



Promoting Positive Behaviour

September 2017

Contents

1. Introduction
2. Principles
3. Scope
4. Roles and responsibilities
5. Rewards
6. Sanctions
7. After-school detentions (ASDs)
8. The Reflection Centre, Internal Exclusions (IEs) and Fixed-Term Exclusions (FTEs)
9. Balance of probability
10. Electronic devices
11. Use of CCTV
12. Parents' right of appeal
13. Reasonable force
14. Searching and confiscation
15. Malicious or unfounded allegations against staff

Mission Statement

The Becket is a Catholic school. Our mission is to work in partnership with parents and carers to provide an outstanding Catholic education for all our young people. This means:

- Inspiring and motivating young people to achieve their full potential academically, spiritually, socially and in a full range of extra-curricular activities*
- Helping young people to grow in the love and knowledge of Jesus Christ*
- Developing in young people a deep knowledge and understanding of the Catholic faith*
- Practising Gospel values, such as forgiveness and helping those in need, within our school community and in society as a whole.*

1 Tim: 4:12

Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, you love, faith and purity.

1. Introduction

1.1 The Becket School staff aim to create a sense of order and self-discipline in students which reflect the Christian values and ethos of our school. The school asks for and expects a high standard of courtesy and behaviour at all times; effective teaching and learning can only take place in a well-ordered environment and our ultimate goal is for all students to fulfil their potential.

1.2 All members of the Becket School community have had an opportunity to contribute to the development of this policy. Our 'Promoting Positive Behaviour' policy has been developed by learning from the best practice in different schools across the country. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and others. Students can thrive at school and at home when boundaries and consequences are very clear and consistently applied. This policy also seeks to ensure that students are appropriately rewarded and encouraged for meeting the high expectations of the school. Ultimately the policy is underpinned by our Catholic ethos and an understanding that being a disciple of Christ requires Discipline.

1.2 A shared commitment from parents, governors and the wider community is an important factor in promoting good behaviour, as it the support of the local authority and other agencies.

1.3 This policy should be read in conjunction with the **Promoting Positive Behaviour Guide**; this is updated annually or whenever it is felt appropriate to improve the system at the start of each year (any mid-year changes will be communicated with parents). Governors will review the Guide annually; both staff and Governors will be consulted on any mid-year substantive changes to the Guide.

2. Principles

2.1 The governing body believes that good behaviour in all aspects of school life is necessary to enable effective learning and teaching to take place. It therefore seeks to create a learning environment by:

- Creating a sense of good order and self-discipline characterised by fairness and justice;
- Promoting self-esteem, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all and encouraging a consistency of response to both positive and negative behaviours;
- Providing a safe environment free from disruption, violence, bullying, and any form of harassment;
- Encouraging a positive relationship with Parents and Carers to develop a shared approach in the implementation of the school's policy and procedures.

2.2 The Becket is a Catholic School which means that we strive to a community with characteristics derived from the examples and teachings of Jesus:

- Welcoming and accepting of all, without distinction
- Being ready to learn, with open hearts and minds
- Affirming the dignity and worth of each individual
- Offering forgiveness and reconciliation
- Aiming to give most help to those with the most need
- Caring and providing guidance and support
- Accepting responsibility for ourselves, for each other and the wider community.

3. Scope

3.1 It is important to recognise that this policy relates to:

- All activities, day visits and residential trips organised by the school and undertaken by students both during the school day and when part of an officially organised school group
- Work experience and extended work experience placements
- The period when students are making their way to and from school
- Wearing school uniform or in some other way identifiable as a student of the school
- Behaving in a way that could have repercussions for the orderly running of the school
- Posing a threat to another student or member of the public
- The right of staff not to be subjected to harassment at any time in their professional or private lives.

4. Roles and Responsibilities

4.1 The expectations of students are as follows:

- To always do their best to exhibit behaviours that follow the teachings and examples that Jesus set for us.
- To demonstrate exemplary behaviour to the greatest extent possible (taking into account particular learning needs, social circumstances and mental health issues).
- That they attend the school on the understanding that the Behaviour Policy and consequences/sanctions apply to them in all the circumstances listed above (3.1).

4.2 The expectations of parents/carers are as follows:

- To acknowledge that by sending their children to the Becket School, that they do so on the basis that they accept the content of the Promoting Positive Behaviour Policy and the accompanying guide.
- To support the school in maintaining the system as it applies to their own child, including the need to issue sanctions in accordance with school policy.

