



**SAINT PIUS X
CATHOLIC HIGH SCHOOL**

A SPECIALIST SCHOOL IN HUMANITIES

**Behaviour
Management System**

Our Mission Statement:

“Saint Pius X Catholic High School is a Catholic School in which the Gospel message of the Kingdom of God is revealed through our work and through the relationships we establish with our brothers and sisters in Christ”

Our Mission is based on Gospel values, in that we recognise that each person is made in the image and likeness of God. From this springs a duty to nurture our students in order to enrich their lives spiritually, morally and academically.

We believe that anyone who attends Saint Pius X should feel part of a safe, secure, caring environment, without being hindered by the behaviour of any other person or group. We do not tolerate bullying and have developed an anti-bullying policy along with strategies for dealing with any such incidents.

The school's behaviour management system is based on the code of conduct which is displayed in each teaching area and is as follows:

1. **Respect** (All members of the school community, the environment and other people's property).
2. **Responsibility** (Take responsibility for your own behaviour and learning. Let others learn)
3. **Reliability** (Be prepared, be punctual).

In addition subjects will have some routines of their own relating to particular teaching conditions and requirements. These will be explained to students by their subject teachers

Attendance and Punctuality

The school is in the process of adopting the LA's Attendance and Punctuality policy (LA Circular 37 A)

Guidance for staff is contained in the Staff Handbook which is issued at the beginning of each academic year.

Rewards

Praising students will raise their self-esteem, enable them to appreciate their strengths, and help them to become positive members of society. Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtfulness and personal achievement.

We recognise the importance of rewarding good behaviour, co-operation and academic progress. All staff should aim to praise and reward as many students as they can for good work and behaviour. Praise can be achieved through a variety of means and should be given when:

- It is above standard for that group (class, form, year)
- It is above standard for that student
- It is of a consistently high standard

We should avoid giving rewards:

- As bribes e.g. for classroom control
- On demand

There are a number of strategies used to reward students ranging from the use of praise to the credit and merit systems. These include:

- Termly Merit Certificates for good attendance, punctuality and maintaining a good diary
- Letter of merit for a good progress monitoring record
- Credits
- Rewards for sporting achievements

- Thank you letter for contributing to the success of the school
- Subject rewards e.g. Postcards, Stickers
- Comment in Diary
- Putting work on display
- Becoming a Prefect

Sanctions

The school believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare students for their place in society. Students do not always conform to these standards and a system of sanctions is therefore required. As a Catholic school, we ensure that the Gospel values of forgiveness and reconciliation are central to the way in which sanctions are issued. We seek to correct inappropriate behaviour, to instil self respect and to develop self discipline rather than to punish.

Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when any of the above is:

- Below the standard expected for the school
- Below the standard for that student

We should avoid:

- Inconsistency
- Punishing a whole group – this is never acceptable.
- Threatening and not carrying out those threats
- Imposing excessive sanctions
- Referring to a student with a request for a specific sanction to be imposed e.g. I want Fred put on detention
- Aggressive shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing embarrassment
- Labelling a student instead of confronting their behaviour or action

Possible early sanctions

- Making disapproval clear- by a look, by talking to the student
- Moving students within the classroom

Behaviour Management System

Step 1 - Give an official warning and a reminder about expected behaviour.

Step 2 - If behaviour is repeated write the name of the student on the board.

Step 3 - If further misbehaviour occurs, write "Behaviour warning" on the board.

Step 4 - If the student does not respond send a note to the office. Office staff will advise the member of staff on call, who will make a decision on the appropriate sanction.

Complete a blue referral slip.

All of the above sanctions are to be issued by the **teacher/ DSA** in charge of the class.

NB Steps 1-3 must be completed before moving to step 4. If this is not done the student may not be removed from your class

- Isolation. Only the following members of staff are authorised to send students to isolation: Head teacher, Deputy Head teacher, Assistant Head teachers, Pastoral Support Manager, and Head of Year. Students must work in silence in isolation
- If a student is sent to isolation twice or more they will be given a senior staff detention
- If a student is sent to isolation a letter will be sent home.
- If a student is sent to isolation frequently they will be placed on report to Head of Year.

Interventions

- Meeting with student and HOD to discuss future conduct
- Counselling
- Support from learning mentors

Blue Slip System

A blue slip must be completed by the teacher/DSA in charge of the class if a student is referred to on-call or if there is a serious incident out of class. If they spend time in isolation they will automatically receive a senior staff lunchtime detention. Where a more serious sanction is required e.g. exclusion, the decision will be made by the Headteacher.

Slips should be completed promptly and handed to a member of the clerical staff in the student office. Any incident which threatens the health and safety of any member of the community must be reported to a member of the Leadership Team immediately.

