



St Ursula's Convent School

A Humanities College and Teaching School

BEHAVIOUR POLICY

Policy reviewed annually by:

HEADTEACHER
GOVERNORS
SENIOR LEADERSHIP

Reviewed	Agreed by Governing Body	Next review
January 2021	January 2021	January 2022

OUR VALUES

St Ursula's Convent School is a Christ centred community guided by Gospel values and rooted in the spirit of St Angela. The school endeavours to live our motto "Serviam" by valuing each member of our community, setting high expectations for behaviour as a prerequisite for learning.

The principles of the school's behaviour policy are based upon the roots of Catholic education, which ultimately seeks the reality of Christ in our lives. We will seek to ensure that by the consistent application of our policy that our students will bear witness to the principles of Catholic education evident through their compassionate relationships with each other. Promoting positive behaviour is the responsibility of all members of the school community.

In an atmosphere of mutual respect, trust and care we work together in the spirit of the Gospel to serve the local community and the Diocese.

OUR EXPECTATIONS OF BEHAVIOUR FOR LEARNING

This Policy has been developed so as to ensure the inclusion of all students with due regard to special needs, gifted and talented, ethnicity, disability, faith, looked after children and those who are on the register in relation to child protection issues.

St Ursula's Convent School values each individual and the contribution they make to building community.

INTRODUCTION

St Ursula's Convent School's core purpose is to enable every student to meet their learning potential within the context of the above Mission Statement, and to do so in an atmosphere which is safe and secure for all who work within it.

What follows is intended to provide a clear and unambiguous outline as to how this can be achieved. The policy is intended to provide a pathway for securing a consistent approach on the part of all as St Ursula's Convent School seeks to maintain the highest possible standards of learning and behaviour, including uniform regulations, punctuality and attendance.

Our student pledge lies at the heart of an effective behaviour policy.

Ursuline SERVIAM Pledge

I hope to be a person

- Who will serve
- Who will pray
- Who will act
- Who will be open
- Who has courage
- Who is enterprising
- I am aware that God is near me at all times
- I want to use my talents to make a difference
- I want to reach out to those in need
- I want to do what is truly right
- I want to challenge wrong and fight for justice
- I want to serve God, my neighbour and my school

I am an Ursuline

Today, tomorrow, always.

Each student has been given a copy of this SERVIAM Pledge in their school planner and at the start of the academic year all students and staff renew their pledge during our first school mass.

Pupils are expected to keep it with them at all times, by carrying their journal daily. Above all they are expected to live out the Pledge on a daily basis, in school and travelling to and from school

Purpose

The purpose of this Behaviour and Discipline Policy is to:

- Fulfil the Governors' duty of care to pupils and staff
- Promote and secure the raising of standards in learning
- Promote and secure the well-being of its pupils
- Maintain the reputation of the school.

Establishing a Positive Ethos and Promoting Effective Learning

This policy is intended to set out the following:

- Clearly stated expectations of what constitutes acceptable
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and sanctions to deal with poor conduct
- A specific Code of Conduct

The Governing Body

The Governing Body of St Ursula's Convent School is charged with a duty to establish the framework for the School's Behaviour and Discipline Policy. This Policy is therefore determined by the Governing Body of the St Ursula's Convent School, under the guidance of the Headteacher and the Senior Leadership Team.

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body recognises that the government has given new powers to Schools to regulate the conduct of its pupils inside school and to impose sanctions in support of such regulation.

The Governing Body also recognises that schools have new powers to regulate the conduct of its pupils outside of school where such conduct directly or indirectly affects the reputation and daily life of the St Ursula's Convent School and/or the well-being of pupils and staff.

The Headteacher

The Headteacher is responsible for:

- Promoting and securing self-discipline amongst its students
- Promoting and securing a proper regard for authority amongst its students
- Promoting and securing a standard of behaviour which promotes effective learning
- Regulating the conduct of its students

To achieve the above pupils and parents will each academic year receive appropriate information outlining the St Ursula's Convent School's expectations, as well as access to copies of all appropriate policies relating to good behaviour in and around the school.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

Staff

The Headteacher's responsibility is delegated to staff.