4.3 The expectations of all staff is as follows:

- To teach students the principles, ethos and rules of the school and to ensure that they are followed.
- To create a high quality learning environment with the support of leaders, and promoting/teaching/modelling good behaviour.
- To consistently and fairly use sanctions and rewards to promote positive behaviour; in most circumstances it is recommended that staff follow the system as set out by the Promoting Positive Behaviour Guide.
- To support departmental supervision of the building, including starting lessons promptly and at lesson changeovers.
- To liaise with form tutors, Leaders of Learning and/or Progress Leaders regarding students/classes who display repeat behaviour patterns, communicating relevant action taken to the relevant staff.
- To contact parents who seek clarification of the circumstances that led to an after-school detention (this will usually occur by email).
- To seek resolution to major issues through parental contact and restorative conversations with the student, mediated where appropriate by other members of staff.
- To provide mutual support for each other through the consistent application of the Promoting Positive Behaviour guidelines.

4.3 The expectations of form tutors:

- To monitor student behaviour, both rewards and sanctions, using the school's data systems.
- To liaise with Progress Leaders to discuss individual concerns and achievements.
- To liaise with parents/guardians to discuss individual concerns and achievements.

4.4 The expectations of Progress Leaders:

- To monitor student behaviour within the year group, giving praise for good behaviour and ensuring that all sanctions are applied consistently and followed through.
- To conduct investigations and complete reports relevant to any major incidents.
- To be a main line of contact with parents around behaviour issues.
- To coordinate actions around any recurring students with an intervention programme in discussion with the Senior Leader link person.
- To support and liaise with tutors, teachers and Leaders of Learning.
- To communicate action taken with relevant staff.

4.5 The expectations of Leaders of Learning:

- To monitor student behaviour within the department, giving praise for good behaviour and ensuring that all sanctions are applied consistently and followed through.
- To be a main line of contact with parents around behaviour issues within the department.

- To coordinate actions around any recurring classes with an intervention programme in discussion with the Senior Leader link person.
- To support and liaise with tutors, teachers and Progress Leaders.

4.6 The expectations of Senior Leaders:

- To ensure that the Behaviour Policy is operating effectively, supporting students and staff where needed and communicating with parents where needed.
- To ensure efficient logging of all rewards/sanctions and the subsequent notification of parents.
- To liaise with Progress Leaders, Year Teams and the Learning Support Unit in response to incidents, to plan provision and to provide feedback from monitoring the data at student, year and departmental level.
- To model excellent practice in using the Promoting Positive Behaviour guidelines. Including student interactions, logging of sanctions/rewards and upholding of the policy's ethos.
- To ensure all the appropriate procedures are followed in relation to incidents that occurs with students in their year group, supporting the Progress Leader.
- To regularly monitor repeated negative behaviour and action taken within their assigned Year Group(s).
- To offer support to the Progress Leader and form tutors.
- To regularly monitor and support the Reflection Centre.
- To communicate action taken to the relevant staff.
- To review the policy and ensure any changes are communicated with all stakeholders.

4.7 The expectations of the Governing Body:

- To ensure there is no differential application of the policy and procedures on any ground, including, in particular ethnic or national origin, culture, religion, gender, disability or sexuality.
- To ensure that the application of this policy reflects the school's ethos and values.
- To review the Promoting Positive Behaviour Guide annually.

4.8 The expectations of the LSU staff:

- To support students with their emotional and behavioural needs with a view to reducing their barriers to learning.
- To devise and deliver intervention strategies to targeted small groups and individual students.
- To support and liaise with parents to promote positive working relationships.
- To supervise students in the Reflection Centre or on Internal Exclusion.
- To monitor student progress and evaluate the effectiveness of intervention strategies.
- To support Progress Leaders in the investigation of behavioural incidents.

- To liaise with Senior Leaders, Progress Leaders, SENCO, Leaders and Learning and teaching staff with regards to students receiving intervention, their barriers to learning and potentially effective strategies.
- To perform any reasonable task under the direction of the Leader of the LSU that is designed to support the behavioural and emotional needs of students.
- To attend meetings as required with agencies, parents and members of the Senior Leadership Team.

