



St. Matthew's
Roman Catholic High School
VOLUNTARY ACADEMY



Behaviour Policy

Reviewed:

September 2023

To be reviewed:

September 2024



We **Pray**
We **Care**
We **Achieve**

MISSION

Statement



St. Matthew's
Roman Catholic High School

All policies and procedures are underpinned by our School Mission Statement:



WE PRAY

As a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.



WE CARE

For everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.



WE ACHIEVE

The best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra-curricular activities.



We **Pray** · We **Care** · We **Achieve**

Policy

All policies and procedures are underpinned by our School Mission Statement;

- We pray as a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.
- We care for everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.
- We achieve the best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra-curricular activities.

The Purpose of the Policy

- To manage pupil behaviour effectively so that purposeful learning can take place
- To guide pupils to take responsibility for their own actions, to model self-control and to support them in their transformational journey with us
- To support staff to promote good behaviour through a range of strategies appropriate to age and context of pupils
- To foster positive relationships between staff and pupils based on mutual respect
- To protect the entitlement of staff and pupils to dignity and respect
- To promote pupils' self-esteem, mental and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and others at home, school, work and in the community
- To create a safe and harmonious environment, free from disruption, violence, bullying and discrimination
- To ensure robust procedures are in place to reward, recognise and sanction fairly and proportionately

How do we know it is understood and accepted? Home/School agreement completed and on file for each pupil:

- Data tracking by Heads of Year & SLT to demonstrate improvements in behaviour
- Calm environment around the school
- Outstanding teaching and learning
- St Matthew's RC High School Family Handbook 2022/23
- Use and clear communication of the C sanction system and hierarchical report response procedure

Contents:

1. Legislation & statutory requirements
2. Behaviour principles
3. School expectations
4. Rewards & positive reinforcement
5. Sanctions in the classroom
6. Monitoring behaviour
7. Roles & responsibilities
8. SIMSs Data/ Record keeping
9. Unacceptable behaviour
10. Bullying
11. Suspension from school
12. Use of reasonable force
13. Screening and searching of pupils
14. Confiscation
15. Pupil support
16. Malicious allegations and pastoral care for school staff
17. Inappropriate behaviour beyond the school gates
18. Links with other policies

1. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

2. Behaviour Principles

- Every pupil understands they have the right to feel ready, respectful, safe and to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are consulted on any incidents or issues and transparent communication ensures positive, collaborative relationships are fostered between home and school.'

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Governing Body every academic year.

3. School Expectations

The school expectations are that all pupils should be ready, respectful, safe and to learn free from the disruption of others by:

Respect your learning;

- Be in correct uniform and PE kit
- Be punctual to lessons
- Have the correct equipment for learning
- Have no prohibited items
- Do not share passwords of any type

Respect the learning of others;

- Walk calmly around the building
- Listen when others are speaking
- Speak politely to each other
- Do not use other pupils' login details
- Behave in a manner that allows others to learn

Respect anything an adult reasonably asks you to do;

- Enter and leave classrooms calmly
- Follow instructions first time
- Complete work to the best of your ability

4. Rewards and positive reinforcement:

An ethos of encouragement is central to the promotion of good behaviour. It is essential that there is an emphasis on praise rather than sanctions. The school aims to recognise, acknowledge and celebrate good behaviour along with a pupil's effort and achievement, regardless of ability. The aim of reward points is to create a fair and consistent whole school reward system. Behaviour points and rewards can be viewed on Edulink by parents/carers and pupils.

Rewards may take several forms:

- Verbal encouragement and praise.
- Positive Telephone calls/Text messages
- Admission to the school rewards shop
- When marking work, the use of personalised positive praise (in line with the marking policy).
- Public recognition for individual or team success in assemblies.
- Rewards assemblies at the end of each term.
- Departmental awards
- Attendance certificates /awards
- Events/trips for especially deserving pupils.
- School/press photos highlighting pupil successes.
- Pastoral points/focus prize (Weekly)
- Pastoral and departmental champions
- Admission to termly events based on NET rewards points earned

A clear rewards system template along with related incremental prizes and recognition can be found on page 23 of our Family Handbook

5. Sanctions in the Classroom

The school uses a C system to encourage pupils to develop healthy and safe routines. This system uses an escalation of intervention within the classroom and then extends to support that may be required beyond.