Staff are therefore expected to encourage good behaviour, challenge poor behaviour and apply all rewards and sanctions reasonably, proportionately and consistently. In particular staff are reminded that good behaviour is supported by well-planned, challenging and engaging lessons (see Learning and Teaching Policy) where high expectations are set from the moment pupils enter a classroom to the time when they leave in an ordered and calm manner, under the supervision of the teacher. Staff are likewise reminded that their responsibilities are not confined to the classroom but are exercised at all times throughout the day.

St Ursula's Convent School expects from its Staff

The following expectations are the minimum required from staff at St Ursula's:

- Every member of staff shares responsibility for implementing the Behaviour and Discipline Policy of the St Ursula's Convent School and all related policies.
- Every member of staff is responsible for acquainting him/herself with the contents of this Policy, and with all related policies
- Staff with leadership and management responsibility ensure that those whom they line manage are familiar with this and related Policies
- Staff implement school policies consistently
- Staff show respect to students at all times by speaking to them in a calm manner and where possible addressing them by name.

St Ursula's Convent School expects from its Staff

The following expectations are high but they are achievable by every single student in St Ursula's Convent School without exception. These expectations are summed up in the Serviam Pledge and below:

- It is a fundamental principle that every student in the school has the right to learn, therefore no student, by their behaviour, may hinder the learning of another.
- All students have the right to be taught in a secure environment – both physically and mentally. This right will be protected at all costs.
- Good behaviour at the school is based on mutual respect of staff and students and no one may opt out from this. There is, at the same time, a clear structure of authority and this may not be challenged or undermined. Discipline works because of a clear consensus of values between students, parents, staff and governors.

Pupil Code of Behaviour

- All students are required to accept the authority of the Head teacher and their staff. Refusal to do so is deemed a very serious offence.
- No student will be allowed to infringe the liberty of another in any way.
- Aggressive behaviour or language is unacceptable. This includes any form of bullying.
- Students must line up outside classrooms in single file and quietly
- Students should move about the building quietly and gently and must vacate the building at break and lunchtimes unless otherwise advised.
- Students are expected to show care for the fabric of the building and for books and equipment.
- Students are asked not to drop litter but to use the bins provided.
- Graffiti spoils property and is not allowed anywhere in school.
- Students may not 'decorate' their journal or cover it with graffiti. A charge will be made for a replacement journal. Only school related matters may be entered in the journal.
- Students should address all staff formally and with courtesy at all times.
- Students are responsible for having the correct books and equipment for all lessons.
- Homework assignments must be entered in the journal, completed each evening and handed in for marking as requested.
- Students must ensure that journals are signed by parents each week.
- In addition to completing set homework, students need to develop a habit of independent study. While there is work to be learnt or revised, while there are text- books to be studied, coursework to be completed or background reading to be done, no student can say, "I have no homework".
- Full school uniform must be worn by all students to, from and in school. (this includes indoor,

outdoor and P.E. uniform).

