

Behaviour Policy

- our Values and Expectations

for

All Hallows Catholic School



Document Control

Date	Version	Changes	Senior Leadership Team Approval	Governing Body Approval
1 st Jul 20	V1.0	Transferred to new template	T Fanshawe	
15 th Jul 20	V1.0	Approved & Adopted	T Fanshawe	L Reynolds

Review Schedule:

Document Reference [PPL.007](#)

Review Cadence: [Annual](#)

Next review date: [July 2021](#)

Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

1. Policy Statement

Students at All Hallows are expected to adopt, practise and make our Core Values habitual during their seven years at the school. We believe that by doing so it will lead to increased happiness and success for all our students. To help our students develop these values, we have a clear **school behaviour code**, which we expect them to follow in all aspects of school life.

Our 5 Core Values are **Respect, Courage, Responsibility, Consideration and Intellectual Curiosity**.

- We expect our students to respect God, themselves, others and the All Hallows Community.
- We expect them to be courageous, to never give up and take on new opportunities.
- We want them to take ownership of their actions and take responsibility for themselves.
- We want them to be considerate, by being thoughtful and giving up time for others and we expect them to have intellectual curiosity by using new ideas and concepts and challenging themselves in how they think.

The purpose of the policy is to reinforce the importance of our Core Values in our community. If all students follow these values, it allows for a harmonious school where learning can take place and the students are happy. By following our school behaviour code our students are also able to develop our core values over time.

The policy provides a clear structure for all stakeholders of what procedures we follow if students **do not** adhere to our school code and values.

2. Policy Scope

Students at All Hallows who follow our school code and adopt, practise and make our Core Values habitual are rewarded by the school. Rewards are a positive way to acknowledge success and effort in all areas of school life. The school has a comprehensive rewards policy, some examples are given below.

Our reward system centres on the House system and celebrates the demonstration of, or significant progress towards, our values.

Heads of Year reward students half termly in assemblies.

If students do something really well, the Teacher will want to award them with house points and record it in their journal. It could be an outstanding piece of work, a major achievement in sport, a real and sustained improvement in effort or behaviour or a special effort to help our school community.

Students will receive half-termly letters home if their behaviour, attendance and homework has been of an exemplary standard. Students should keep these letters safe at home so that they can use them as evidence of their achievements in school or at a later date.

Students are rewarded by individual Teachers on a regular basis. They receive positive postcards when behaviour, attendance and homework have been of an exemplary standard and staff send home positive postcards for good results, when they wish to recognise the effort that has gone into a piece of work or for pleasing progress in lessons.



However, students who do not adhere to our school code and values will be sanctioned and this policy aims to identify the reasons for sanctions and the nature of the sanctions.

3. Policy Aim

The Behaviour policy aims to provide a clear structure to the sanctions used in the school. When structures have clarity and are visible, all shareholders understand the process and students can be managed in a systematic manner.

The policy will allow all students to be happy and safe in school where the core values are embedded and students can fulfil their potential.

4. Policy Definition

The Behaviour Policy of the school is reflected in our values and expectations for our students. On entry to All Hallows Catholic School all students sign the Home School Agreement

5. Policy Detail

Happiness and success of All Hallows students is driven through their development and application of our core values. To help students develop these values the below outlines the behaviour that would be associated and expected in all aspects of school life.

As All Hallows Students they will . . .

Demonstrate **Respect** by:

- Actively engaging in the Catholic life of the school
- Taking part in tutor group prayer
- Behaving appropriately during Masses and Liturgies
- Entering assemblies In silence
- Wearing the school uniform correctly
- Taking pride in what they say and their appearance
- Respecting the Chapel |(which is God's house)
- Using God's name appropriately
- Standing to greet senior staff and visitors in assemblies
- Leaving classrooms tidy with chairs tucked under the desk
- Not damaging or defacing buildings or school property
- Eating only In the canteen, school hall or outside
- Always accept the authority of all Teachers and other adults
- Listening carefully to the Teachers and other students
- Talking politely to other students and our Teachers
- Remaining in your chair and sitting properly during lessons, masses and assemblies
- Entering and leaving classrooms calmly

Take **Responsibility** by:

- Being aware of the language that we use and not using foul language
- Ensuring we are prepared and organised for our own learning with the correct equipment (2 pens, pencil, ruler, eraser and calculator)
- Presenting our work neatly (write in blue or black pen, underline titles and dates, and draw pictures and diagrams in pencil)