C1: Your class teacher will positively remind you of our expectations for learning. They will consider your needs and their knowledge of you as an individual and have a “reset conversation” to ensure that you focus on making the right choices

C2: Your class teacher will give you another chance to make the right behaviour choices. C2's are recorded on SIMS. A learning conversation to ensure that there is no repeated choice of behaviour will take place at the end of the lesson

C3: If you continue to make the wrong choices you will be asked to work in isolation. An automatic same day detention of 30 minutes will then be scheduled if recorded prior to 1:30pm. If not, the detention will take place the next day.

If you continue to make the incorrect choices you may have an SLT detention after school lasting 1 hour.

Any serious incidents will automatically mean an SLT detention for 60 minutes after school.

At St. Matthew's pupils who receive a number of negative behaviour points will receive pastoral intervention. Initially we will monitor you with an agreed report with clear targets for success. We will also make referrals for support that a child may need to improve certain aspects of their social, emotional and mental health so that learning can take priority. Our interventions include:

- SEMH session: Small group and one-to-one
- Bereavement counselling sessions
- Numeracy and literacy support
- Guided reading intervention
- Support from local action groups linked to Early Help professionals
- Nurture support sessions
- Parental drop-in sessions
- Support with external referrals to agencies that can offer more targeted support
- Team Around the Child Meetings (TACS) with parents and carers

As a last resort, where behaviour does not change to meet the required standards and agreed targets, we will need to begin a formal process of refocussing and then possible referral to alternative forms of education (both within our school and via external providers) Occasionally, and as a last resort, we may have to exclude a pupil permanently. These decisions are only taken:

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

[DFE: Exclusion from maintained schools, academies and pupil referral units in England. September 2017]

6. Monitoring Behaviour

Continued poor behaviour will lead to a pupil being placed on a report card. All report cards last for a minimum of two weeks. The different types of report card are;

| |
|--|
| Subject report – A pupil is monitored by their subject teacher and a report card is signed at the end of each lesson. If there is no improvement in behaviour the pupil will be placed on form tutor report. |
| Form Tutor Report – A form tutor may decide to monitor behaviour to ensure a pupil comes back on track. The report will serve as a means of communication so that daily positives can be celebrated and any areas for improvement can be planned for. The report must be signed by all teachers at the end of every lesson. Form tutors must sign the report at the end of the day and it must also be signed at home. If there is no improvement in behaviour the form tutor may decide to continue to monitor behaviour, or it will be escalated to Head of Year report. Form tutor reports will be monitored for consistency by the heads of year. |
| Head of Year Report – A Head of Year may decide to monitor behaviour if there has been no improvement on Form Tutor report. This will follow the same process as a Form Tutor Report but must be signed by the Head of Year at the end of each day. Your head of year will be able to direct you to the right support and set you daily targets to improve standards. If there is no improvement in behaviour the Head of Year may decide to continue to monitor behaviour, or it will be escalated to Senior teacher/Deputy Headteacher report. Heads of year reporting standards will be monitored for consistency by the assistant headteacher. |
| Senior teacher/Deputy Headteacher report – If you are monitored by a senior member of the leadership team you will need targeted support and clear achievable daily targets for rapid improvement. A failure to make progress at this stage may lead to a placement in an onsite alternative provision such as the nurture groups or an off-site placement. As a last resort, there may be no option other than to seek a permanent exclusion if behaviour doesn't improve. (See point two of the DFE guidance above). A Team Around The Child Meeting will take place to outline the potential outcomes and to set out the success criteria that must be met over an agreed period of time. |

7. Roles and Responsibilities

Discipline is the responsibility of all members of staff and it is important that as far as possible, teachers deal with disciplinary issues themselves. As such, regular CPD and training will focus on "behaviour for learning" and Quality First Teaching & Learning that mitigates the opportunities for off-task behaviour.

