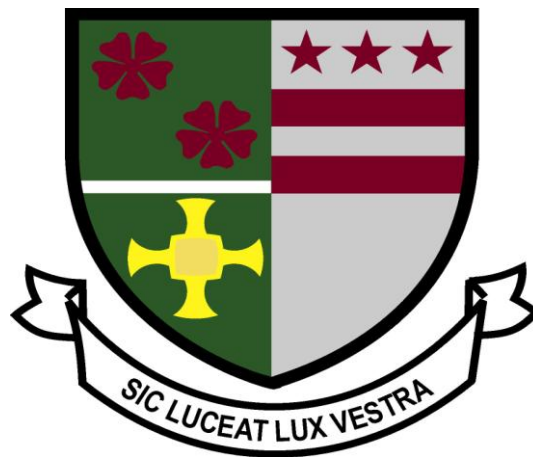


**St. Robert of Newminster Catholic
School**
and
Sixth Form College



Behaviour & Rewards Policy

2010

Next Review: November 2011

Our Vision

All individuals are children of God, created equally in his image to share an eternal future. We promise to play our full part in their education and formation.

Our Mission

We strive to meet the academic, moral, physical, social and spiritual needs of all pupils so that they may take their place as caring, committed, aware and self-confident adult members of society.

Our Aims

In striving to create the school climate, which will nurture this mission statement, the school aims:

- *To offer to all students a broad, balanced, appropriate, relevant and flexible curriculum.*
- *To develop as an integral part of the local community and in particular the local Catholic community; to develop and maintain the partnership between school and parents, parishes, primary schools and the wider community.*
- *To develop a worshipping community, in which prayer and liturgy are encouraged as part of faith development.*
- *To encourage all members of our school community; students, parents, staff and governors to follow the example of Christ in their daily work and relationships; to treat one another with justice and dignity, tolerance and respect and to be aware of and respond to each other's needs, hopes and aspirations.*
- *To provide and maintain an attractive, happy, secure, safe and healthy school environment.*

Professional Requirements of Staff

In the light of our mission statement:

*All members of staff have a professional responsibility to meet the **academic, moral, social and spiritual needs of all students.***

To enable this to happen:

- *We will strive to provide an excellent teaching and learning experience for all students.*
- *We will encourage students to come to a fuller understanding of the difference between right and wrong. To be good citizens of the school community the students have to follow school rules, which are enforced by every staff member.*
- *The students will be given every opportunity to develop healthy lifestyles inside and outside the curriculum time. The school has a responsibility to encourage healthy eating and exercise during the school day.*
- *The Gospel values of respect and value for others will be made explicit to all students in their interaction with every member of the community. All members of the community have a responsibility to live out Gospel values in their work relationships.*
- *Opportunities will be provided for all community members to develop spiritually. The growth of the whole person must be implicit in the ethos of the school.*

School Motto

Sic Luceat Lux Vestra: Let Your Light Shine

Behaviour & Rewards Policy

Principles

Christ's commandment to "Love one another as I have loved you" is our basic principle and it is our aim that we all work to create a truly Christian community in which we care for each other.

Our values are shown by our actions

It is therefore by our example and encouragement that we promote caring and responsible attitudes in our school community. It is expected that all members of our community strive to do the following:

- *Behave with consideration, courtesy and respect at all times;
- *Promote self-esteem and self-discipline;
- *Act fairly;
- *Encourage consistency of response to both positive and negative behaviour;
- *Promote early intervention;
- *Encourage care for the environment;
- *Provide a safe environment free from disruption, violence, bullying, prejudice and harassment;
- *Encourage positive relationships between all staff, students, parents, carers, parishioners and all Stakeholders.

Roles and Responsibilities

Mrs Wake is responsible for producing the Behaviour Policy and co-ordinating its annual review.

Mrs Wake: Deputy Head Teacher: ECM is overall responsible for the Pastoral Care, Behaviour & Reward Systems at St Robert of Newminster School & Sixth Form College. The Heads of Year and the Extended Services Team play a major role in the delivery and monitoring of the care systems.

Dr Lear and her team of SEN staff provide focused support for students with special educational needs.