- Having good time management by arriving on time to registration and lessons
- Leaving our mobile phone at home – it should not come into school
- Being responsible for our own actions
- Eating healthy foods and taking plenty of exercise
- Not using aerosols
- Not smoking when wearing our school uniform
- Recycling paper whenever possible
- Switching off unnecessary lights
- Completing homework to the best of our ability and handing it in on time
- Always wearing a helmet when cycling to/from school
- Focusing on our own work, without distracting others or letting ourselves get distracted
- Completing tasks to the best of our ability
- Listening carefully to instructions
- Reading and listening to feedback carefully and acting on it

Act with **Courage** by:

- Taking on risks and new opportunities
- Pushing ourselves out of our comfort zones and being brave
- Being resilient and persevering when things are difficult
- Having integrity, standing up for others and what we believe in
- Having confidence in ourselves to follow our interests, join new clubs/trips and build new friendships
- Participating in extra-curricular opportunities and taking the lead
- Telling a Teacher if we or others are being bullied or treated without respect
- Asking for help when we need it, but giving things a good try on our own first
- Joining in with pair, group and class discussions
- Being resilient – not giving up when the learning gets tough

Display **Consideration** by:

- Helping raise funds for charity (Advent, Lent, Rag)
- Helping others in class or other year groups
- Working positively with peers and staff
- Sharing ideas and discussing options
- Not taking part in food or water fights
- Putting litter in the bin and picking litter up we see
- Listening to others and considering their views
- Being caring and kind towards others through selfless acts of kindness, thoughtfulness and friendliness
- Telling a Teacher if we see others being bullied or treated without respect
- Behaving on the bus on the way to/from school
- Only bringing in items that are appropriate for school and learning
- Not bullying others, fighting with others or using discriminatory language
- Carrying bags with care around School
- Holding doors open when others are passing through
- Being polite by saying please and thank you
- Walking sensibly around school and keeping to the left of corridors and stairs
- Not chewing gum when in School
- Putting up our hand if we wish to speak rather than calling out
- Waiting for someone to finish before we speak (OOPS – only one person speaks)



Develop **Intellectual Curiosity** by:

- Thinking outside the box and thinking creatively
- Applying critical thinking, both to sources of information and accepted truths
- Trying hard to appreciate multiple points of view
- Thinking hard – “*memory is the residue of thought*” – i.e. true learning only takes place when you properly think about something
- Stretching and challenging our knowledge, finding out more and trying our best
- Giving everything a go on our own first before asking for help
- Asking questions and listening to others to take our learning further
- Thinking logically – applying patterns and rules and replicating modelled thinking
- Taking our learning further, both inside and outside the lesson, by reading around the topic

When students do not follow our Core Values, sanctions have to be put in place.

The following guidelines gives an overview of the most common sanctions used by the school.

Community Service

Teachers will set a community service every time they see:

- Poor uniform (rolled skirt or sleeves; tie shorter than 4 stripes; top button not done up; socks that are not black or grey; non-regulation school trousers/skirt; hoodies or other non-uniform jumpers)
- Make up (including fake tan, fake nails, nail varnish and imitation tattoos)
- Eating in the corridor
- Littering
- Playing with footballs or other sports equipment in the corridor
- Water fights
- Talking during a fire drill
- Using an aerosol
- Problems with report or journal (HOY)
- Chewing gum
- No school shoes without a note (*one community service per day*)
- Insufficient stationery for lessons
- A student not wearing a cycle helmet when cycling to school

A community service is also set for the following issues if a Teacher has to ask more than once:

- Untucked shirt
- Coat on inside the classroom

A community service will take place at the next available lunchtime for **15 minutes** and students should report to the front office.

Break and Lunchtime Detentions

Teachers will set a break or lunchtime detention every time they see:

- A student being rude to a member of staff
- Eating in a lesson
- Bad language during the lesson
- Not behaving respectfully in assemblies or services



- Hair-cuts that do not meet school guidelines (set by the Head of Year, and is re-set every break and lunch for 5 school days)

Teachers will also set a break or lunchtime detention if a Teacher sees the following more than once in a lesson / assembly:

- Talking out of turn- not following the 'oops' rule
- Distracting other students
- Not completing tasks

A break or lunchtime detention will take place at the next available break or lunchtime for **15 minutes** at the start of break or lunch. The location of these detentions will be written clearly into the journal.

After School Detentions

Teachers will set an after school detention every time a student:

- Does not hand in homework on time
- Does not complete homework to an acceptable standard
- Fails to attend a lunch or break detention (including community service) that is clearly written into the journal
- Behaves in such a way that the HOY/HOD deems that this detention is necessary

This detention will always be on the next available school day until **4.15pm**, apart from Year 7 who will receive a lunchtime detention with their Head of Year until and including 30th September. After school detentions are served in the study centre unless staff specifically request students to attend a different venue (this will be written clearly in the journal).

