

# Sacred Heart Catholic College, Crosby Behaviour & Rewards Policy



## **Introduction:**

Sacred Heart Catholic College is committed to caring and achieving excellence within a Christian community. For our mission to work effectively, excellence in behaviour is a firm standard set at the College both inside and outside of lessons. This policy is designed to outline the expectations of a student in securing a safe learning environment, where all students can develop to achieve their full potential with clearly defined rewards and sanctions. In line with Section 90 and 91 of the Education and Inspection Act 2006, teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. We seek to prepare young people for their life as Christians in the community, helping each student to understand how their behaviour affects others, and grow in that understanding. It is a partnership between all members of the school community, helping and is intended to be preventative wherever possible. We believe that pro-action is more effective than reaction. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. The College strongly believes in the importance of working closely with parents to ensure standards of behaviour remain high and, if behaviour does not meet the standard, it deals with students fairly, swiftly, and appropriately.

## **Principles and Aims:**

Sacred Heart Catholic College wishes to foster an ethos of mutual respect, good order, and safety. We intend our behaviour policy to promote good behaviour, self-discipline, and respect; prevent bullying; ensure that pupils complete assigned work and regulate their conduct. Students are encouraged to contribute to the community and their voice is recognised and respected. Our staff and students believe that clear and direct expectations will contribute to the establishment of a positive ethos. This policy aims to state expectations of behaviour in such a way that they are known, understood, and followed by all. We want our college to be a place where:

- All are driven by Gospel values, and student voice is recognised and respected.
- Every student feels safe, and students of all abilities and talents are encouraged to thrive.
- All people are treated respectfully and fairly.
- Bullying is not accepted and is addressed quickly with the highest priority.
- People know how to forgive; the atmosphere is warm and friendly, and supporting the disadvantaged is second nature.

We recognise that working with children positively, using efficient classroom management strategies, will help to raise their self-esteem, increase their motivation levels, and improve their achievement. We make a conscious effort to praise good work and behaviour and to encourage good conduct through positive affirmation and rewards linked directly to our values system. Through good teaching and a strong and supportive pastoral system, the need to use punitive measures should be kept to a minimum. A range of sanctions will be used, when necessary, to ensure that our code is adhered to and that students learn to modify their behaviour if it is inappropriate. We encourage positive relationships between all members of the College community.

This policy applies to all members of our college community (teachers, support staff, governors, parents/carers, and visitors) as well as to our students. We want to ensure that students can achieve their potential in a safe and supportive learning community and where a culture of praise and achievement is valued. We are promoting these aims so that all staff, students, and parents are aware of their individual responsibilities.

### **Students have the responsibility to:**

- Attend school regularly, be punctual and fully equipped for the school day, wearing the correct uniform as stated in the uniform policy.
- Be polite, respectful, and helpful to all members of the community, trying to always display college values.
- Behave, both in class and elsewhere, in such a way as to contribute to the good order of the College.
- Respect the environment and school property, keeping the school clean, tidy and free from litter and graffiti.
- Be in the right place at the right time.
- Ensure that the rights of each member of the College community are recognised, reporting incidents of bullying when necessary.
- Move sensibly and quietly around the College, keeping to the left whenever possible and respecting the needs and safety of others.
- Do their best in lessons and complete all homework.

### **Class Charts:**

Class Charts is a tool which helps us manage student behaviour. Staff can monitor and motivate students by awarding achievement points (linked to our school values) or a behaviour point as part of our graduated response. Class Charts provides behaviour analytics for parents, teachers, form tutors, pastoral teams and SLT to reward, support, and challenge

students. By downloading the app, students and parents can keep track of their behaviour, access their timetable, view assigned homework tasks and track scheduled detentions. This information is used to inform our rewards.

## Rewards:

The achievements of our pupils are celebrated at Sacred Heart Catholic College, and we want to promote positive behaviour. Rewards, open to all, are an effective way of improving and maintaining good behaviour and should be applied consistently. Rewards, praise, and encouragement are among the most powerful aids to teaching, maintaining high standards of behaviour and fostering positive relationships. The College expects every pupil to behave well, study hard, achieve and make a positive contribution to the College community. It is important that this positive behaviour is valued, recognised, and rewarded. We use individual praise – in class, in assemblies and through letters home. We have three escalating stages of rewards linked to our values: the Head of Year Award, the Director of School Award, and the Headteacher Award. To celebrate and promote student achievement, we hold end-of-term Rewards Assemblies, Presentation Evenings and Reward Trips, as well as departmental postcards home and acknowledgement in the school newsletter 'Heartbeat'.