Mrs McHale and her team of Lead Progress Tutors are responsible for the design and delivery of the PSHE Programme which supports the pastoral systems and the development of the whole child.

Miss Moreland: Assistant Head Teacher: Director of Sixth Form with the Heads of Year oversee the Pastoral Care systems within the Sixth Form.

Delivering the Behaviour Policy is the responsibility of all members of the school community.

The Governing Body will support the review and update of the Behaviour Policy and contribute to it through the work of the Governor's Pastoral Sub-Committee as well as the Governing Body's overall contribution to the running of the school.

The Head Teacher will lead the school and encourage all stakeholders to contribute and support the Behaviour Policy.

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All Staff are responsible for the pastoral care of the students. As adult members of our community, they are seen as positive role models and are therefore expected to set a good example at all times and work positively with our students. They are to ensure that the policy and procedures are followed, and consistently and fairly applied to help achieve a high quality learning environment.

All Tutors will remain with their students for five years (7-11) and two years (12-13) and are encouraged to develop a special relationship with the members of their tutor group. This relationship can be developed through the tutorial programme, retreats and extra-curricular activities.

Staff are given the opportunity to raise any issues from the operation of the policy via, Pastoral Meetings, Department Meetings, Staff Meetings or directly to the Heads of Year, Assistant Head Teacher: Director of Sixth Form, Deputy Head Teacher: ECM, Head Teacher or the Governors.

Mrs Elizabeth Hughes is our School Based Social Worker who provides counselling for students, their families and the staff at St Robert's.

Staff Training

New staff: non-teaching staff, new teachers, newly qualified teachers and student teachers are provided with Inset by Mrs Wake on the school's Behaviour Policy.

Lunch supervisors: Mrs Wake provides annual Inset for lunch supervisors which includes behaviour management.

Whole school & Pastoral Staff Inset, is provide as and when appropriate.

Supply teachers are provided with the relevant information for behaviour management and support is provided at all levels, as appropriate, to address any issues or concerns.

Parents/Carers are expected to take responsibility for the behaviour of their child(ren) both inside and outside the school. They are encouraged to work in partnership with the school to support it in maintaining high standards of behaviour.

Parents/Carers are given the opportunity to raise with the school any issues arising from the operation of the policy via their child's Head of Year, Director of Sixth Form, Deputy Head Teacher: ECM, Head Teacher or the Pastoral Governors for the School. They may do so by telephone, in writing or by making an appointment to speak to the specific member of staff.

Students are expected to take responsibility for their own behaviour, respect all members of the community and follow the school rules. They have a responsibility to ensure that incidents of poor behaviour, vandalism etc are reported.

They are made aware of the school rules, the reasons for implementing them and sanctions imposed if the rules are broken, through the student planners, school assemblies, registration periods, pastoral programmes, as well as through the guidance and example of their Tutors and Teachers. Ignorance of the rules is no excuse.

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Students are given the opportunity to raise with the school, issues arising from the operation of the policy via the Year Councils, School Council and directly to their Tutors, Head of Year, Assistant Head Teacher: Director of Sixth Form, Deputy Head Teacher: ECM and the Head Teacher.

Procedures

School rules are necessary to ensure that our school operates smoothly and successfully. It is required that the rules are respected and it is important that everyone recognises that they are there for the good of the whole community.

Rewards

We must never forget that the vast majority of students for most of the time behave and work well and all adults are expected to praise and encourage the effort, good behaviour and accomplishments of our students. It is crucial that responsibility and self-discipline are promoted and seen to be valued at every opportunity. The focus of our staff should not be limited to those whose academic work or behaviour is poor. Staff should promote and celebrate positive behaviours and effort. They may give verbal praise, provide comments in the Student Planner, merits are also awarded for students in Years 7-11. Samples of students' work are celebrated by exhibiting them on the classroom or corridor display-boards where the school community may view them. Stickers, post cards, certificates, medals, trophies, gift vouchers or awards are given for particular achievements and effort e.g. in sport, for attendance/punctuality, prefect duties, positive contribution etc. These are presented by the Teacher, Tutor, Head of Year, Head Teacher, a member of the Leadership Team or guests in assemblies and in Award Ceremonies. Articles are placed in school publications and the website. The local newspapers promote students' academic and non-academic effort & achievements. The annual Record of Achievement Ceremony celebrates the positive achievements of our Year 11 students and the annual Whole School Awards Evening acknowledges all aspects of Year 7-13 students' positive contributions and achievements.

