacceptable social time behaviour | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall • Investigation resulting in internal exclusion (Reflect) or fixed term suspension. | <ul style="list-style-type: none"> • When a pupil has not met expectations during social time. |
| P5 - Vandalism | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall • Investigation resulting in internal exclusion (Reflect) or fixed term suspension. | <ul style="list-style-type: none"> • When a pupil has vandalised and/or damaged school property and/or equipment. |
| P5 – Smoking / Vaping | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall • Investigation resulting in internal exclusion (Reflect) or fixed term suspension. | <ul style="list-style-type: none"> • When a pupil has been found to be smoking / vaping and/or be in possession of smoking / vaping paraphernalia. |
| P5 -Possession of a dangerous item | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall • Investigation resulting in internal exclusion (Reflect), fixed term suspension or permanent exclusion. | <ul style="list-style-type: none"> • When a pupil has been found to be in possession of a dangerous item. |
| P5 - Fighting / threatening behaviour | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall • Investigation resulting in internal exclusion (Reflect), fixed term suspension or permanent exclusion. | <ul style="list-style-type: none"> • When a pupil has been involved in fighting and/or threatening behaviour towards another pupil |
| P5 - Discriminatory language and/or behaviour | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall • Investigation resulting in internal exclusion (Reflect), fixed term suspension or permanent exclusion. | <ul style="list-style-type: none"> • When a pupil has used discriminatory or derogatory language or has behaved in a way that is discriminatory or derogatory. |

| Immediate Sanctions and Consequences | | |
|---|---|--|
| Category | Sanction | When should this be issued? |
| P5 – Persistent Truancy | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall • Investigation resulting in internal exclusion (Reflect), fixed term suspension or permanent exclusion. | <ul style="list-style-type: none"> • When a pupil has persistently truanted lessons, either in the same day or over a period. |
| P5 – Persistent Disruptive Behaviour | <ul style="list-style-type: none"> • 5 Negative Ps • 45-minute afterschool detention in the Main Hall • Investigation resulting in internal exclusion (Reflect), fixed term suspension or permanent exclusion. | <ul style="list-style-type: none"> • When a pupil's behaviour is determined to have been persistently disruptive e.g. if a pupil has several behaviour incidents logged in the same day or over a period. |

Before any behaviour consequences are given, staff are expected to:

- Be on their classroom door at the start of the lesson to ensure pupils are directed into class in a calm and purposeful manner
- Have a suitable seating plan to maximise engagement and learning for all pupils
- Have a 'Do Now' learning task ready for pupils to complete
- Explicitly remind pupils, using correctional language, of the school values and expectations for learning, namely to:
 - Be punctual: arrive to class on time.
 - Be prepared: arrive to class prepared and ready to learn.
 - Be proud: take pride in your appearance, environment and your work.
 - 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.
 - Participate: be a positive participant, always engaging in your learning.
- Implement appropriate behaviour for learning strategies to give pupils the opportunity to rectify their behaviour and demonstrate the school values for learning
- Speak positively to pupils, assuming that they will make the right choice, by detailing the support they need to refocus on their work.

7.3 Detentions

One of the sanctions for pupils 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 |
|--|--|--|------------|
| P2 15-minute Failure to complete homework | During a break or lunch time, which is convenient to the Class Teacher | P2 – Failure to complete homework | 15 minutes |
| P2 15-minute Missing PE Kit | After school on the Friday after the sanction has been recorded | P2 – Missing PE kit | 15 minutes |
| P3 30-minute | Following day or on the next available date for a detention | P3 incident or 3 negative Ps within one lesson | 30 minutes |
| P4 45-minute | | P4 incident or 4 negative Ps within one lesson P5 incident or 5 negative Ps within one lesson | 45 minutes |

Notification of detentions will be communicated to parents and carers via SMS text message, email and 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 and receives a P4 for continued disruptive behaviour, the pupil must be 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 pupil during the detention.

Stage 2 (P5): if a pupil continues to disrupt or fail to meet expectations in the buddy room, or the pupil does not go to the allocated 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 (Reflect) for the remainder of the lesson. The teacher will issue a P5. The teacher is invited, and recommended, to conduct a Restorative Values Conversation with the pupil during the detention.

7.5 Reflect (Internal Exclusion)

Pupils will be placed in Reflect (Internal Exclusion) in response to serious or persistent breaches of this policy.