Senior Leadership Team (SLT) Detentions

Heads of Year, Heads of Key Stage and Senior Leadership will set these detentions every time:

- A student fails to attend an afterschool detention (set by the Head of Year)
- A student's behaviour is such that the Senior Leadership or Head of Key Stage deems that this detention is necessary

This detention will always be on the next available school day until **5.15pm** and is also served in the study centre. Failure to attend this detention will result in a one day internal exclusion from 8.50am until 5.15pm.

Exclusions are not taken lightly and need to be agreed on by at least 2 members of SLT

Internal-One Day Exclusions

Heads of Year, Heads of Key Stage and Senior Leadership will set these sanctions every time:

- A student fails to attend a SLT detention
- A student's behaviour is such that the Senior Leadership or Head of Key Stage deems that this detention is necessary

This sanction will always be served on the next available school day from **8.50am until 5.15pm**.



External Exclusions (One Day up to Five Days)

Heads of Key Stage and Senior Leadership will set these sanctions every time (up to 5 days) when:

- A student punches or hits another student
- A student is caught smoking in school uniform
- A student is found to be involved in persistent bullying of another student
- A student's behaviour is such that the Senior Leadership or Head of Key Stage deems that this sanction is necessary

The Table below identifies the staff who are responsible for different levels of behaviour, examples of negative behaviour and the possible sanctions which may be given to a student who does not follow our Core Values.

Who is responsible	Example of Behaviours	Examples of possible sanctions
Governors/Head/Deputy Heads Mr Anderson Mr Baines Mrs Fanshawe Mr Spare	Dangerous items brought into school: Possession/consumption/supply alcohol/drugs Possession of weapons Persistent refusal to comply with School Behaviour Policy Persistent bullying	Meeting with parent Referral to Governors' Discipline Committee External exclusion: fixed or permanent Consider a fresh start via In Year Fair Access Panel or Managed Move
Deputy Head Pastoral mainly and AHT if necessary Mrs Fanshawe Mr Spare Mr Ragg Mrs Jones Mr Halton Miss Powell	Dangerous behaviour Extreme or persistent incidents of poor behaviour Cyber bullying Vandalism (fire bell) Abusive, racist, sexual harassment Swearing at member of staff Theft from staff Possession of dangerous items Persistent bullying	Referral to outside agencies PSP/CAF /EHA (Pastoral Support Plan/Common Assessment Framework/ Early Help Assessment) Referral to in school councillor Meeting with parent Deputy Head Report and ring home SLT detention SLT Fixed term exclusion Exclusion based in another school
Head of Key Stage Mr Carney Mrs Gill Mr Antrobus	Persistent bad behaviour around school and in lessons Persistent swearing Persistent smoking Not keeping to H of KS report Not attending detention Persistent Sexual/racial language Bullying Theft of money/equipment Refusal to hand over banned item	Meeting with parent Isolated from lessons Referral to in school councillor AS Detention or SLT Detention Key Stage leader Report and ring home Essay Permanent change of Teaching Gp/Tutor Gp



		Risk assessment – possible withdrawal privileges/from school trip
Head of Year Mr March Mr Bond Miss Cruickshank Mr Corrigan Miss Milnes Mrs Maxwell Mrs Fitzpatrick And AHOYs	Bad behaviour around school Not keeping to H o Y report Not attending detention Sexual/racial language Bullying Theft of goods Refusal to hand over banned item Smoking	Put on report and ring home After school detention SLT detention Contact with parent Short term removal to another class Essay L/T detentions Community Service detentions
Heads of Department	Persistent bad behaviour in lesson Persistent low level disturbance in lessons Not keeping to Department report Not attending detention Refusal to hand over banned item Aggressive behaviour in lessons	Put on report and ring home After school detention Contact with parent/ phone call home Short term removal to another class Essay L/T detentions
Tutor/Class Teacher/Support Staff	Ignoring instructions Lateness to class Low level disruption to teaching & learning Tutor/Teacher report Not completing Homework Bringing in banned items Lack of respect to staff, other students and their own learning	Reminder of classroom and school rules Put on tutor report and ring home Move place in class Break/Lunchtime detention Sent to another class Confiscation of banned item Essay Phone call home

6. Linked Documents

- Attendance Policy
- Anti-Bullying Policy
- Home School Agreement

