

# ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



## **BEHAVIOUR FOR LEARNING POLICY**

**(Statutory)**

**Autumn 2017**

**Next Review: Autumn 2018**

**Raising Standards Committee**

# CONTENTS

	<b>Page</b>
Mission Statement	3
Aims of our Behaviour Policy	4
<ul style="list-style-type: none"><li>• All Staff</li><li>• All Student</li><li>• Parents/Carers</li></ul>	4 4 5
Recognising and Rewarding Achievement, Effort and Progress	6
A Behaviour for Learning Stepped Approach	7
Intervention Strategies	7
Detentions	8
Fixed Term and Internal Exclusions	8
Bullying	8
Use of Reasonable Force	10



## **Mission Statement**

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum delivered in modern facilities, equipping students with the ability to meet the challenges of the 21<sup>st</sup> Century confidently and with high spiritual and moral standards,

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

We are a fully inclusive, Catholic girl's secondary school meeting high academic standards, promoting spirituality, pastoral care and the Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

***'Act justly, love tenderly, walk humbly with your God.'***

All behaviour at St. Anne's should be an expression of our school's Mission Statement.

**'To recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.'**

The aim of our Behaviour Policy is to encourage and assist all students to behave well in order to maximise their achievement and attainment at school.

#### **All staff should**

- Ensure that behaviour is consistent and fair, sanctions for unacceptable behaviour are clearly understood and applied consistently by all members of staff;
- Promote self-discipline and self-respect, encouraging students to behave appropriately.
- Promote tolerance, compassion and honesty and respect for the rights of others.

#### **All Students should**

adhere to the **Guidelines for Students** which clearly outlines, in their planners, the school rules and the correct behaviour choices both within school and when travelling to and from school. They should treat all members of the school community, visitors and wider community with respect at all times. Girls are ambassadors of the school whenever they wear our uniform and we expect the same behaviour in and outside school. They should also respect the school environment. Students are expected to arrive at school **"Ready to Learn"**, organised and with the correct equipment, including wearing the school uniform correctly.

### **Guidelines for Students**

The Guidelines for Students is on display in all classrooms and on Year notice boards.

#### **Before and After School**

Enter and leave the building quietly. Leave the building by 3.45pm unless involved in extra-curricular activities

- Ensure that they are in full school uniform, including wearing blazer as they leave the school and during their journey to and from school.
- In the Summer Term you will be informed when you are allowed to wear the school summer dress and cardigan or kilt and cardigan without the blazer. BUT the Blazer must not be replaced with any other jacket.
- Behave appropriately when walking to and from school and when using public transport; upholding St. Anne's school and personal standards.
- Mobile phones are permitted in school. All mobile phones **must** be switched off before arriving on-site and the battery removed to avoid any alarms on the phone going off. There are very clear sanctions in place if a student is found using a mobile phone on-site or if a mobile phone disturbs the learning environment.

#### **In School Etiquette**

- Respond to members of staff by name or title.
- Keep to the left on corridors and stairs.
- Don't run in the building. Circulate around the building in groups of no more than three and never interlock arms.
- Move quickly and quietly between lessons.
- Be correctly dressed in the stated school uniform at all times (as per the student planner).

- Remove all coats, scarves and gloves when entering and moving inside the school building.
- Always stand back to let an adult through the door first / hold door open.
- Remember that chewing gum or bubble gum is not allowed on school premises, indoor or outdoor.
- Dispose of all litter in the bins provided.
- Make sure the form room and all classrooms are left in a clean and tidy state at the end of each lesson.
- Access lockers only before registration, during break time or lunchtime, never during lesson time. Keep lockers clean and tidy.
- No eating or drinking in the building, except in designated areas at designated times.
- Leave the toilets and washrooms as you would wish to find them, in a clean and tidy state.
- Follow the instructions of teachers and supervisory assistants on duty.

### **Before and During Lessons**

- Respond promptly to the bell.
- Be punctual.
- Prepare for lessons by having necessary books, pens, student planner, PE kit and equipment.
- Line up quietly outside the classroom.
- Enter the room calmly when asked to do so by the teacher.
- Stand behind your desk.
- Join in with the prayer.
- Put Student Planner, rough book, relevant books and equipment on the desk and bag on the floor or in boxes in science laboratories.
- Write down in your Student Planner all homework set or record 'No Homework' and when it has to be handed in.
- Stand up to greet any adult who enters the room.
- Drinking of water is allowed in lessons.