These include, but is not exclusive to:

- Persistent disruption of learning or failure to meet the St. Monica's Standard by not being prepared, proud, polite and / or participating as expected.
- Persistent truancy (non-arrival at a lesson within ten minutes of it starting or walking out of a lesson, without permission, and not returning)
- Defiance
- Fighting
- smoking / vaping and possession of smoking or vaping paraphernalia
- vandalism
- discriminatory language or behaviour (i.e. antisemitism, bigotry, homophobia, islamophobia, misogyny, racism, sexism, transphobia, etc.)
- foul and abusive language directed towards a member of staff
- threatening language and behaviour directed towards another person
- physical aggression towards another person
- possession of a dangerous item
- serious disruptive out-of-class behaviour
- failure to attend a P4 detention

In these instances, pupils will either be placed in Reflect (Internal Exclusion) from the start of the school day or be removed from their classroom during lessons (because of persistent disruptive behaviour). Pupils will be expected to complete the same work as they would have been completing in class. They will also receive a 45-minute P4 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 pupil 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 45-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 are being removed to Reflect (Internal Exclusion) for the remainder of the lesson."*

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 |
|---------------------------------------|---|--|---|
| 1 (Class Teacher) | 3 x Negative Ps 4 x Negative Ps 5 x Negative Ps | <ul style="list-style-type: none"> • Class teacher parental phone call • Repair conversation | <ul style="list-style-type: none"> • FT parental phone call • Letter of concern: FT Report • FT Pastoral Report (Green) |
| 2 (Form Tutor) | 10 Negative (P3, P4 or P5) Incidents | <ul style="list-style-type: none"> • FT parental phone call / meeting • Letter of concern: FT Report • FT Pastoral Report (Green) | <ul style="list-style-type: none"> • Pastoral Manager parental phone call • Letter of concern: Pastoral Manager Report • Pastoral Manager Pastoral Report (Yellow) |
| 3 (Pastoral Manager) | 20 Negative (P3, P4 or P5) Incidents | <ul style="list-style-type: none"> • Pastoral Manager parental phone call / meeting | <ul style="list-style-type: none"> • HOY parental phone call / meeting |

| Wave | Threshold | Intervention(s) | Escalation |
|---|---|--|---|
| | | <ul style="list-style-type: none"> Letter of concern: Pastoral Manager Report Pastoral Manager Pastoral Report (Yellow) | <ul style="list-style-type: none"> Letter of concern: HOY Report HOY Pastoral Report (Amber) Referral for SEND assessments / interventions |
| 4 (Head of Year) | 30 Negative (P3, P4 or P5) Incidents | <ul style="list-style-type: none"> HOY parental phone call / meeting Letter of concern: HOY Report HOY Pastoral Report (Amber) Referral for SEND assessments / interventions | <ul style="list-style-type: none"> PPP Direction SLT parental phone call / meeting Letter of concern: SLT Report SLT Pastoral Report (Red) Further referral for SEND assessments / interventions |
| 5 (SLT) | 40 Negative (P3, P4 or P5) Incidents | <ul style="list-style-type: none"> PPP Direction SLT parental phone call / meeting Letter of concern: SLT Report SLT Pastoral Report (Red) Further referral for SEND assessments / interventions | <ul style="list-style-type: none"> DHT parental phone call / meeting Letter of concern: DHT Report DHT Pastoral Report (Red) Further referral for SEND assessments / interventions Pastoral Support Plan LA BIP Panel Off-site Direction Governors' PDC |
| 5 (DHT) | 50 Negative (P3, P4 or P5) Incidents | <ul style="list-style-type: none"> DHT parental phone call / meeting Letter of concern: DHT Report DHT Pastoral Report (Red) Further referral for SEND assessments / interventions Pastoral Support Plan LA BIP Panel Further referral for SEND assessments / interventions | <ul style="list-style-type: none"> Letter of concern: at risk of permanent exclusion Governors' Pupil Disciplinary Committee Further referral for SEND assessments / interventions |
| 6 (Head of School / Governors) | 50+ Negative Ps 15+ days of Fixed Term Suspensions in one term | <ul style="list-style-type: none"> Governors' Pupil Disciplinary Committee | <ul style="list-style-type: none"> Alternative Provision Permanent Exclusion |

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

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), they will be sanctioned with a P2 – Failure to address a uniform violation and will be placed in a Room 28 Breaktime detention. Persistent failure to meet uniform expectations will result in a pupil being placed in Reflect (Internal Exclusion).

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 pupils 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 / Head of School 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 / Head of School will also consider the pastoral needs of staff accused of misconduct.