Slips should also be completed for frequent uniform irregularities, lateness and non- disruptive behaviour e.g. graffiti on books, chewing, etc.

When a student has 2 blue slips for serious incidents they are allocated a slot for detention at lunchtime. This lasts 20 minutes.

There are higher levels of sanction which may be imposed after consultation with appropriate staff. These include;

- On report
- Contact with parents
- Contact with outside agencies
- Fixed term exclusion – where this occurs students will be placed on a report for a minimum of one week on their return to school.
- Oral warning
- Written warning
- Anti-Social Behaviour Contacts
- Permanent exclusion

Departmental responsibilities

- Departments are encouraged to make available after-school sessions if a student has not completed work, or has been absent for the work, in order that subject expertise can be offered to all.

- Members of departments should support one another by allowing students to have a 'cooling off' period in Head of Department's or another colleague's classroom.

Support for Staff

It is important to remember that maintaining the highest standards of behaviour is the responsibility of all members of staff. Consistency is the key to an effective behaviour management system. It is much better to seek help and use the procedures than to work on your own. Use of the Form Tutor/Learning Mentor as a point of contact may prove beneficial as they can provide an overview of a student's behaviour and circumstances. Your HOD will have a range of subject specific approaches. Any member of the Pastoral Team (Head of Year, PSM, and Assistant Head teacher may be approached to provide support and guidance.

Members of staff can be assisted in their work by relevant INSET. The AHT should be consulted about this.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school so that all students know what is expected of them.

Procedures for staff

- Prompt arrival and starting of a lesson can prevent potentially disruptive incidents occurring amongst unsupervised students.
- Registering students at the start of a lesson allows a formal settling down of the group and enables you to deal with latecomers and spot possible truants.
- Students should not be allowed out of lessons – if in doubt check with the Head of Department. If there is a good reason for a student to be out of your lesson, please complete the appropriate page in the student's diary.
- Make sure there is enough time at the end of the lesson to collect equipment, books etc, and tidy the room ready for the next class.
- Supervise students leaving the classroom by standing at the door and ensuring they move in the correct direction up the corridor.

Support for students.

Any child protection issues should be taken to the Pastoral Support Manager. If you cannot resolve issues of bullying between your students please refer to Head of Year. N.B. All bullying incidents must be recorded by the Head of Year

Monitoring

Monitoring is carried out using the following data and by the following staff;

- Record of exclusions – AHT
- Record of racist incidents - AHT
- Isolation Statistics – AHT
- Comments in student diary – Form Tutor
- Use of diaries - LT
- Referral to outside agencies – AHT, PSM, SENCO
- Students on report – HOY, PSM, AHT
- Blue Slips – HOY, AHT
- Interviews/telephone calls/letters to parents - AHT
- Registration/lates – Form teacher/HOY

- Lunchtime detention records – AHT
- Bullying incidents and resolutions - PSM

The Leadership Team will evaluate systems and practice on the basis of monitoring carried out.

Evaluation

This policy will be reviewed every two years by all staff and students via staff meetings and the school council. Alterations will be implemented as necessary.