### **During Break and Lunchtimes**

When you are allowed in the building, stick to the rooms or areas that the year group are advised they can use. Sit on the chairs not on the tables. If you wish to run around, go outside.

- Make sure the area is left tidy.
- Form an orderly queue for the dining room and wait your turn. Leave the dining room making sure used plates/cups/cutlery have been put in the correct area and rubbish put in the bin.
- Leave the toilet area as you would wish to find it, there should be no loitering in the toilets and only one student per cubicle.
- Follow the instructions of teachers, supervisory staff and prefects on duty.

### **Parents/Carers should**

support us in meeting the aims of our policy by:

- Accepting and supporting actions the school takes to help their daughter improve behaviour; this could include support, sanctions and rewards
- Attending meetings to agree strategies to support students in improving their behaviour
- Discussing behaviour problems with their daughters and seeking solutions.

## **Recognising and Rewarding Achievement, Effort and Progress**

We use the Vivo system which is an on-line rewards system that awards merit house points. These are for progress, effort, attainment and student engagement. When students log on they can see how and why they have been rewarded by their subject teachers and their 'rank' within their form and their year. Students enjoy being rewarded for their effort and achievements and we will aim to ensure that we consistently recognise, praise and reward a students efforts, achievements and contributions both in class and towards school life and the community.

Each week The top 10 students who have received the greatest number of merit house points have their name, photograph and achievement displayed on our monitors on both sites and a certificate is sent to the the Parents/Carers of these students .

Year assemblies take place each term with an emphasis on acknowledging the achievements of students and certificates are presented. At the end of term, the top class in each year will be invited to a special celebratory pizza party.

### **Highest Performing Form & Highest Performing House**

At the end of each academic year, the top form in each year group is presented with the Year shield which will have their Form and date engraved on it. This shield is on permanent display in the main reception area. The students from the winning form in each year group will be invited to a special celebratory pizza party. At the end of each academic year, the top House in each Key Stage will be awarded with a shield and top 30 students in the House will also be invited to a special celebratory pizza party.

### **Outstanding Achievement Award**

A badge and certificate is awarded to students with proven outstanding achievement inside or outside school.

### **Attendance & Punctuality Badges Rewards**

Bar/star badges are awarded for 100% attendance and punctuality on a termly basis and are to be worn on the school blazer lapel. Attendance and Punctuality Certificates and letters are sent home each term.

## A Behaviour For Learning Stepped Approach

The guidelines below are designed to minimise low level disturbance and we aim to apply them consistently across the school with all students.

<b>Situation</b>	<b>Action</b>	<b>Staff responsible</b>
Unacceptable behaviour after request to stop	<b>Verbal warning given</b>	Subject teacher
Unacceptable behaviour continues	<b>Teacher takes the student's planner &amp; issue final warning</b>	Subject teacher
Unacceptable behaviour continues	<b>Subject detention set</b>	Subject teacher
Unacceptable behaviour continues	<b>Send a student to get on-call</b>	Subject teacher
Student removed	<b>Student placed on Subject Report and Subject &amp; Achievement Leader and Parent's informed.</b>	On-call teacher Subject teacher
Supervision of removed student on-call	<b>Completes set work and writes a statement to explain why they have been removed</b>	On-call teacher
At change of lessons	<b>Student returns to next subject lesson</b>	On-call teacher

### **Conduct Forms**

When a student has seriously failed to follow the Behaviour for Learning Policy, the member of staff records the incident on a Conduct Form.

[Q:\Inclusion Team\Behaviour\Reports\Conduct Form Dec 16\\_vs3.docx](Q:\Inclusion Team\Behaviour\Reports\Conduct Form Dec 16_vs3.docx)

### **Intervention strategies**

When a student's behaviour and progress is a concern or when they need additional support this is discussed with the aim of providing intervention to support a student to make better progress. Subject or Achievement Leader reports can be used to help support students who are struggling with targets that can be monitored and reviewed.

Other strategies used to support students are:

- Resolution meeting with student and teacher.
- Meetings with parent/carers.
- Involvement of Inclusion Manager
- Referral to Learning Mentor or School Counsellor
- Behaviour Support Programme (BSP)
- Referral to outside agencies or Rewards for agreed targets.

## Detentions

Detentions are used as an opportunity for a student to put things right and for the teacher to re-set the relationship with the student(s) to promote a positive new beginning.