5. Rewards

5.1 The school policy is to reinforce good behaviour and self-discipline informally through positive feedback and praise and giving affirmation and recognition to students who model high standards. Students who behave well and meet the school's high expectations should be made to feel appreciated for doing so. In addition to this, the school will formally recognise good behaviour and self-discipline through the rewards system that is set out in Promoting Positive Behaviour Guide.

6. Sanctions

6.1 The Becket School recognises the importance of developing positive staff-student relationships and an atmosphere in which children feel supported, nurtured and safe. The school also recognises the role and responsibility of staff in creating that atmosphere. It is also essential that the boundaries are established by the school and are enforced. This is part of our duty to help students to develop self-discipline and to ensure each student is able to fulfil their potential. Our system works on the basis that the vast majority of students are able to moderate their behaviour so that they operate within the rules of the school; when rules are broken, the issuing of sanctions ensures that the boundaries are maintained and that students can learn from their mistakes. Sanctions should be issued in line with the Promoting Positive Behaviour Guidelines.

7. After-school detentions (ASDs)

7.1 The school's policy is compliant with government guidelines which are as follows:

Teachers have the legal power to put pupils (under 18) in detention.

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. The times outside normal schools hours when detention can be given (the 'permitted day of detention') include:

- a) Any school day where the pupil does not have permission to be absent;*
- b) Weekends; except the weekend preceding or following the half term break;*
- c) Non-teaching days; usually referred to as 'training days', 'INSET days' or 'non-contact days'.*

Matters schools should consider when imposing detentions:

Parental consent is NOT required for detentions.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- *Whether the detention is likely to put the pupil at risk;*
- *Whether the pupil has known caring responsibilities which mean the detention is unreasonable;*
- *Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely;*
- *Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.*

*Behaviour and Discipline in Schools: A Guide for Headteachers and school staff
(Department for Education)*

7.2 The school always seeks to work in partnership with parents, so despite the powers allowed to the school by Law, the Becket School will always give students and parents notice of a 60 minute ASD. The school also recognises that catchment area for students enrolling at the school is quite wide so many students will not be in a position to walk home after a detention. As such, notice will be given to students/parents at least the day before the detention is scheduled to take place. The school will seek parental consent for the imposition of any same-day 60 minute ASD.

7.3 Students are expected to sit the ASD on the specific date that it is scheduled; sitting the ASD takes priority over all other school activities (e.g. sporting fixtures).

7.4 It is school policy that any sanction issued must be served by the student. Further strict sanctions have to be applied when detentions have been avoided so that we can ensure students respect the system and work within it.

7.5 If a student demonstrates inappropriate behaviour in an ASD, he/she will be withdrawn and a further sanction will be applied.

8. The Reflection Centre, Internal Exclusion (IEs) and Fixed-Term Exclusions (FTEs)

8.1. Serious breaches of the school rules, or persistent breaches of the schools rules (as set out by the Promoting Positive Behaviour Guidelines) will result in a more serious sanction: Time in the Reflection Centre, IE or FTE.

8.2 Students spending time in The Reflection Centre will be excluded from their normal lessons and isolated from their peers for 5 full periods. Work will be provided to those students to complete independently and students must also complete a Restorative Pack so that they reflect on their behaviour. Failure to complete the Restorative Pack in a satisfactory way is likely to lead to a further sanction. Poor behaviour in the Reflection Centre is likely to lead to a further sanction.

8.3 Students who are internally excluded (IE) are expected to attend school from 10:30 until 17:00 and will be isolated from the rest of their peers during that time. Work will be provided to those students to complete independently and students must also complete a

Restorative Pack so that they reflect on their behaviour. Failure to complete the Restorative Pack in a satisfactory way is likely to lead to a further sanction. Poor behaviour in Internal Exclusion is likely to lead to a further sanction.

8.4. The school will exclude students for a fixed period (FTE) for more serious or persistent serious breaches of the school policy. During this period students will be provided work but will not be allowed on school site.

8.5 The school does not have a 'tariff' of exclusion length for different breaches of the school behaviour policy; instead, there is a principle that there will be an escalating series of sanctions when it becomes clear that the previous level of sanction has not resulted in a change in behaviour (this can ultimately lead to consideration of a permanent exclusion – see Promoting Positive Behaviour Guidelines). However, the school reserves the right to issue the strongest of sanctions for very serious incidents regardless of the students' previous behaviour history.

