



**St Ralph
Sherwin**
Catholic Multi Academy Trust

Behaviour Policy and Statement of Behaviour Principles

**Saint John Houghton Catholic Voluntary
Academy**



Version 1

Document Provenance

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Contents

Document Provenance	2
1. Aims	4
2. Legislation and statutory requirements	4
3. Definitions and vision	4
4. Bullying.....	6
5. Roles and responsibilities	7
6. Pupil code of conduct.....	7
7. Rewards and sanctions	8
8. Behaviour management.....	14
9. Training	15
10. Monitoring arrangements.....	15
11. Links with other policies	16
Appendix 2: staff training log	18

1. Aims

1.1 This policy aims to:

- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination;
- Outline how pupils are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline the system of rewards and sanctions in place in the school.

2. Legislation and statutory requirements

2.1 This policy is based on legislation and guidance issued by the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2021](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

2.2 It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions and vision

Saint John Houghton is a Catholic Voluntary Academy offering a Christian education, where prayer, worship and liturgy are integral parts of our daily life.

Our vision: "Learning without limits"

Our mission: "Inspiring ambition and excellence, guided by Christ"

Our Values: Compassion, Aspiration, Respect, Excellence, Determination, Faithfulness, Optimism, Reconciliation

We expect our students to respond positively to our Catholic ethos.

We aim to produce a happy and purposeful environment and students should feel that the academy cares for and about them. Students are always expected to show respect for themselves,

for other people, their personal space and property. Students of Saint John Houghton Catholic Voluntary Academy should be recognisable by their self-respect and the respect and care they have for others. Students are expected to respond positively to our Mission and to foster and follow our Values. The expected behaviour applies to all times the student is in the care of the academy, together with journeys to and from home. On residential experiences, or any curricular or extracurricular activity, the highest standards of behaviour are expected.

reputation of Saint John Houghton Catholic Voluntary Academy has been built over 40 years of Catholic Christian secondary education and it is the responsibility of every person associated with the academy to further enhance this reputation.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. 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 include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy and our Peer-on-peer Abuse Policy.

Bullying is a serious issue for all those involved, the bullies, targets and observers alike. It is important that all those associated with our academy play their part in dealing with it. It is often true that targets of bullying are reluctant to speak up about it and so it is incumbent on those of us who observe or are made aware of bullying to act on their behalf. Secrecy only prolongs and aggravates bullying; to ignore it or not to act when we know it is going on is to condone it. Our academy approach asks the whole academy community to be aware of situations where bullying may be occurring and to take appropriate action so that it can be stopped. This includes, teachers, the chaplain, teaching assistants, education social workers, lunchtime supervisors, secretarial, caretaking and kitchen staff, parents and carers, governors and all our students. All of us involved with the academy should also

play our part in creating an ethos in which gospel values are borne out in our treatment of one another. Those of us to whom children look for an example should treat others with respect and not behave in a way which exemplifies bullying or which labels people so that they may be targeted. As part of a whole academy approach, it is important that all members of our community, including parents and carers are made aware of it. The academy needs the support of parents and carers when dealing with bullying.

5. Roles and responsibilities

5.1 The Local Governing Body The Local Governing Body is responsible for monitoring the effectiveness of the behaviour policy and holding Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently;
- › Modelling positive behaviour;
- › Providing a personalised approach to the specific behavioural needs of particular students;
- › Recording behaviour incidents effectively.

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct;
- › Inform the school of any changes in circumstances that may affect their child's behaviour;
- › Discuss any behavioural concerns with the class teacher promptly.

6. Pupil code of conduct

Students at Saint John Houghton Catholic Voluntary Academy are expected to follow the Saint John Houghton Way in their attitudes and behaviours. This includes striving for Spiritual Excellence, Academic Excellence and Social Excellence at all times. Students receive regular reminders of the expectations linked to these areas of the Saint John Houghton Way:

Spiritual excellence:

- Respect other people's views
- Participate respectfully in Masses and religious events.
- Take an active role in Mass and Act of Worships.
- Supporting charity.
- Show random acts of kindness.

- Exercise forgiveness.
- Help others in need.
- Be a role model for others.

Academic excellence:

- Be organised for learning every day in the correct uniform and with the correct equipment.
- Listen to instructions carefully and follow them without question.
- Make it easy for everyone to learn and for the teachers to teach.
- Doing my best and taking pride in all my classes and homework.