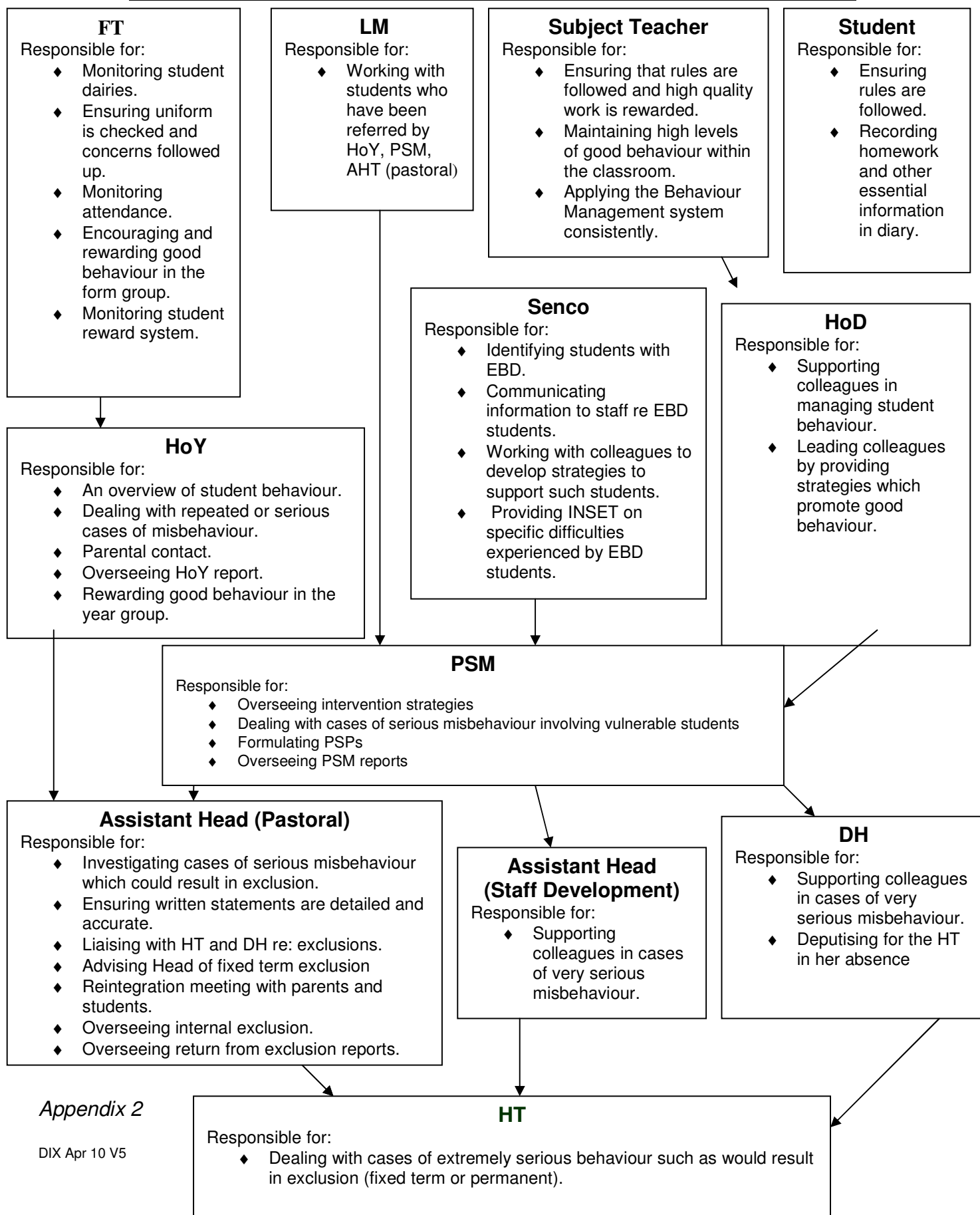
Criteria for evaluation will include;

- Students' involvement in, and commitment to, the behaviour policy
- Effects of behaviour on the quality of learning
- The extent to which students demonstrate good habits of work and behaviour
- Students' self-discipline and self-esteem
- Students' attitudes to one another, to all staff and to visitors
- Number of referrals for aggressive behaviour or bullying
- Number of racist incidents

Appendices

- *Appendix 1* Blue Slip
- *Appendix 2* Responsibility chart
- *Appendix 3* Report Sheet
- *Appendix 4* Uniform
- *Appendix 5* What to do if booklet
- *Appendix 6* School Rules

Staff Guide to Roles and Responsibilities in Managing Student Behaviour.



Appendix 2

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Appendix 4

School Uniform

A high standard of appearance indicates a positive and orderly approach to school life. It demonstrates conformity to school discipline and recognition that attendance at school is separate from social life. This ensures a proper attitude to, and a sharper focus on work.

Hair and Make up

- Hair should be neat and tidy.
- Extremes of hair fashions are not allowed.
- Hair must not be dyed an unnatural colour.
- Hair must not have patterns shaved into it.
- Students are not allowed to wear lip stick, lip gloss, mascara, eye shadow or eye liner.
- Students are not allowed to wear nail varnish or false nails.
- Students are not allowed to wear baseball caps - except in very hot weather, in summer, when they will be informed of this temporary change in rules.

Jewellery

- Students may wear a watch and a small plain cross or crucifix.
- Students may wear one pair of small stud earrings.
- No other jewellery is allowed.

Black Blazer

- School badge should be purchased from the school office.
- Blazers should be worn to and from school and at all times during the school day.
- Students should request permission to remove their blazer.
- Coloured jackets, tops, sweatshirts or jumpers must not be worn at any time in school.
- An outdoor coat may be worn on top of the blazer if required, but must not be worn inside the classrooms.

Appendix 5

WHAT TO DO IF.....

It is impossible to give a complete list of “crimes” and a rigid set of actions to follow, if we are to deal humanely with students. In addition, Departments have their own practices on managing behaviour which may differ e.g. practical subjects will have a greater emphasis on safety in their rooms. What follows is a suggested guide to situations that may arise.