The Governing Body:

- The Governing Body has approved the Behaviour for Learning Policy and review it regularly. They will monitor the impact through termly reports by the pastoral deputy headteacher
- The Governing Body will be involved in extreme cases of poor behaviour or consistently poor behaviour by convening and attending Permanent Exclusion and Appeal panels

The Headteacher and pastoral Deputy Headteacher:

- Will ensure the Behaviour Policy is implemented consistently by staff and pupils
- Will encourage appropriate behaviour from both pupils and staff
- Will strive to prevent all forms of bullying
- Will promote the right conditions for "The St Matthew's Way"

Heads of Year:

- Will ensure the behaviour policy is implemented consistently by Form Tutors and pupils within their year group
- Will liaise with Pastoral Year Team to promote the right conditions for a harmonious, cohesive community
- Will monitor the impact within their year groups through regular feedback at line management meetings

Heads of Department:

- Will ensure the behaviour policy is implemented consistently by class teachers and pupils within their department
- Will liaise with Pastoral Year Team to promote the right conditions for a harmonious, cohesive community
- Will monitor the impact within their departments through regular feedback at line management meetings

All Staff:

- Are expected to model the standards that we want to see from pupils to promote consistency and learned behaviour
- Will lead with our reward strategy and aim to offer a positive learning environment for all pupils
- Will apply behaviour management strategies consistently and fairly in accordance with school procedures
- Ensure work for pupils is prepared and is appropriately accessible and challenging
- Develop positive, respectful relationships with pupils
- Support restorative approaches to resolving behavioural incidents

Parents:

All parents are asked to support the school by:

- Investing in the St. Matthew's Way and our Vision and Mission Statement
- Attending meetings that concern your child's education and progress
- Engage with support when necessary to ensure that we are meeting the needs of your child
- Use the Family Handbook to cross reference the operational systems of the school

8. SIMs Data/Record Keeping

All conduct, both behaviour and rewards, is recorded electronically in the school's SIMs (School Information Management) system. Daily and weekly reports are produced and disseminated to pastoral staff (SLT/HoY/SWL/HoD) to inform staff of pupils' improvements or to highlight a need for additional local agency intervention or alternative strategies or in-school support. Our school communication application, Edulink, can also be used to record behaviour points. It will write to SIMS to ensure pupil data is correct.

9. Unacceptable behaviour

Behaviour that is not in line with the school's three expectations will be deemed as unacceptable.

Unacceptable behaviour will incur an appropriate sanction. These include:

- Verbal reprimands
- Detentions and an escalation through the detention system
- Behaviour report – Subject/Form/Head of Year/Senior teacher/Deputy Headteacher report
- Withdrawal from school trips and rewards sessions
- Internal Exclusions
 - Suspensions from School
 - Respite provision in an alternative provision (where pupils are at risk of permanent exclusions)
 - Permanent Exclusion

Every effort should be made to ensure sanctions are applied consistently and fairly. The school acknowledges however, *Section 91 of the Education and Inspections Act 2006, which stipulates that, 'punishments must be reasonable in all the circumstances and that account must be taken of a pupil's age, any special educational needs or disabilities they may have and any religious requirements affecting them'*.

10. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can take place in school, on the journey to and from school, in external peer groups and within online/social media platforms.

Any report of bullying will be investigated immediately and appropriate actions will follow to ensure that the victim is safe and the perpetrator(s) receive an appropriate sanction. What constitutes 'bullying' has evolved recently to include 'Child on Child' abuse as identified in KCSIE 2022.

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

St. Matthew's has a zero-tolerance policy on Child-on-Child abuse and we will take each case individually before agreeing on an appropriate course of action that seeks to protect the victim and sanction the perpetrator whilst upholding our Catholic values of justice, forgiveness, repentance and compassion.

11. Suspension from School

In cases where behaviour is extremely disruptive, threatening or disrespectful, a suspension will be issued. This may also be the case when poor behaviour is persistent and the pupil is not responding to the school's interventions. The school uses internal exclusion (IE) wherever possible as an alternative to external exclusion but this is not appropriate in all cases. When a pupil is excluded, the parent will be notified immediately by telephone and a letter will be posted the same day. Work will be provided in as much detail as possible. A suspension letter will be given to a pupil before they leave site and we will keep a copy. Upon the pupils return to school we will host a reintegration meeting with the pupil and their parent/carer where conditions of return will be outlined and expectations underlined.