Social excellence:

- Attend each day and arriving on time for school and lessons.
- Speak and act politely and respectfully to all members of our school community.
- Move around the school safely and sensibly.
- Not allowing bullying to take place.
- Play an active part in helping improve the school and the local community.
- Show resilience and communicating positive image of myself.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, learn and make it possible for all pupils to learn
- Move quickly and quietly around the school
- Treat the school buildings and school environment with respect
- Wear the correct uniform at all times, with pride
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and consequences

Positive behaviour will be rewarded with:

- Praise
- Positive Points
- Letters or phone calls home to parents
- Special responsibilities/privileges

Students may be awarded a positive point for the following in lesson:

Effort in lesson

Progress or Attainment in lesson

Students may be awarded a positive point for the following out of lesson behaviours from all staff:

Helpful behaviour in school

Supporting Liturgy/AOW

Representing the school e.g Sporting fixture or visit to primary school

Milestones

End of Advent Term – Bowling

End of Lent Term – Cinema visit

End of Pentecost Term – Alton Towers

Dependent of numbers it will awarded to students with highest numbers of net Positive Points
Parents may be asked to contribute for students to attend milestones.

Certificates for different milestones

25 – Bronze

50 – Silver

100 – Gold

150 – Platinum

Consequences

A number of consequences may be applied as a means of ensuring the highest standards are maintained at all times. These consequences follow the school behaviour system: C1 to C5.* **However, Stage-One warnings with ‘thinking time’ MUST be given BEFORE the following are issued:**

- **C1 – where behaviour has not improved after warnings. Recorded on G4S but brief note required.**
- **C3 –where behaviour is even more severe or does not improve after a C1 has been issued and a final warning given. Recorded on G4S with notes in both home and school notes section.**

There are other consequences if behaviour is deemed more serious:

- **C4 – Internal Exclusions. Year Leaders or SLT are the only people able to issue these.**
- **C5 – Suspension or Exclusion. Head Teacher is the only person able to issue this following collection of all relevant information about the event.**

The following areas are deemed out of bounds for students in school:

- Being in a toilet cubicle with another student
- Entering reflection room without permission
- Upstairs corridor from the Emmaus centre before school and at break times
- Behind the VK building
- The Eco garden without a staff member
- The school field without permission

C1: Where behaviour has not improved after Stage-One Warnings have been used

Member of staff logs event on G4S – brief note required.

- Not completing minimum of work set
- Not being on task or lacking focus (including fidgeting, clicking pens, etc.)
- Talking over the teacher/peers OR talking to/overpeers
- Disrespecting staff (including not listening to or failing to following instructions)
- Distracting others or disrupting the learning of others
- Moving around classroom without permission
- Drinking/eating in class (including chewing gum)

C2: Lunchtime detention

Every member of staff must record reason on G4S in school notes ONLY. A lunchtime detention will be issued by the Year Leader.

- Out of lesson poor behaviour
- Disrespecting ANY member of staff including lunchtime supervisors/TAs/admin/caretakers, etc.
- Minor bullying incident – bullying log opened at this stage.
- 5 signatures in diary on expectations page

C3: ASD with Head of Behaviour

Year Leaders will record the reason on G4S in both home and school notes

Students will also be given an after-school detention with the Head of Behaviour for the following:

- Poor behaviour to and from school including on the school bus
- Poor behaviour during any Act of Worship
- Poor behaviour during lockdown practice or fire drill
- Violation of ICT policy
- Social Media issues
- Peer on peer abuse
- Being in an out of bounds area in school including 2 students in a cubicle
- ANY behaviour outside of school premises which brings the school's name into disrepute
- Direct refusal to follow instructions at Stage 1
- Indirect swearing or rudeness to staff

C3 Full LTD with Year Leader

Students will be placed in the next lunchtime detention that is available for a removal from lesson. Any student who is late for lesson (after the majority of students have arrived in class and does not have a reason for this).

Direct Refusal Policy

Where a student does not follow a teacher instruction, the following steps should be used:

- **Stage One** – Student refuses to follow the instructions of any member of staff – ASD issued
- **Stage Two** - Student is passed to On Call/Senior Member of staff. If student follows instructions, they will be issued with an ASD. If they continue to refuse to follow instructions the student will spend a minimum of one day in Reflection
- **Stage Three** – Student is passed to most senior member of staff in school, usually the Headteacher. If student follows instructions, they will go to Reflection. If they continue to refuse to follow instructions, parents are called and warned of possible suspension. If after speaking to parents the student still refuses, they are issued with a one day suspension

C4: INTERNAL EXCLUSION - Issued by SLT and Year Leaders only

Students may be placed in the school Reflection room for the following behaviours:

Repeated behaviour that is escalated from a HOB detention:

- Poor behaviour to and from school including on the school bus
- Poor behaviour during any Act of Worship
- Poor behaviour during lockdown practice or fire drill
- Violation of ICT policy
- Social Media issues
- Peer on peer abuse
- Being in an out of bounds area in school including 2 students in a cubicle
- ANY behaviour outside of school premises which brings the school's name into disrepute
- Direct refusal to follow instructions at Stage 2
- Indirect swearing or rudeness to staff
- Carrying or possession of banned items e.g. vapes/cigarettes on and around school premises (including buses)

- Fighting – both parties culpable
- Discriminatory language Racist/homophobic/Misogynistic
- Dangerous behaviour that may endanger the safety of others
- Swearing directly at a member of staff