7.11 Discriminatory language and / or behaviour, including racism

Discriminatory language and / or behaviour is not tolerated at St. Monica's. Under the [Equality Act 2010](#), it is unlawful to discriminate, harass or victimise someone because they have or are perceived to have a "protected characteristic" or are associated with someone who has a protected characteristic. Discriminatory language and / or behaviour is defined as when one person speaks or acts in a way that treats another person unfairly because of one or more of their protected characteristics, outlined in the [Equality Act 2010](#), which include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Any behaviours and / or language which belittle, undermine or seek to harm another person or group of people (emotionally and / or physically) because of one of these protected characteristics will be dealt with as discriminatory language and / or behaviour.

Any person alleged or found to have used discriminatory language or behaved in a discriminatory way will, in the first instance be issued with a P5 – Discriminatory language and / or behaviour and will be placed in Reflect (Internal Exclusion). A full investigation into the incident will then be carried out and any further consequences, which may include a Fixed Term Suspension or Permanent Exclusion, will be decided and communicated. Pupils who are perpetrators of discriminatory language and / or behaviour will receive bespoke intervention and support on this subject. Victims – pupils and staff alike – will be offered support and kept informed of the investigative process which follows. Where the incident involves pupils, parents / carers will be notified of the incident, subsequent investigation and any further sanctions.

It is important to clarify that, as outlined by the [Equality and Human Rights Commission](#), there are several types of discrimination, which much be understood:

- **Direct discrimination:** This means treating someone less favourably than someone else because of a protected characteristic.
- **Direct discrimination by perception:** This means treating one person less favourably than someone else, because it is thought they have a protected characteristic.
- **Discrimination arising from disability:** This means treating a disabled person unfavourably because of something connected with their disability.
- **Direct discrimination by association:** This means treating someone less favourably than another person because they are associated with a person who has a protected characteristic.
- **Failing to make reasonable adjustments.**
- **Harassment:** this is unwanted behaviour related to a protected characteristic which has the purpose or effect of violating someone's dignity or which creates a hostile, degrading, humiliating or offensive environment.
- **Victimisation:** this is treating someone unfavourably because they have taken some form of action relating to the Equality Act.

All the above will be treated and dealt with as examples of discriminatory behaviour.

Racism is a distinct form of discrimination and can also be classed as a type of bullying. It can be both (a) institutional and (b) personal, overt or subtle, intentional or unintentional.

- **Institutional racism:**
 - [The Stephen Lawrence Inquiry Report](#) defined this as: *'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.'*
 - When a person is subject to racism, racist bullying or harassment, their behaviour and attainment are likely to be affected; if the behaviour is treated in isolation without taking into consideration the issues and effects of racism, this can be described as institutional racism. St. Monica's RC High School recognises that the racist element must be explicitly recognised and dealt with.

- This type of racism is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people's instinctive responses. It can be demonstrated subconsciously in subtle ways and St. Monica's RC High School recognises the need consciously to challenge such attitudes.
- **Personal racism:**
 - This is often direct and identifiable and can be manifested through harassment and offensive behaviour in the following ways (not an exhaustive list):
 - Physical assault against a person or group due to their colour, ethnicity, geographical origin or culture
 - Derogatory name calling, insults, ridiculing and racist jokes
 - Racist graffiti
 - Provocative behaviour such as wearing racist badges or insignia
 - Verbal abuse and threats
 - Incitement of others to behave in a racist way
 - Racist comments within the context of lessons

All the above will be treated and dealt with as examples of racism, under the category of discriminatory behaviour. As such, any person alleged or found to have used racist language or behaved in a racist manner will, in the first instance be issued with a P5 – Discriminatory language and / or behaviour and will be placed in Reflect (Internal Exclusion). A full investigation into the incident will then be carried out and any further consequences, which may include a Fixed Term Suspension or Permanent Exclusion, will be decided and communicated. Pupils who are perpetrators of racist language and/or behaviour will receive bespoke intervention and support on this subject. Victims – pupils and staff alike – will be offered support and kept informed of the investigative process which follows. Where the incident involves pupils, parents / carers will be notified of the incident, subsequent investigation and any further sanctions.

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

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

7.13 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 / Head of School. When a pupil 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 / Head of School will notify the local authority without delay, regardless of the length of a suspension. Additionally, the Headteacher / Head of School 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 i.e. 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. Pupils 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 P3 30-minute detention. 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 – Pupil 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 / Head of School and the LGB annually. At each review, the policy will be approved by the Headteacher / Head of School. 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 and Child Protection Policy
- Anti-bullying Policy

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 |
| 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. |
| 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.

| Responsibility/routine | Frequency | Impact |
|--|-----------|--|
| 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. |

| Responsibility/routine | Frequency | Impact |
|---|-----------------|---|
| 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 pupil to make the best progress. |