In January 2011 a new House System, aimed to encourage and celebrate students' positive contribution, will be launched to run alongside the Year system. Positive points will be awarded to acknowledge positive attitude, behaviours and effort over and above the expected standard of behaviour.

Discipline

Students who fail to meet the school's standards of behaviour will be disciplined. Discipline is to be fair and clearly explained to the student(s) involved so that lessons can be learned from the experience. Students are to be treated with unconditional positive regard. We may disapprove of their behaviour but we respect them as individuals.

The purpose of imposing a sanction is to encourage the person responsible:

- * to register that his/her behaviour has been unacceptable
- * to understand that s/he has hurt or offended others
- * to reinforce the need for self-discipline and control.

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Where possible the student should make some form of restitution e.g. a letter of apology, paying for or making a financial contribution towards damaged or lost property. Parents are to be informed of their child's behaviour, dialogue is encouraged and they are expected to give their full support to the school rules and discipline procedures. They do have the right to appeal to the Governors' Pastoral Sub-Committee.

School Rules

Behaviour

Students are expected to give their best at all times. They are to produce quality work and observe the common courtesies of good manners and respect for all members of our community in and out of school. Students should never run but walk around the school buildings and keep to the left. They should not be in the social areas or toilets between lessons (a medical pass is issued for students who are required to go to the medical room toilet during lessons). At break times students are to use the toilets assigned to their year groups only: Years 7-11 are to use toilets in the Student Reception area. Years 12 & 13 are to use the toilets in the Sixth Form block and English and Maths areas. Students entering another year group's toilet area will be regarded as out of bounds and will be punished accordingly.

Students must behave sensibly when journeying to and from school, paying special attention to road safety e.g. the underpass must be used to cross Northumberland Way and the school crossing should be used to cross Biddick Lane. Students must not run in front of vehicles or throw objects at vehicles or people. When travelling by school or public transport to and from school students should remain in their seat and behaviour should be exemplary. Students who misbehave will be punished and could be banned from travelling on school transport for a set period of time or permanently (depending upon the incident).

No student should leave the school without permission from his/her Head of Year. A pass is provided to show the Head of Year has given his/her consent. This is then taken to the Student Reception where a LA pass is issued. This should be handed in to the Student Reception on the student's return to school.

Smoking

St Robert's is a "No Smoking" site and students are forbidden from smoking on the site, near the school site or in school uniform. Cigarettes, matches or lighters are not permitted in school. For more information refer to the school's No Smoking Policy.

Forbidden Items

Illegal substances, knives, guns, correcting fluids, deodorant sprays and chewing gum are also forbidden.

Environment

Students are expected to respect the environment and therefore must put litter in the bins provided and should not graffiti walls, furniture, books, clothing etc. School bags and equipment should not be left lying in the corridors.

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Mobile Phones/Internet

Mobile phones **MUST** be switched off and are **NOT TO BE USED** in school at all. If this rule is broken e.g. a student phones, texts or takes photographs the phone will be taken from them and given to the staff at the Student Reception. The phone should be collected from the Student Reception at the end of the day. The student's Head of Year will be informed and will inform the student of the punishment given (according to the severity of the situation) and the HoY will contact the parent/carer and inform him/her that the student will be banned from bringing his/her phone to school if this rule is breached again.

If there is inappropriate material on a mobile phone the student will not have the phone returned to him/her at the end of the day and the parent/carer will be required to meet with the student's Head of Year, Deputy Head Teacher or Head Teacher to discuss our concerns and to collect the phone. The police will be contacted if it is appropriate e.g. the recorded information is illegal.

Students are not permitted to use their phones to take photographs, videos or make sound recordings whilst in school or involved in school activities. It would be deemed a serious breach of school rules should a student do this and post any recorded material on any social network sites.