INCIDENT	SUGGESTED RESPONSE
Student late to class: -once -twice -three times -persistent	Reprimand Note in dairy See student at break/lunchtime or detain Refer to Head of Year, letter to parents.
Truanting from class	Pink slip
Student out of bounds	Yellow slip
Student has no diary	Yellow slip
Student has no equipment for your lesson -once -twice -three times	Reprimand – ‘lend’ equipment where possible. Lend equipment, note in diary Refer to HOD, letter sent to parents. Possible ‘chat’ at lunch break
Student has no books for your lesson: -once -twice -three times	Reprimand – lend book Note in diary Refer to HOD, letter sent to parents. Possible ‘chat’ at lunch/break
Student has lost books or equipment	Note in diary requesting payment. If not forthcoming, refer to HOD. Formal letter to home.
Student has not completed class work -once -twice	‘Chat’ with student to ascertain reason. Is the work too hard? Departmental session to catch up

-three times	Letter home from HOD
<p>Student has not completed homework</p> <p>-once</p> <p>-twice</p>	<p>Warning and one day's grace (if a good reason) or student kept in. Note in diary</p> <p>Refer to HOD. Letter home.</p>
<p>Student inattentive – talking, turning round, calling out, being cheeky</p>	<p>Reprimand, apology expected for cheek or rudeness</p> <p>Move to another seat</p> <p>Follow 4 step behaviour system</p>
Chewing in class	Yellow slip to Head of Year
Throwing objects in class	Follow 4 step behaviour system
<p>Student uses bad language –</p> <p>a) in course of conversation</p> <p>b) to insult another student</p> <p>c) to insult a member of staff</p>	<p>Reprimand and warning</p> <p>Reprimand, ensure an apology is made. Yellow slip to HOY for information only.</p> <p>Send for on call.</p>
Graffiti on desks/books	<p>Note in diary.</p> <p>Graffiti to be removed in student's own time. If graffiti cannot be removed from book, follow same procedure as lost books.</p>
Damage to desks/chairs/walls	<p>Refer to HOD (damage in class) or HOY (out of class)</p> <p>Student to carry out Community Service to make good the damage. (Supervised by subject teacher)</p> <p>Yellow slip to HOY</p> <p>Reparation to be carried out through payment.</p>

Damage to another student's possessions	As above, but reparation to be carried out through payment
Stealing	Student to apologise and make reparation. Incident form to HOY Counselling (HOY) Contact with home, possible exclusion, possible police involvement
Sexist/Racist comments	Follow 4 step behaviour system For racist comments complete Racist Incident Form (reception office)
Bullying (including sexual comments)	Counsel victim and bullies, after taking in all accounts. Monitor situation. Incident form to HOY If bullying is persistent or grave, refer straight to HOY Head of Year to record incident in PSM's Incident book Possible internal exclusion. Possible fixed term exclusion
Threatening behaviour	Follow 4 step behaviour system
PHYSICAL VIOLENCE a) Student/student	Tell the students to separate. You are allowed to use reasonable force to restrain* a violent individual, but do not feel you have to. Send a student for another colleague if necessary and put students involved in separate rooms to write their statements. If necessary send for on call * Restraint form must be completed (reception office)
b) Student/member of staff	Send for on call

<p>Arguing (answering back)</p> <ul style="list-style-type: none"> -once - twice 	<p>Reprimand and warning</p> <p>Follow 4 step behaviour system</p>
<p>Student seen with mobile phone / electronic equipment</p>	<p>Item confiscated and given in to student office.</p> <p>Item kept for one week or until parent collects.</p>
<p>Student smoking</p>	<p>Cigarettes confiscated. Yellow slip to HOY</p> <p>Counselling (Head of Year) contact with parents</p> <p>School detention</p>
<p>Student found with alcohol or illegal substances</p>	<p>Refer immediately (with incident form) to a member of LT. Student will be isolated, parents contacted, possible exclusion. Student on report on return. Police may be contacted</p>
<p>Arson</p>	<p>Refer immediately to a member of LT. Student isolated, parent's contacted, possible exclusion. Police may be contacted.</p>
<p>Possession of dangerous objects</p>	<p>Refer immediately to a member of LT (with pink slip)</p>

Appendix 6

School Rules

Respect (All members of the school community, the environment and other people's property)

- Talk politely and calmly to all staff
- Listen to all staff. Do not interrupt
- Talk politely to other students
- Use the words please and thank you
- Walk on the left on corridors and on the stairs. Do not run
- Respect the school buildings and equipment
- Keep main doorway area free for visitors
- Do not touch other people's property
- Do not bring chewing gum into school
- NB. Pope Pius X is a no-smoking site. Smoking is not permitted by anyone on site anywhere.

Responsibility (Take responsibility for your own behaviour and learning) Let others learn

- Work hard every lesson
- Complete class work on time
- Complete homework on time
- Do not distract others
- Wear your uniform correctly
- Do not bring dangerous objects into school
- Do not bring mobile phones / electronic items into school
- Remain on site during break and lunchtime

Reliability (Be prepared, be punctual)

- Be on time for registration / lessons
- Bring the books you need
- Bring all equipment every day
- Bring your diary every day