- All Uniforms should be worn in the correct manner.
- Students are not permitted extreme hair styles, or unnatural hair colours.
- Makeup is not allowed, or nail varnish, or extensions.
- Girls may wear a watch, a small crucifix under the blouse and one small set of plain gold or silver studs in the lower ear lobe, all other piercings are forbidden. No other jewellery is allowed.
- Students who need to wear specific footwear on account of a foot injury should bring in a doctor's note to this effect. (please refer to full uniform list and use to check form group for uniform violations)
- Students are not permitted to wear other footwear in school for any other reason. If other footwear is worn, the student will attend the Learning Support Unit until school shoes are available.
- Uniform and bags should be the standard school items.
- Banned items - pupils may not bring aerosols or Tippex into school. Gel or spray - which carries a fire risk or could induce an asthma attack- should not be worn at school. Chewing gum is not allowed. Any illegal substances are strictly forbidden and if brought into school will result in exclusion. E.g. alcohol, drugs, cigarettes (including E-cigarettes and shisha cigarettes).
- Mobile Phones / MP3 Players / iPods / Kindles / Pagers and other electronic devices / Smart enabled devices are banned from the School Premises and to and from school. Ear phones are to be used for MFL only. Wireless earphones are not permitted as they are of no use on the school site. Use or possession of any of these will result in confiscation. Confiscated items will be returned to parents/carers at the end of term. Mobile phones are strictly banned from school. If they are confiscated, they will not be returned until the end of term.
- All students are expected to strive towards 100 per cent attendance during the school year. Regular lateness to school and/or to lessons is deemed to be disruptive to learning, compromises high standards of behaviour and therefore deemed a serious breach of school discipline (see below Attendance and Punctuality).
- What is often termed 'low level disruption' (such as calling out, refusal to comply immediately with instructions, turning round, talking without permission, making unsolicited comments) is regarded as a serious breach of school discipline and is dealt with appropriately. (see flowchart for sanctions)
- Issues relating to Health and Safety are paramount. Students will always act in such a way as to safeguard the Health and Safety of themselves and others.
- Deliberate infringement of Health and Safety regulations may well incur the most serious sanction
- Students can be asked to surrender any banned items from their bags or pockets by teachers in the presence of Key Stage Leaders and/or SLT.
- Students may not bring items into school with the intention of exchanging or bartering them with other students.
- It is also forbidden to buy or sell items from other students in a personal arrangement. (This obviously does not include organised charity events)
- Orderly behaviour on buses, at the bus stops and on the streets, showing courtesy and consideration for other passengers and pedestrians is expected from all students.
- School rules operate during the period of a student's journey to and from school, in uniform or not.
- When a disciplinary matter is being investigated students are required to tell the truth. Any deliberate attempt to mislead or misinform or withhold information will be treated seriously

If we can uphold these values and adhere to these basic rules it should follow that the school will be a well ordered, calm and disciplined place where teaching and learning are the main focus. The fact

that there is no school rule against something does not mean it is permissible. Anything which is clearly against the ethos of the school, against the Christian way of life, or against the law is not allowed.

If parents wish to speak to a member of staff over matters of discipline they should make contact by phone first. Parents should speak to the subject teacher. Each Key Stage also has a Key Stage leader with overall responsibility for those students who may become involved where appropriate.

Rewards

Please refer to the school system on rewards

In Lessons

The following are examples of sanctions which teachers may employ, using their professional judgement as to which is appropriate.

- A frown or shake of the head on catching the student's eye
- A verbal reminder that a student should be on task. This could be simply calling the student by name or asking them to concentrate on the task in hand.
- A reminder that the student's behaviour is inappropriate in a classroom or other learning situation.
- A comment in the journal recording the misdemeanour e.g. book or equipment forgotten, talking when shouldn't, answering back etc. This will be noted by the parents at the end of the week when they sign the journal.
- If the teacher considers that a student is preventing the lesson from going ahead by her behaviour the student should be sent to the Head of Department (HoD) with a note in the journal and accompanied by another student. The HoD may decide to keep the student in his/her class till the end of the lesson and resolve the incident at a break or, if that is not suitable, may refer the student immediately to the Safeguarding and Wellbeing Officer (SWO), Key Stage Leader (KSL) or a member of the Senior Management Team (SLT) but this must only be for a serious incident.
- If a student behaves in an unsafe or potentially dangerous manner, especially in a practical lesson, they will be forbidden to take part in that particular lesson and will have to watch from the side, taking notes, instead of taking part.
- If a student arrives late to the lesson, fails to bring correct equipment, fails to do or hand in homework, wastes lesson time, etc. the teacher will impose a detention to ensure that work is completed and poor study habits are changed.
- Where necessary a teacher will set a detention. This can be up to an hour after school.

Around the School

Behaviour around the school, on the corridors and in the playground is as important as behaviour in class. All staff and students have a duty to ensure that high standards of conduct, courtesy and polite language are maintained at all times. Where there are breaches of the values and rules the following sanctions will apply:

- A verbal reminder of the school rules or of the expected standards.
- A journal comment for unacceptable noise, language or physical behaviour. This will be noted by the parents at the end of the week when they sign the journal and by the Form Tutor.
- A record on SIMs and notification to the LA if a racist incident occurs. This will be alongside further sanctions.
- A request that the student is seen by the Form Tutor and Key Stage Leader.
- The incident may then be referred to a member of the SLT if necessary.
- If a student is misbehaving during break time or lunchtime they may be told to report to the dining room at lunchtime where they will be detained and may do a useful duty. This is to

keep them out of the playground where they have caused the nuisance and to put them under the supervision of a member of staff.

- Students who bring chewing gum into school will have a one-hour detention that week with a Key Stage Leader.
- Students may be placed on a report to monitor their behaviour in lessons and around school.

Persistent offenders and students involved in other serious misdemeanours may also incur a Saturday detention or withdrawal from school trips.

Detentions:

If pupils do not adhere to the pupil's code of behaviour, a detention may be set after school hours. This detention can vary in length but will be no longer than 1 hour. While there is no required notice period, a 24 hour notice period will be given to any detention that is over 15 minutes in length.

**Curriculum Management
Processes**

<p align="center">Red flag SIMs Examples of Disruption</p>	⇒	<p align="center">Behaviour Log Examples of Serious/Persistent Disruption</p>	⇒	<p align="center">Behaviour Log Examples of Extremely Serious Disruption</p>
<ul style="list-style-type: none"> ☒ Late to lesson ☒ No homework ☒ Missing equipment ☒ Poor work ☒ Minor disruption of lessons (calling out, inappropriate questions etc.) ☒ Chewing ☒ Minor graffiti (instantly removable) on desks/walls etc. ☒ Thoughtless/ Inappropriate behaviour in the classroom 		<ul style="list-style-type: none"> ☒ Defying any member of staff ☒ Persistent refusal of teacher's instructions ☒ Inappropriate language ☒ Challenging staff authority ☒ More serious graffiti on desks, walls etc. ☒ Recurring non-submission of home-work 		<ul style="list-style-type: none"> ● swearing at staff ● Verbal/physical abuse Acts of violence
↓		↓		↓
<p>How to address these issues</p> <ul style="list-style-type: none"> ☒ Refer to classroom procedures ☒ Any missing h/w or c/w to be done ☒ Journal taken ☒ Journal note ☒ Positive praise of others ☒ Praise improvement ☒ Detention –as per school sanction 	⇒	<p>How to address these issues</p> <ul style="list-style-type: none"> ☒ Referral to HoD. FT/KSL receive copies to monitor overall picture ☒ KSL/FT intervention for global offenders ☒ Subject report ☒ HoD detentions ☒ Carers/Parents invited by subject teacher/HoD ☒ Possible referral to SENCO 	⇒	<p>How to address these issues</p> <ul style="list-style-type: none"> ● Referral to SWO – liaise with SLT/KSL/SENCO <p>Immediate action must be taken in violent cases especially getting another member of staff involved</p>
↓		↓		
<p align="center">Monitor</p> <p>Ensure evidence is recorded on SIMs</p> <p>Journal note</p>		<p align="center">Monitor</p> <p>Ensure evidence is recorded on sims and any paperwork filed</p>		<p align="center">Monitor</p> <p>Ensure evidence is recorded and filed</p> <p>Letter home, incident slip</p>

Red Flag

Examples of Minor disruption

No Journal
Unsigned Journal
Graffiti in Journal
Late to school
Name calling
Uniform Violation
No reading book
Disruption in Form
Disruption on Edays
Subconscious use of inappropriate language



How to address these issues

Journal note
Positive praise of others
Praise improvement
Speak to student
Circle time
Detention as per school sanction

Monitor
Ensure evidence is recorded on SIMs



Behaviour Log

Examples of Serious disruption

Defying any member of staff
Disrupting others games
Disrupting assembly
Removal of note in Journal
Discriminatory language designed to hurt



How to address these issues

Referral to SWO who will refer to Key Stage Leader where necessary
Carers/parents informed and invited in for a meeting
FT / KSL / SLT report
Possible referral to SENCO / Chaplain / Counsellor

Monitor
Ensure evidence is recorded on SIMs

Behaviour Log

Examples of Extremely Serious disruption

Acts of violence
Swearing at any member of staff (incl Break & Lunch)
Vandalism
Systematic discriminatory behaviour



How to address these issues

Referral to Key Stage Leader
Referral to Pastoral Lead
Referral to Headteacher
Immediate action must be taken in violent cases especially getting another member of staff involved

Up to a 5 Day exclusion – on return pupil to be placed on Pastoral Lead report or a PSP is put in place for 16 school weeks if over 5 days.

Reporting a Racist Incident:

- Students to report Racist Incidents to KSL or SWO
- All incidents will be investigated by the Pastoral Team
- Any parent who needs to report a racist incident is to email via safeguarding@stursulas.com
- This will be followed up and investigated. The parent will be notified that this is happening.
- Incidents of racist abuse result in a fixed term exclusion and the Local Authority are notified.
- All investigations and resulting discussions are logged on CPOMS.

Positive Behaviour Management

It is not only difficult but inappropriate to give hard and fast procedures for dealing with inappropriate student behaviour, as every situation is different. However, the referral rules as laid down are meant as a guide. It is essential that as a staff we are consistent in our approach and in our ways of dealing with misdemeanours.

Students need to be clear about their boundaries and need to understand the consequences of their actions, both positive and negative. It makes it easier for all of us to work in the school if we all follow the same rules.

Our job is to help students learn and the atmosphere in the classroom needs to be positive and based on an ethos of praise and encouragement.

The role of the Learning Support Centre (LSC):

The LSC is a multi- purpose room. One of its uses is as a safe sanctuary for students who need emotional support. Referral to the LSC for emotional support will be made by SLT/ KSL or SWO.

The LSC is also designated as a place where students will be kept when an investigation is underway. Students will complete written statements in the LSC in order to support an investigation of any incident. The student will stay in the LSC for the duration of the investigation whilst all written statements and transforming conflict discussions are completed.

The LSC is also used for students who have been internally excluded. (Please see Internal Exclusions below.)

Guidelines for Tiered Sanctions

The following is not an exhaustive list; there are other misdemeanours and sanctions which could be used at the professional discretion of staff.

Where needed, clarification should be gained from a line manager or other senior member of staff.

In all cases of fixed term exclusion a meeting with parents will be held before reintegration Off -site education will be arranged for any pupil excluded for more than 5 days

Any pupil excluded for more than 5 days will go onto a Pastoral Support Plan for 16 school weeks, monitored by a senior member of staff.

Sanctions: Detention, Internal Exclusion (Merici, LSC), External Exclusion (Fixed Term) and Permanent Exclusion

Internal Exclusion

The facility is designed to respond to serious breaches of school discipline. It is intended to prevent a longer term or permanent exclusion from school.

Internal exclusion may only be sanctioned by SLT/ KSL and SWO and an Incident form must be completed. It can last for between one and five days. Parents are informed, if possible by phone and in writing.

Students are withdrawn from lessons and are not allowed to mix socially for the duration of the sanction. Work is provided by class teachers and is carried out under the supervision of a member of staff.

At the end of the student's period in internal exclusion, a behaviour discussion with a member of staff will focus on the behaviour modifications which are needed to avoid further exclusions and to ensure the student has fully understood and completed their sanction and are ready to return to the wider school.

External Exclusion: Fixed Term

Only the Headteacher (or in her absence the Deputy Head teacher) can exclude a pupil from school. Where the Deputy is acting on behalf of the Headteacher, they will make it clear that this is the case. The Deputy may well exclude for a briefer fixed term period which the Head teacher may extend or make permanent.

The Head teacher may exclude up to 45 days in one academic year. For exclusions up to and including 5 days, it is the parent or carer who has responsibility for the care and welfare of their daughter throughout the period of exclusion. They have a duty to know the whereabouts of their child during this time. Work will be provided by the school and should be returned to school for assessment following the exclusion.

For exclusions over five days, i.e. from the sixth day and beyond, St Ursula's Convent School has the responsibility for ensuring that alternative educational provision is made.

St Ursula's Convent School will endeavour to ensure that such alternative provision is made within the local authority providers.

Serious incidents which may merit a fixed term-exclusion would be, for example:-

- refusing to accept the authority of staff
- fighting or aggressive behaviour
- making serious threats to students in or out of school
- incitement to serious misbehaviour
- promoting knife culture
- theft
- racist abuse or behaviour
- sexual harassment
- bullying – serious verbal and physical intimidation
- smoking on the school premises or in school uniform to and from school
- solvent abuse
- accessing pornographic websites, racist websites or websites promoting violence
- bringing pornography onto site/handling pornography on site

- undermining the morals of other students
- colluding with bringing people to the school gate or onto site

Informing parents of an exclusion

Parents are informed by telephone, wherever possible. A child is given a formal exclusion letter to take home to a parent and a copy is sent by post. Every effort will be made to inform the parent by phone. In the event that a parent cannot be contacted by phone, the exclusion may be deferred and the child internally excluded.

Return from exclusion

A return from exclusion meeting is scheduled with the Headteacher, Pastoral Lead or Key Stage Leader. The pupils will not return to class unless the meeting takes place. The child will attend the LSC on return to school where, if required, a restorative justice meeting may be held. The pupil will be reintegrated back to class within a week of return.

All such exclusions follow statutory guidance as determined by the Department for Education.

External Exclusion: Permanent

This is the most serious sanction a school can impose and is never taken lightly. It may well be preceded by fixed term exclusion in the first instance whilst an investigation is being carried out. Permanent exclusion from school can be as a result of a one-off first offence.

A decision to exclude permanently from school is more likely than not to be considered in any one of the following circumstances:

- serious actual or threatened violence against another student or member of staff
- sexual abuse
- persistent and malicious disruptive behaviour including open defiance or refusal to conform with agreed school policies on, for example, discipline or dress code
- serious theft or any theft on more than one occasion
- repeated bullying
- repetition of other behaviour which has already merited a fixed term exclusion
- consuming or bringing alcohol on to the school premises with the intention of doing so, or coming into school having consumed alcohol
- behaviour which shows the student to be beyond the control of the Head teacher
- possessing, handling, supplying or offering to supply a controlled drug or
- substances purporting to be a controlled drug on or near the school premises
- being under the influence of a controlled drug
- bringing weapons into school
- engaging in any other activity which is unlawful
- Racism

Standard of Proof

The basic standard is the civil standard 'balance of probabilities' which means that they are more likely than not to have done what is alleged. The more serious the alleged offence, the better the evidence to substantiate the decision to exclude must be. This then gives rise to a 'distinctly more likely than not' standard where the Head teacher may have to consider evidence of a pupil's past behaviour, if relevant to the seriousness of the present allegation.

Making representations following an exclusion

Parents/carers have the right to make representations to the governing body. Whilst the governing body has no power to direct reinstatement, they must consider any representations parents/carers make and may place a copy of their findings on the child's school record. If parents/carers think the exclusion has occurred as a result of discrimination then they may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect their right to make representations to the governing body.

Parents/carers may wish to contact Royal Greenwich Governor Services who can provide advice. They may also find it useful to contact Coram Children's Legal Centre, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. A copy of the Government's guidance, 'Exclusion from maintained schools, Academies and Pupil Referral Units in England', can be downloaded from the Department for Education's website.

Linked Policies

- Safeguarding Policy
- Anti-Bullying Policy
- Exclusion Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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 and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board 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 full governing board annually