It is also unacceptable to make any comment about a member of staff on the internet. Should a student or a parent have a compliment, comment or complaint they should follow the school's procedure by writing to the Head Teacher who will take appropriate action.

Attendance and Punctuality

All students should arrive in school no later than 8.40am. Students who are late for registration/assembly should sign the late book at Student Reception and will be punished accordingly. If the reason for the lateness is genuine a note from a parent/carer providing an explanation should be given to his/her Tutor no later than the following day. Failure to follow this rule may result in a phone call home by the appropriate HoY. Persistent lateness will necessitate detentions set to make-up for time lost and a meeting of the HoY and a member of the SHALT Team (School Home Attendance Liaison Officers) Mr Humble (KS4) or Mrs Moran (KS3), with the parent/carer and student to discuss the issues raised and reinforce the importance of punctuality.

Students are expected to be punctual for all lessons throughout the day. Students will be punished by the class teacher if a student is late without a valid reason. If a member of staff delays a student they should record the time the student left them with the date and their signature in the student's planner. Staff are required to record the student's late arrival to class on the attendance system.

If a student is absent from school his/her parent/carer is expected to phone the school before the start of the school day to explain the reason for the absence. On return to school the student should present a note from his/her parent/carer to explain the absence (There are pages in the back of the planner to accommodate a brief note). If this is not produced the absence will be recorded as unauthorised. If the essay & note are not received the Tutor should refer the student to the HoY. The HoY will speak with the student and contact the parent/carer to explain why the note is required. If progress is not achieved e.g. parent/carer cannot be contacted, then Mr Humble and Mrs Moran

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(SHALT) will visit the home to discuss with the parent/carer the reason for the absence, and explain the importance of the note for legal reasons. The Local Authority monitor unauthorised absences and may invite parents/carers to formal meeting to discuss poor attendance or punctuality and a parent's/carer's responsibility for this. If the matter is not resolved parents/carers will be taken to court.

Students who leave school without permission at break, lunch or during lesson times will be given five evening detentions and their HoY will contact their parents/carers. Students who truant from lessons will be required to catch up with the work missed. Those who truant at break times will be required to do community service e.g. set out chairs for assemblies, litter picking etc. All students who truant will be placed on report to monitor their attendance.

Parents will be invited into school to discuss the truancy with the student's Head of Year and Mr Humble (KS4), Mrs Moran (KS3), Miss Moreland (KS5). If the truancy/attendance issues persist then the Five Stage Response will be put into place, which will also involve the Local Authority.

Presentation

Students are expected to arrive in school in full school uniform as described by the school and wear it correctly at all times. A wristwatch and one pair of stud earrings (one in each ear) for those with pierced ears may be worn but no other jewellery is permitted. Students must not wear make-up or nail varnish. No outlandish hairstyles or colourings are permitted. The Head Teacher reserves the right to decide what is suitable.

If a student is unable to wear an item of uniform a note explaining the reason and duration of the problem should be provided by a parent/carer and a green slip is issued by staff at the Student Reception. If a student has forgotten an item of uniform or does not have a note of explanation then a pink slip is issued by staff in the Student Office. The signed pink slip should be returned to the Student Reception on the following day. If the form is not handed in to the Student Reception or more than one pink slip is issued because the matter has not been addressed an evening detention will be set and HoY may make direct contact with parents/carers.

Students who do not wear their uniform correctly should be challenged by staff. HoY should be informed of persistent offenders.

Organisation

Students are expected to carry their school books and equipment in a bag and are advised to organise what is required for school the evening before. Writing equipment, rulers, calculators etc are essential. Planners are a useful tool and should be kept up to date. Homework and deadline dates should be entered. Planners ought to be signed weekly by a parent/carer and fortnightly by a Tutor. The HoY and Mrs Wake will monitor student planners. Students are responsible for all text and exercise books issued to them. Students should be punished if they graffiti book covers and pages, equipment, walls and furniture etc. The student will be responsible for replacing the items, cleaning equipment furniture or walls if they graffiti on them or permit others to deface their books or equipment.

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Learning Mentors

Learning Mentors coordinate Sixth Form mentors who are available to support students e.g. who have poor organisational skills, poor homework record, lack of focus etc. They offer individual and group support arranged via the student's HoY and Mrs Witte.