**Late Detention** The Attendance Officer compiles a weekly list of students with 2 or more lates which is given to the form tutor, who then writes a detention in the student planner. Persistent lateness will be referred to the EWO.

**Achievement Leader Detention** These are one hour sanctions set by the KSAL/AL.

**Senior Management Detentions** These are one hour sanctions set by the KSAL/AL. These detentions are supervised by members of SLT. They are held on on a Friday evening, for one hour from **3.30 - 4.30 pm on the Lower Site and 3.30 – 5pm on the Upper Site.**

**SMD mandatory for:** Swearing. (Mobile phone 1<sup>st</sup> occasion (2<sup>nd</sup> occasion = FTE.) Serious confrontational behaviour towards a member of staff. Out of teacher control. Vandalism of school property (+ request for parents/carers to pay contribution.) Serious breach of behaviour. 10 detentions of any kind. Failure to comply with reporting procedures.

If a student's progress is a serious cause for concern parents or carers will be contacted by the their AL who will decide on what appropriate interventions should be put in place to support learning after consultation with subject teachers. If behaviour is a concern it may be necessary to place a student on a Behaviour Support Programme or a mentoring programme. If there is no improvement then the DKS will decide that the student may need to meet with the School Behaviour Panel/Behaviour Support Service or be placed on a Pastoral Support Programme.

**If a student receives more than 4 SMD's this will result in a Fixed term exclusion.**

## Fixed Term and Internal Exclusions

The decision to exclude a student rests with the Headteacher. The Headteacher may wish to internally exclude a student so they complete their exclusion in Mary Agnes House under supervision. Following a fixed term exclusion a variety of interventions may be put in place to support the student in her behaviour and learning. This will be reviewed to monitor progress, so that the students are effectively supported.

## Bullying

### **Aim**

All our students should be able to learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour that affects everyone involved; it is unacceptable and will not be tolerated in school.

### **Rationale**

The purpose of this guidance within the Behaviour Policy is to seek to eradicate bullying, as far as possible and to ensure that the needs of the victims of bullying and those that bully are addressed. Everyone has the right to be educated in a safe environment, free from



discrimination, harassment and bullying. Only when all issues of bullying are addressed will all students benefit from equality of opportunity.

### **What is bullying?**

Bullying is defined as repeated behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally. It can take many forms, including cyber bullying via text messages or the internet. The basis for bullying can be found in a lack of tolerance of perceived differences. Justifications and rationalisations for such behaviour sometimes include differences of race, religion, gender, sexuality, appearance, behaviour, size or ability. Bullying is an aggressive behaviour that involves a real or perceived power imbalance.

### **The four main types of bullying are:**

- Physical (hitting, kicking, theft)
- Verbal (name calling, prejudicial remarks about students' race, gender or sexuality)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber bullying (the sending of an electronic communication to another person with the intent to cause distress or anxiety)

### **Reporting incidents of bullying**

It should be recognised that bullying is not always reported and staff, students and parents should be aware of the signs of bullying.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, or taking unusual absences.

There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Students **must** be encouraged to report bullying in school.

All members of staff must be alert to the signs of bullying and act promptly and firmly against it.

### **Information and Awareness**

Our student planners have information for students on how to report bullying in school.

We discuss bullying and how to report it regularly through assembly and Personal, Social and Health Education (PSHE) and students are made very aware of who they should report cases of bullying to.

Our school SHARP system provides opportunity for students to report bullying and our student suggestion boxes also allow students to write messages if they do not feel able to approach a staff member in person.

### **Students who have been bullied will be supported by:**

- Offering an immediate opportunity to discuss the experience with a teacher
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence
- Working with parents to support the student

### **Students who have bullied will be helped by:**

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrong doing and need to change

- Informing parents or guardians to help change the attitude of the student

[See Department for Education

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/409061/preventing\\_and\\_tackling\\_bullying\\_october2014.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/409061/preventing_and_tackling_bullying_october2014.pdf) for further information]

## **Use of Reasonable Force**

The Department for Education (DfE) has issued advice to schools regarding the use of reasonable force. See below examples of reasonable force and communication related to policy from this document:

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Communicating the school's approach to the use of force**

- Schools do not require parental consent to use force on a student.
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

[See Department for Education [Use of Reasonable Force: Advice for Headteachers, Staff & Governing Bodies July 2013](#) for further information]