8.6 The school can take the decision to permanently exclude a student in the following circumstances:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; **and**
- Where a student's behaviour means that allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

8.7 The school follows government guidance on exclusions:
<https://www.gov.uk/government/publications/school-exclusion>

9. Balance of probability

9.1. In deciding on a sanction, the school will make a decision based on the evidence in relation to the balance of probability. Therefore, a student may be given a sanction for an action/involvement in an incident that he/she denies. The school will always conduct an investigation which can result in sanctions being decided on several days after an incident. For a more serious incident, previous behaviour/information will be taken into consideration.

10. Electronic devices

10.1 School staff are able to conduct a search on a student's electronic device e.g. mobile phone, if they believe it contains information that would be helpful to a school investigation. The reason to examine, and possibly erase files, would be because the information could cause harm, disrupt teaching, break a school rule or cause distress to an individual.

11. Use of video and CCTV

11.1 The school asserts the right to use video capture devices to record students' behaviour during a specific incident. This footage may be used to inform an investigation into an incident.

12. Parents' right of appeal

12.1 Parents can make an appeal against a fixed-term exclusion to the governors. For exclusions of five days or fewer, governors must consider any appeal that is made, but cannot overturn the headteacher's decision.

12.2 For exclusions of between six and fifteen days, governors must meet, if an appeal is made, to consider whether the excluded student should be reinstated. This must happen within fifty days of receiving notice of the exclusion.

12.3 Parents cannot appeal a decision for an Internal Exclusion or time spent in the Reflection Centre. They can, however, make a formal complaint, which could be made after the sanction has been completed.

12.4 Parents have the right of appeal against a headteacher's decision to exclude their child permanently from the school.

13. Reasonable force

13.1 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, or to ensure the safety of students or staff in the classroom.

13.2 Incidents where reasonable force or restraint have been used must be logged.

14. Searching and confiscation

14.1 The Becket School follows the guidance from the DfE:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

14.2 The Promoting Positive Behaviour Guide states the items that are banned from school. This list is not exhaustive, but also includes any other item deemed an offensive weapon or that a person under 16 years should not be carrying.

14.3 Staff have the right to confiscate these items if seen. Refusal to cooperate with confiscation is a serious act of defiance that warrants a significant sanction. Confiscated phones will be handed to the main office. They will be returned at the end of the day or given to parents by arrangement.

14.4 Where there are more serious concerns, the Headteacher, and/or other member of staff authorised by the Headteacher (usually in twos), may follow the guidance below from the DfE:

“School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives and weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.”

15. Malicious or unfounded allegations against staff

15.1 The Becket School will investigate all allegations about staff misconduct and allegations that staff actions have compromised the safeguarding of students (see safeguarding policy). If these allegations are proven to be unfounded or malicious, then the school will take disciplinary action against those students involved in making the allegation. This may include fixed-term, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and the reputation of the school.

16. The Damascus Centre

16.1 The Damascus Centre is an inclusion provision which takes its name from the biblical story about the road to Damascus. It describes the conversion of Saul to the apostle Paul; a man who originally opposed the name of Jesus of Nazareth who then went to tell the world of the wonderful riches in Christ. The Damascus Centre is a provision for students who require support socially, emotionally and behaviourally.

16.2 Where the school feels a student will benefit from this provision, contact will be made home and consent gained for one-to-one mentoring.

16.3 In certain circumstances, we may feel it is in the student's best interests or the interests of the wider community for a student to be placed in the Damascus Centre for a period of time to help them to transfer to an alternative education provider, as a preventative measure to prevent the possibility of permanent exclusion, or as part of a reintegration package following a fixed-term exclusion.

17. Anti-bullying policy and prejudicial abuse

17.1 The school has a clear policy and practice in relation to bullying and prejudicial abuse (e.g. homophobic incidents, racist incidents) which are set out in the school's Anti-Bullying Policy.

Links to other school policies

- Attendance policy
- Equality policy
- SEN policy
- Safeguarding policy
- Drugs education, prevention and misuse policy
- Anti-bullying policy
- Collective Worship policy
- Physical Intervention policy
- Promoting Positive Behaviour guide
- Data Protection policy.

Implemented on: Oct 2017

Reviewed on:

Approved by Full Governing Body: Oct 2017

Next review date: 2022