Punishments

The main forms of punishment which teaching staff may use are written impositions and detentions.

Written Impositions

Written impositions should require the student to explain what they have done wrong, apologise for their behaviour and explain how they will behave in the future. Great care must be taken in judging the particular student's ability to complete the imposition in a reasonable time. Long impositions to less able students cannot be tolerated. Dr Lear (Director of SEN & Inclusion) or the student's Head of Year may be consulted if staff are in any doubt.

Detentions

Break or midday detentions may be arranged by teachers but students must not be left unsupervised.

After school detentions should be supervised by the teacher giving the detention or by arrangement with another member of staff e.g. some departments operate a Subject Detention and all members of staff in the department take it in turn to supervise the evening detention.

Evening detentions take place if parents have received and signed an official detention form (usually 24 hours notice via a detention slip). If a parent does not give permission for an after school detention then students may not be detained and the matter should be referred to the Subject Leader who may wish to phone or write to the parent/carer of the student. It is advisable for Subject Leaders to check with the student's Head of Year before phoning as the HoY may provide some important information or useful advice.

The Head Teacher, Deputy Head Teacher, student's Head of Year or Re-Integration Staff may agree a contract with a parent/carer and student, where a student is held in detention the day a student does not keep to the conditions agreed. There is a pre-agreed procedure which ensures school has a contact phone number for parents/carers or an agreed relative to ensure they are informed if a student is kept in detention after school.

If the student has forgotten the detention slip the teacher/Head of Year may choose to phone the parent/carer to get a verbal consent but this must be obtained before the close of the day and the school buses have left.

Once a teacher has received the signed permission slip it should be placed in the box at Visitors' Reception on the evening of the detention. If permission has been given by phone a note from the teacher arranging the detention should be placed in the box at Visitors' Reception. Parents/Carers often phone to check that their child has attended

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the detention or sometimes they may have a message about transport arrangements. There is only one member of staff on duty at the Visitors Reception and it can prove very difficult if they or someone on their behalf, has to go looking around the school because there is no evidence of where the detention is taking place and with whom. The slip will be collected by the Head of Year the following morning and it will be placed in the child's file and included in his/her Incident Report.

Students who fail to turn up for the arranged evening detention without providing an explanation should be asked to provide a valid reason. If there is none then the detentions may be doubled. Parents should be informed on the detention slip why the punishment has been doubled. If the student still fails to co-operate with the punishment then the Subject Leader should be informed. S/he may wish to phone or write to the parent\carer of the student. It is advisable for Subject Leaders to check with the student's Head of Year before phoning as they may provide some important information or useful advice.

Student Discipline in the Classroom

Misbehaviour in class, failure to do homework etc, should result in a detention being set and must be recorded in the student's planner for the Tutor and parent to see. Repeated misbehaviour in class, failure to do impositions, homework etc. should in the first instance be reported to the Subject Leader who will apply Department discipline procedures. Continued breaches of the above disciplinary matters should be reported to the Head of Year for further measures to be taken.

Staff may exclude a student from a lesson but are discouraged from excluding students from class for minor misdemeanours. However there are times when, in a member of staff's own judgement, a student's behaviour warrants his/her immediate exclusion from class. In such an instance the student should be sent to Mrs Wake (If Mrs Wake is out of school s/he should report to the staff in the Student Reception), for a class exclusion form, which should be filled in and signed by the teacher - indicating why the student was excluded and the punishment set which is usually an evening detention.

- The white top copy of the form is given to the student who should take it home the same day to be read and signed by the parent(s)/carer(s). The form should be returned to the class teacher the following day.
- The second copy is given to the student to be handed to Mrs Wake.
- The teacher is responsible for ensuring the remaining copies are given to the student's Head of Year and the teacher's Subject Leader as soon as possible that day.
- Mrs Wake will record all class exclusions and pass on the information to the student's Head of Year at the following morning's Pastoral Briefing.
- The student should return the signed copy to the teacher the following day and do the punishment indicated on the form.
- The teacher is required to give the signed copy to the student's HoY for filing.
- Should the parent/carers response be negative or the form not returned by the student, the teacher should contact the Subject Leader & HoY.
- Subject Leaders, HoY and Tutors will be given the appropriate data relevant to their role from the previous half-term, at the beginning of the next half-term.

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Student Discipline Outside the Classroom

Any breach of discipline outside the classroom must be dealt with by a member of staff witnessing the incident or to whom the incident is reported. The incident and punishment given should be reported to the student's Head of Year.

Should a member of staff find him/herself unable to deal with the breach of discipline outside the classroom, then s/he should report the matter to the student's Head of Year.

Students who cause disruption at lunchtimes may be referred via the student's Head of Year for School Lunchtime Detention. The student is withdrawn from the school population for the whole lunchtime period under the supervision of a member of staff. The duration of this punishment is determined by the nature of the incident.

Other Policies

Bullying/Fighting

Students involved in bullying or fighting should be reported IMMEDIATELY to their Head of Year/Lead Progress Tutor if covering for a HoY (or Mrs Wake, should neither be available). For further information refer to the Anti-Bullying Policy.

Safeguarding

If a child's behaviour is believed to be a matter of Safeguarding then it should be reported IMMEDIATELY to the Designated Person for Safeguarding: Mrs Wake. In her absence then it should be passed on to the Deputy Designated Person for Safeguarding: Mrs Bowen.

For further information refer to the Safeguarding & Protecting Children/Young People Policy or contact Mrs Wake.

Racist Behaviour

If a child's behaviour involves racist comments or acts then this information must be passed on to the child's Head of Year who will take the appropriate action and pass on the information to Mrs Wake (Designated Person for Race Equality), who will keep a record of the incident and action taken and inform the LA.

For further information refer to the Race Equality Policy or contact Mrs Wake.

Illegal Drugs

If a member of staff suspects a student is involved in taking or selling illegal substances then this must be reported IMMEDIATELY to Mrs Wake (Designated person for Drugs Policy and Police Liaison).

For further information refer to the Drugs Policy or contact Mrs Wake.

Strategies Available to Manage Difficult or Persistent Behaviours

On Report

Students are placed on report by their Head of Year, when serious concerns arise e.g. truancy, poor punctuality, disruptive behaviour, lack of effort or when requested by a parent/carer.

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The student is given a weekly report sheet. This should be presented to the teacher at the beginning of each lesson and the teacher ticks the appropriate box and signs it to indicate whether the student's behaviour, progress or effort etc was "good", "satisfactory" or "poor" during the lesson. There is room for a teacher's comment if this is required. The signed Report Sheet should be returned to the student by the end of the lesson. Each day the student must take the report sheet to be signed by his/her Head of Year and each evening a parent/carer is required to check and sign it.

Students who lose, forget or deface their report sheet(s) will be punished by their Head of Year.

Re-Integration Centre

Students, whose difficult or persistent behaviours are hindering their or other students' academic progress in a number of lessons and could result in short or long term school exclusions being set, may be referred to the Re-Integration Centre via the student's Head of Year. This will provide in-school education, support and supervision and an opportunity to reflect upon his/her behaviour, whilst the student is withdrawn from the rest of the school population during lesson and break times.

Teaching staff are required to set work for the student and mark the work completed to ensure the student's education/progress is not hindered.

Lack of co-operation whilst in the Re-Integration Centre will result in the immediate extension of the day. Parental support is crucial and they are involved in the programme before the student enters the Centre. The Centre will offer support and mentoring for the student which will continue once s/he leaves the Centre to help him/her gain the maximum benefit and support from the Centre's staff. (For further information see RIU Policy or contact Mr Batey or Dr Lear.)

A student will be gradually re-introduced to his/her classes and will be monitored for a period of time by the Re-Integration Staff, to ensure progress is maintained.

Inclusion Room

Students are referred to the Inclusion Room for the following reasons:

1. If a student is excluded from class, they report to Mrs Wake and once the Class Exclusion form has been completed by the teacher and returned by the student to Mrs Wake s/he is sent to the Inclusion Room for the remaining time of the lesson.
2. If a student displays disrespect, poor behaviour in a specific subject area only, the student may be referred to the Inclusion Room in consultation with the Subject Leader, HoY and Mrs Wake for one or more lessons with that particular teacher.
3. Students, whose display of unacceptable behaviour would merit short-term school exclusion, may be referred to the Inclusion Room instead via the students HoY and in consultation with Mrs Wake. This will enable the school to provide for the student's education but would punish the student by excluding him/her from the rest of the school population during lesson(s) and break times (full day Inclusions).