C4: INTERNAL EXCLUSION at Kirk Hallam school Issued by SLT and Year Leaders only

Repeated behaviour that is escalated from a C4 internal exclusion at SJH:

- Poor behaviour to and from school including on the school bus
- Poor behaviour during any Act of Worship
- Poor behaviour during lockdown practice or fire drill
- Violation of ICT policy
- Social Media issues
- Peer on peer abuse
- Being in an out of bounds area in school including 2 students in a cubicle
- ANY behaviour outside of school premises which brings the school's name into disrepute
- Direct refusal to follow instructions at Level 2
- Indirect swearing or rudeness towards a member of staff
- Carrying or possession of banned items e.g. vapes/cigarettes on and around school premises (including buses)
- Fighting – both parties culpable
- Discriminatory language Racist/homophobic/Misogynistic
- Dangerous behaviour that may endanger the safety of others
- Swearing directly at a member of staff

C5 – FIXED TERM SUSPENSIONS AND EXCLUSIONS – Issued by Headteacher only

Fixed term suspensions and exclusions may only be issued by the Headteacher once all documentation is considered. Students may be given a Fixed-Term suspension or Permanent Exclusion for the following, depending on the severity of the incident:

- Repeated refusal to follow instructions at Stage 3
- Physical assault on another student
- Physical assault on a member of staff
- Dangerous behaviour that may endanger the safety of others.

Repeated behaviour that is escalated from a C4 internal exclusion at KH:

- Poor behaviour to and from school including on the school bus
- Poor behaviour during any Act of Worship
- Poor behaviour during lockdown practice or fire drill
- Violation of ICT policy
- Social Media issues
- Peer on peer abuse
- Being in an out of bounds area in school including 2 students in a cubicle
- ANY behaviour outside of school premises which brings the school's name into disrepute
- Direct refusal to follow instructions
- Indirect swearing or rudeness towards a member of staff

- Carrying or possession of banned items e.g. vapes/cigarettes on and around school premises (including buses)
- Fighting – both parties culpable
- Discriminatory language Racist/homophobic/Misogynistic
- Dangerous behaviour that may endanger the safety of others
- Swearing directly at a member of staff

A search may take place for the following banned items in school:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- › Warnings
- › Detentions
- › Use of the Reflection Room
- › Fixed-term Exclusion/Suspension
- › Permanent Exclusion/Expulsion

Sanctions will be issues proportionately, dependent upon the severity of the incident

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy and our peer-on-peer abuse policy for more information.

7.3 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).

Behaviour on the school bus

Politeness to the driver should be shown at all times. Rowdy and unruly behaviour and bad language are unacceptable. Such behaviour may result in:

The Academy imposing proportionate sanctions, ranging from detentions to exclusions, these may operate alongside;

- fixed term withdrawal from the use of the bus
- permanent withdrawal from the use of the bus

The Academy cooperates fully with Little's Transport and Derbyshire County Council and Nottinghamshire County Council in ensuring safe travel to and from the academy. Students who travel on public buses are also subject to the same bus codes

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption, applying the school's behaviour sanctions fairly and consistently
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

➤ Be recorded and reported to parents.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 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. A graduated response will be used that has three waves of support. Support will be discussed at weekly inclusion meetings between HOB, SENDCo and DSL.

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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Training

Our staff are provided with the staff Behaviour guide as part of their induction process. Behaviour management will also form part of continuing professional development. All staff are encouraged to deal with minor misbehaviour and poor attendance through regular continued professional development programme. Support is offered to all staff. Staff are encouraged to work together to solve problems. Parents will be kept informed and are expected to attend parents' meetings when invited to do so. Parents are also kept informed of the sanctions their child has on a daily basis by referring to school's data system, Go4Schools.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every year. At each review, the policy will be approved by the Local Governing Body.

This policy will be under constant monitoring and after a period of time, an evaluation of its effectiveness will be undertaken by the Senior Leadership Team of the academy and a report will be presented to the Local Governing Body. Following such an evaluation a review will take place to modify the policy if appropriate. This will be undertaken regularly to ensure that the policy is effective. All rewards and sanctions will be recorded on the school's data system Go4Schools and monitored by the Assistant Headteacher for Behaviour and Attitudes.

Racial and homophobic bullying and other forms of harassment will also be recorded and reviewed in order to check for patterns of behaviour, and regularly looked at and discussed by Pastoral Staff. Procedures are also reviewed and amended to help with monitoring of incidents. Student behaviour across the school is tracked and monitored at 4 points throughout the year, and appropriate interventions will be put in place to address persistent disruption

Year group behaviour is also tracked in Health Checks every year, a coordinated approach by the Senior Leadership Team to monitor the performance of particular year groups.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Mobile phone policy
- Attendance policy
- Uniform policy

Any other situation

No behaviour policy is capable of covering all eventualities. Students are expected to respond in a sensible and responsible way to the overall standards of the academy, and to any specific instruction, which may arise from time to time.

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, consequences and reasonable force 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 Local Governing Body to emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE