

Behaviour and Relationships Policy

Ellesmere Port Catholic High School



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| Approved by: | Mrs C Vile, Headteacher <i>C. Vile.</i> |
| Lead of Review: | Mrs J Jones, Associate Deputy Headteacher |
| Last reviewed on: | August 2020 |
| Next review due by: | July 2021 |

Status

Statutory

Introduction

The school applies all the guidance in the Department for Education 'Keeping Children Safe in Education Statutory Guidance' September 2020.

The foundations of a well-ordered school, securing a safe environment for all, are well-understood with high expectations of children in terms of behaviour and attitude. This can be partly expressed in terms of a set of rules founded upon mutual respect, care and the desire to do one's best.

It should be remembered that the individual teacher is the basis of good behaviour, order and hard work. A shared commitment to high standards in this area, consistently operated by all is an essential element in ensuring the above.

This policy and associated procedures have been and continue to be, tried, tested and adapted to meet changing needs and circumstances.

Purpose

The purpose of this policy is to:

"create a well-ordered school, securing a safe environment for all" where "teachers can teach and students can learn".

- provide care for all students which supports their pastoral, spiritual and academic progress and development
- support and guide staff to ensure a consistent approach to achieve the best possible outcomes for students
- ensure students are treated fairly, understand our high expectations and they recognise boundaries to allow them to make a positive contribution to the school and the wider community
- articulate clearly and regularly our school vision, priorities and high expectations

We aim:

- to provide a framework to ensure consistent practice across the school when dealing with behaviour
- to provide clear and simple procedures for staff to follow and students to understand
- to determine clear roles and responsibilities for staff in school behaviour management
- to foster a culture of rewards in the school
- to ensure students understand their rights and responsibilities in school
- to underpin our culture with trauma-informed practice

What underpins the policy?

- Responsibility
- Respect and Relationships
- Readiness
- Resilience
- Rights

We have a Strong Catholic Ethos

- Ensuring every child is known
- Keeping children safe in education
- Working together to safeguard children so that we consider, at all times, what is in the interests of the child
- High expectations of everyone
- Excellent leadership at all levels
- Excellent teaching
- Excellent behavior and personal standards
- At the heart of the community

Principles

We recognise that every child is a gift from God with the potential for great good.

We recognise the fallibility of our humanity.

We travel in hope and in the knowledge that even the most difficult of students has the potential to realise the error of their ways and change for the good. (Although they may not do this whilst in our care).

We reject the sin but show our love for the sinner.

Who was consulted?

The policy has developed over a number of years and is reviewed annually by the Headteacher, senior leaders, school council and parent working party.

Relationship to other policies

This policy is linked to child protection and safeguarding, teaching and learning, equality policies, and the home-school agreement.

Roles and responsibilities of Headteacher, other staff, governors

The **Headteacher and staff** will apply consistently the procedures included in the Staff Handbook/Behaviour Management booklet when implementing whole-school approaches to positive behaviour.

The **Headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. The Headteacher will:

- ensure the school prospectus gives information to parents on rewards, discipline and sanctions (including school rules, code of conduct, detentions, bullying, and confiscation of items) that apply in school
- ensure that reward systems are in place
- ensure systems and procedures are in place to maintain good order in school and that all staff, including those on teaching practice, are aware of these procedures via the Staff Handbook
- ensure, where appropriate, investigations are carried out and documented in line with procedures
- **where exclusion is deemed appropriate** inform the student's parent or carer of serious indiscipline and the sanctions, the period of any exclusion, procedures and when permanent exclusion is judged to be necessary
- advise the parent/carer of procedures relating to fixed term and permanent exclusions and how representations are made
- ensure that arrangements are put in place for students to continue their education whilst excluded in line with DfE instructions
- notify the governing body and LA of the details of exclusion(s), including the reasons for it(them)

Teaching staff and Pastoral Leaders will:

- be fully conversant with and follow at all times the behaviour management procedures detailed in the Staff Handbook
- provide/mark work for students who are temporarily/permanently excluded
- adhere to the 5 Pivotal Pillars of Practice
- follow the trauma informed practices

Students will:

- be consulted when rules are being decided and will be expected to observe them at all times

The governing body will:

- receive exclusion data at each full business meeting

The Pupil Discipline Committee consisting of three or five members will:

- ensure that they receive training to fulfil their role
- meet as required to consider breaches of discipline having full regard to any guidance given by the Secretary of State and will follow procedures put in place by the DfE

Arrangements for monitoring and evaluation

The policy will be constantly under review and updated as required. Any changes will be documented in the Prospectus and Staff Handbook on an annual basis.

Summary

Governing Body and Headteacher

The governing body and Headteacher will establish the policy for good behaviour and review it every year. They will consult with staff and parents and ensure that it meets the high expectations expected of everybody involved in the school. The Headteacher will be responsible for implementing the policy and will uphold the school rules fairly and equally.

All staff will be responsible for ensuring good discipline and behaviour in lessons, around school and going to and from school.

Sanctions

The vast majority of our students are well behaved and positive in their attitudes. However, sanctions need to be used when poor behaviour takes place. There is a stepped scale of sanctions depending on the severity of the offence and this will include detentions, inclusion room, step out and governor panels.

Fixed term exclusions are used sparingly and only in severe cases. Managed transfers may be used prior to permanent exclusions. Permanent exclusions will be used in matters of serious misbehaviour or where the safety of pupils and staff is at risk.

Sanctions applied to students with special education needs will have reasonable adjustments made to ensure the sanction is appropriate and suitable for the students' needs. Where the behaviour is so extreme from a student the SCIE team will be consulted with regards to actions and sanctions by the school.