In rare cases, a pupil's misbehaviour may be so serious or persistent that a permanent exclusion will be issued. In this case, every opportunity will be taken to explore alternatives to permanent exclusion. However, the school will permanently exclude in cases where the Governing Body feel it is appropriate. (See point 5 for DFE guidance)

Stages of Exclusion:

Report Stage 1 – Form Tutor/ Head of Year

Report Stage 2 – Assistant Headteacher/ Head of Year

Report Stage 3 – Headteacher/ Deputy Headteacher

Possible permanent exclusion – Governing Body

12. Use of Reasonable Force

Reasonable force can be defined as “the use of physical contact to control, restrain or to guide pupils to safety to ensure their safety or the safety of others”. Reasonable force means using no more force than necessary. Reasonable force includes:

- Restraining
- Blocking
- Guiding
- Separating

In all circumstances force will be used as a last resort and only by staff who are “Team Teach” trained. At St. Matthew's we:

- Clearly explain to a child that we are “Team Teach” trained
- Vocally prompt other staff members to prepare to team teach
- Make several warnings about the intent to use team teach
- Try everything to avoid using team teach
- Use reasonable force as defined above
- Log any physical interactions with the DSL as soon as possible, with parents and on SIMS
- Use team teach methods in a way that maintains the safety and dignity of all concerned

Untrained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Any type of physical contact is discouraged by both pupils and staff to ensure that everyone is safe in school. When a personal boundary is breached it leaves staff vulnerable to accusations about the intentions of their actions. If a member of staff is concerned about physical contact they must report it to the DSL at the earliest possible opportunity. Similarly, if a child makes physical contact with an adult in an inappropriate way, this must be logged on C-Poms or with the DSL.

13. Screening and Searching of pupils

Under the conditions set out in the advice laid down by the DfE Screening, Searching and Confiscation 2018, school staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The members of staff whom are authorised to search a pupil are Senior Leaders, Heads of Year and the pastoral welfare team. A search of a pupil will always be carried out by two members of staff unless something different is written in a risk assessment.

Prohibited items are:

- Knives or offensive weapons (both actual and perceived EG, imitation gun)
- Alcohol
- Illegal drugs/N. Oxide (Laughing gas)
- Stolen items
- Tobacco and cigarette papers/E-Cigarettes/Vaping Equipment
- Fireworks
- Pornographic images/content
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence to cause personal injury to, or damage to the property of, any person, including the pupil.

Pupils who bring weapons, alcohol or controlled substances onto school premises will immediately receive a suspension while we investigate. As a last resort, this may lead to a permanent exclusion. The items will be passed to the police. Subsequent reoffending will result in possible permanent exclusion.

Any pupil who brings a knife or offensive weapon onto school premises will risk being permanently excluded. The school will be guided by the DfE guidance on permanent exclusions (Point 1 on Page 4) and *The Manchester City Council Guidance for Managing knife or weapon carrying in schools. June 2021*

Pupils who bring controlled substances onto school premises to sell or distribute to other pupils may be permanently excluded after investigation.

14. Confiscation

School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Under the conditions set out in the advice laid down by the DfE Screening, Searching and Confiscation 2018, school staff can require a pupil to undergo screening even if they do not suspect them of having a weapon and without the consent of the pupils.

15. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Malicious allegations and Pastoral care for school staff

The school will not automatically suspend a member of staff who has been accused of misconduct but an investigation will commence. The governing body will be consulted and will instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding policy for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

17. Inappropriate behaviour beyond the school gate

The Headteacher may impose sanctions for inappropriate behaviour beyond the school gate where such behaviour may have repercussions for the orderly running of the school or pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Please refer to our Anti-bullying Policy for dealing with allegations of misuse of social media.

18. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policy
- Safeguarding policy
- Peer on peer abuse policy
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St. Matthew's

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DIocese of  SALFORD

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