## Sanctions

Teachers have a responsibility and a duty to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. The punishment must be proportionate. It will be reasonable under the circumstances, and account will be taken of the student's age, any special educational needs or disability they

may have, and any religious requirements affecting them. Our intention is to use positive encouragement within the college to avoid sanctions, and to make sure that students understand that their achievements and good attitudes are recognised and rewarded. If such positive encouragement does not, however, work for individual students, sanctions may need to be applied. This is to be done fairly and consistently.

A **staged system** will be used, aiming to deal with poor behaviour calmly and effectively so that the pupil is helped to modify his/her behaviour and re-focus on positive aspirations. Students who display poor behaviour should be given clear verbal reminders telling them politely what it is that they are doing wrong, how it affects themselves and others and what behaviour is expected.

Most of a student's time in school is spent in the classroom. The most important person in enforcing high standards of behaviour in the classroom is the **subject teacher**. Therefore, it follows that the most effective sanctions are, similarly, those issued by the **subject teacher**. In most cases, any misbehaviour will be dealt with immediately. Where a subject teacher's intervention is not effective, they will seek guidance from their Head of Department, with the latter escalating to their senior leader line manager if their own intervention is not successful.

The Form Tutor is the key person to support a child's wider social development and wellbeing. They should utilise Class Charts to keep themselves informed of the behaviour of all students in their form. Where the Form Tutor's interventions are not effective, then he/she will seek guidance from the Head of Year. Where the Head of Year's intervention is unsuccessful, he/she will seek guidance from a member of the senior team.

A similar approach applies to poor behaviour on corridors, and at breaks and lunchtimes when staff may need to address inappropriate behaviour. Any member of staff who sees inappropriate behaviour outside lesson time should take appropriate action and report to the student's form tutor or Head of Year.

The following example sanctions are available to staff (list not exhaustive):

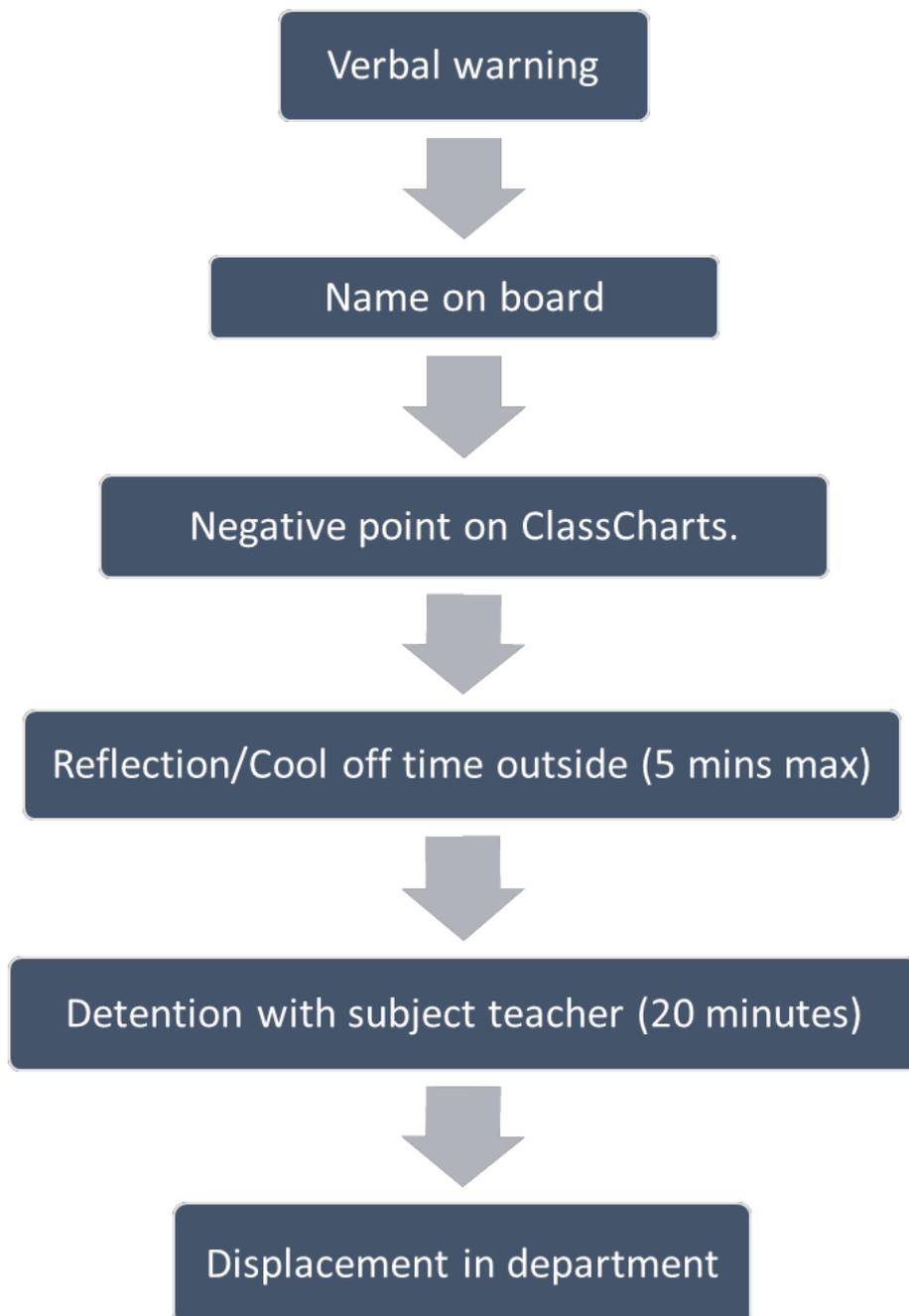
Verbal reprimand; written reprimand in Class Charts; extra or repeated work if poor quality or homework is incomplete; detentions (system detailed below); withdrawal of school privileges such as reward trips; letter sent home by relevant member of staff; 'on report' issued by the Form Tutor, Head of Year, Head of Department, or member of SLT.