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Parents are usually informed of the process in advance, however if a student's behaviour merits removal from the main school immediately this will happen e.g. involved in a fight. Parents/carers will be informed via the approved form which will be taken home by the student at the end of the school day. Heads of Year will try to contact parents/carers to discuss the incident but it will still be referred to the Inclusion Room. Parents/carers will be offered the opportunity to discuss their child's behaviour with the appropriate Head of Year.

Teachers are required to provide work for students whilst they are in the Inclusion Room. HoY or Mrs Pinder will contact staff and ask them to complete the "Request for Work" form to ensure the student understands what s/he is required to do. The work should be sent to the Inclusion Room with the form ensuring the students' name and teacher's name is indicated.

At the end of the day, provided the teacher's name is indicated, Mrs Pinder will ensure the student's work is placed in the teacher's pigeonhole with the form and any text books provided. Please note it is important all details are completed on the form to ensure the work and texts are returned promptly to the correct teacher.

The Governors' Pastoral Sub-Committee

Students whose behaviour is giving serious cause for concern may be referred via the Heads of Year through Mrs Wake to the Governors' Pastoral Sub-Committee. A report is compiled and the student and his/her parent(s)/carer(s) are required to attend. Further strategies to improve behaviour will be discussed and determined. A contract will be drawn-up and the student will be monitored. A report will be produced at the next Governor's Pastoral Sub-Committee Meeting. If progress has been made the Governors will praise the student formally in writing and wish him/her continued success. If progress has not been made, more serious action may be taken involving the L.A. depending upon the situation.

Parents/carers have the right to appeal any action taken in response to a student's behaviour e.g. exclusion. They are required to write to the Governing Body to give formal notice that they intend to appeal a decision and a date will be set for the Governing Body to hear the case from the parent and the school. The Governors will then make a decision. If the parent/carers still disagree with the Governors' decision they have the right to appeal to the LA.

School Exclusions

A decision to exclude a student will only be taken

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Only the Head Teacher (or, in his absence the Deputy Head Teacher:ECM) may exclude a student.

A decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the

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school that it has exhausted all available strategies for dealing with the student and will be a last resort.

There will however be exceptional circumstances where, in the Head Teacher's judgment, it is appropriate permanently to exclude a student for a first or one off offence.

These might include:

- * serious actual or threatened violence against another student or member of staff;
- * sexual abuse or assault;
- * supplying an illegal drug; or
- * carrying an offensive weapon;

In such cases the Head Teacher may choose to inform the police and/or other agencies e.g. Youth Offending Team, Social Services etc. The L.A. will be contacted.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well being of the school community.

The L. A. has indicated that "In cases where a Head Teacher has permanently excluded a pupil for

a) one of the above, or

b) persistent and defiant misbehaviour, including bullying (which includes racist or homophobic bullying), or repeated possession and/or use of an illegal drug on school premises, the Secretary of State would not normally expect the governors Discipline Committee or an Independent Appeal Panel to reinstate the pupil." (Sunderland Social Inclusion Handbook: Working Together on Exclusions p. 4. Distributed to schools 31 August 2004.)

Recording of Behaviour Incidents

Prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the Behaviour Policy. The school maintains accurate records of behaviour incidents. As part of the monitoring process the information recorded e.g. nature of incidents, where, when and who is involved, as well as an indication of sanctions given and responses received from parents etc is used by the Pastoral Leaders to assist with the management of students' behaviour and inform the annual review of the school's discipline procedures and rewards.

BIP

The Behaviour Improvement Plan is a formal procedure which encourages:

- The identification of students with behavioural difficulties
- The adoption of strategies to eliminate bad behaviour and encourage positive behaviour.
- The monitoring and review of strategies used.
- The documenting of procedures used and outcomes achieved.