In more extreme cases, school may use temporary or permanent exclusion. Internal exclusion is also an option (see section 'The base' for more detail.)

Teachers also have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Misbehaviour is when the student is – taking part in a school organised or related activity; travelling to or from school; wearing school uniform or is in some other way identifiable as a student at the school. It may have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public or adversely affect the reputation of the school.

## Corrective Consequences:

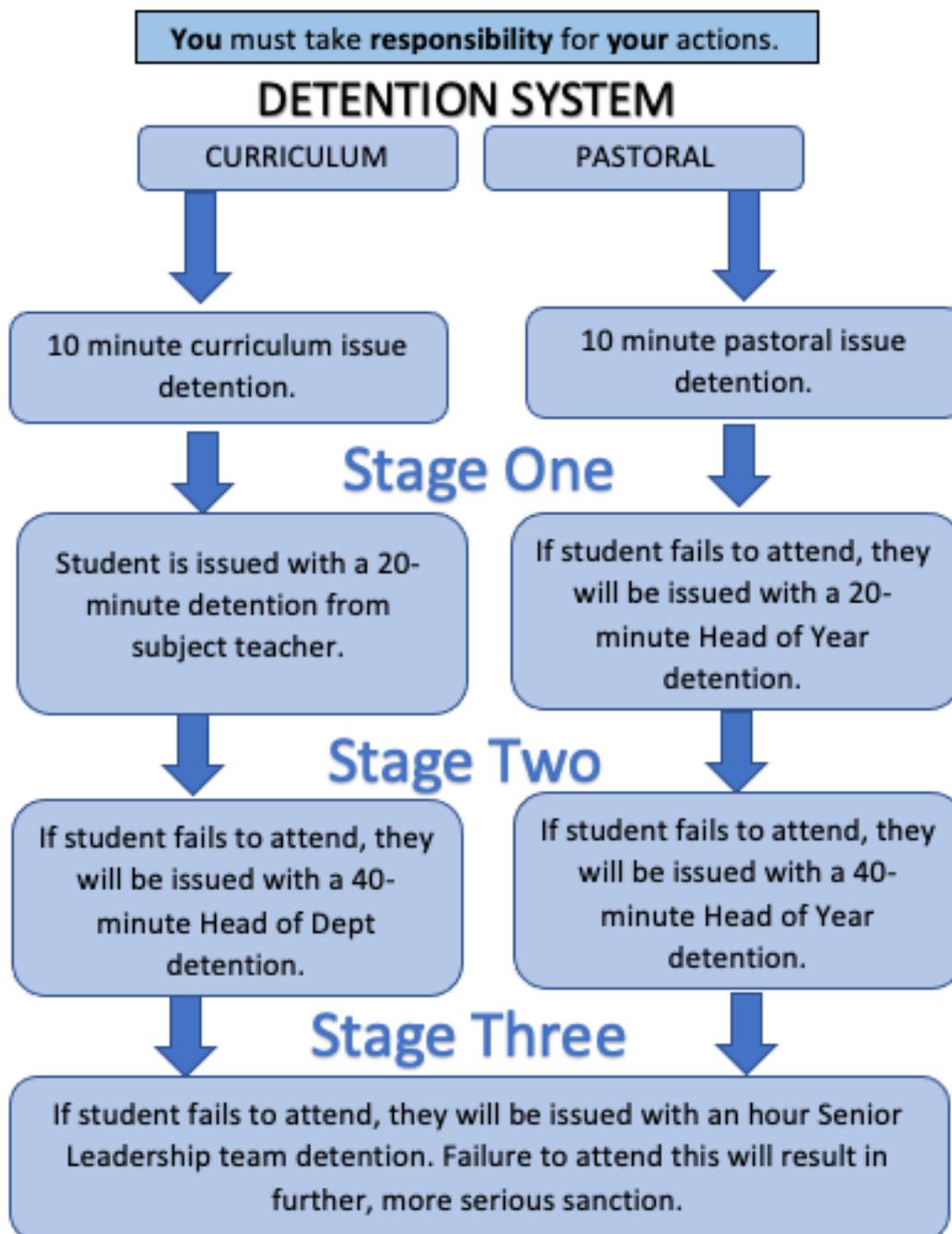
“Corrective consequences” is the system of graduated response to behaviour issues. The system has been designed for students to take responsibility for their conduct in lessons and to enable teachers to have a consistent approach to managing classroom behaviour. This poster is displayed in all classrooms and can be referred to easily by staff. The verbal warning should be clear and concise, followed by name on the board if the poor behaviour continues. This gives students ample opportunity to amend and improve. Actions after this stage will be logged on Class Charts.



Displacement means that the student has not corrected their behaviour, despite several opportunities to do so. The subject teacher will inform their Head of Department and the student should be issued a 40-minute detention.

### Detentions:

We use detention (including outside of school hours) as a sanction. As with any other sanction, we expect that staff will act reasonably when imposing a detention, and if it is at lunchtime, staff will allow reasonable time for the pupil to eat, drink and use the toilet. When considering whether a detention outside of school hours is reasonable, we will consider whether it is likely to put the pupil at risk, whether the pupil has known caring responsibilities and whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely.



## **The Base:**

Our isolation room is now called 'The Base', a facility which allows disruptive pupils to be placed in an area away from other pupils for a limited period. We act reasonably in all the circumstances when using this sanction and ensure the health and safety of students who use it, as well as requirements in relation to safeguarding and pupil welfare. The Base is equipped to ensure that proper learning resources are readily available, and google classroom is a useful tool to make sure that, where possible, pupils follow the same lesson as their peers. Reasons for referrals will be monitored and analysed, and re-integration will be carefully managed in line with the school initiative on restorative justice and practice. We do not want pupils to be in the base longer than necessary and is set up for time limited intervention only. It is described as a short-term solution.

## **Call in:**

The Call-In system is designed to support the work of classroom teachers. Call-In is deliberately designed to be proactive, targeting pupil support, intervening earlier, and identifying and recognising positive behaviours among pupils rather than just focusing on the negative. For each school site, a member of staff (mainly, but not entirely, senior staff and pastoral team leaders) will visit classrooms across the 25-hour week timetable. They will take an overview of where students who either currently, or historically cause issues in lessons, Call-In staff will know which areas of school to support and visit lessons. They will note issues with student -hopefully catching positive behaviours too. Call-In staff will record which rooms they have visited on a plan of the school which will be in an easily accessible area. Typically, during one lesson, there may be between 5 and 8 classroom visits. Over a week, a picture of rooms visited will build up and will allow targeted support for subject staff.