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BIP procedures are as follows:

Class Teacher/Subject Leader

The class teacher identifies students with serious or persistent behavioural problems. If strategies tried in class, fail to produce positive results the class teacher works with the support of the Subject Leader to try further attempts to engage the student and improve the student's behaviour. If problems persist consult with the student's Head of Year.

Head of Year/ Deputy Head Teacher: ECM

The Head of Year or Deputy Head Teacher: ECM may refer the student for a BIP.

Gathering Evidence

Teachers of the student will be asked to fill in a Student Behaviour: Referral Form which invites staff to do the following:

- Identify the behaviours causing concern
- Indicate how long and how often the behaviour is evident.
- State what are the triggers which prompt such behaviour.
- Describe any issues you are aware of outside the classroom that may affect the student's behaviour.
- Explain the role other students play in the problem/disruption.
- Indicate what you feel the child is getting out of the behaviour.
- Outline the strategies used and the measure of success achieved.
- Identify positive behaviours displayed by the student and the circumstances which may contribute and encourage good behaviour.

Student's data and record of incidents are collated
Students are interviewed about their behaviour.

Meetings

Mrs Wake and the Head of Year use the information received to start the PSP (Personal Support Plan)

Targets are set using the information gathered, the required behaviour is defined with support for the student clearly identified. Rewards and punishments are attached and timescales are set with an exit criteria determined.

An initial meeting is arranged with the following Mrs Wake, Head of Year, Dr Lear, student and parent(s)/carer(s).

The P.S.P. will be discussed and agreed.

The student will be given a BIP Report which will be given to each teacher at the beginning of the lesson and it should be returned to the student at the end of the lesson completed by the class teacher. The student is to have the report signed by his/her Head of Year each break time and RIC staff (if involved) each lunch time. Parents are to check the report sheet each evening and sign it. This report sheet will identify the targets and provide evidence to show whether the student is keeping to the targets set.

Mrs Wake and the Students' Head of Year will meet at intervals of 4, 8 & 12 weeks to monitor progress using the input from staff on the BIP Report Sheet or any additional comments or communications given independently, any incidents which have been

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logged positive and negative will also be considered. Parents/carers will be informed of their child's progress.

For the 16 week review a more formal response will be requested from staff via the Confidential Report System and parent(s)/carer(s) with the student will be required to attend the Review.

The purpose of the meeting will be to identify the progress made, identify different strategies, inform of further measures to be taken, identify other agencies to be involved including involving the L.A. resources. If the student's behaviour has improved the P.S.P. may be suspended.

Policy Monitoring & Review

The procedures and processes are monitored and reviewed constantly.

Parents are welcome to comment formally or informally in writing or directly to the child's Head of Year, Assistant Head Teacher: Director of Sixth Form, Deputy Head Teachers, Head Teacher or the Governing Body about specific issues or concerns.

Students are encouraged to express their points of view informally to their Tutors, Heads of Year, Leadership Team and formally through their Year Council and School Council at the regular meetings.

All staff are welcome to make comments informally or formally to the Pastoral Leaders, members of the Leadership Team or at Pastoral/Subject Meetings and Staff Meetings.

Subject Leaders, as part of their Self-Review process are invited to report on their Departmental Behaviour Policy and reflect procedures used in an attempt to share good practice and encourage a more consistent approach to behaviour management. They are welcome to discuss policy and procedures with Mrs Wake.

The Pastoral Leaders conduct an annual review of the Pastoral System and update information or modify procedures using the input received from all stakeholders. Their views are valued and make a major contribution when the Policy is reviewed.

Other Related Policies

- Safeguarding and Protecting Young People's Policy
- Anti-Bullying Policy
- Complaints Policy
- Disability Equality Policy
- Health and Safety Policy
- Racial Equality Policy
- Drugs Policy
- No-Smoking Policy
- Inclusion Policy
- School Attendance and Home Liaison Policy
- Physical Restraint Policy
- Mobile Phone Policy
- ICT Acceptable Use Policy

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Behaviour Policy

Policy Approved

Chair of Governors _____ Mr J Waugh Date 29 November 2010.

Head Teacher _____ Mr S G White Date 29 November 2010.