Behaviour Policy

Ellesmere Port Catholic High School

Approved by:	Mr J Coucill, Chair of Governors
Lead of Review:	Mr M Hughes
Last reviewed on:	February 2025
Next review due by:	February 2026

1. **Introduction**

The school applies all the guidance in the Department for Education 'Keeping Children Safe in Education Statutory Guidance' September 2025.

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

Aim

We aim to

- 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.

2. **Definitions of behaviour**

   a. Misbehaviour is defined as

     i. Failure for a student to follow the school rules. Ready, Respectful, Safe, Kind.

    ii. Disruption in lessons, on the corridors during transition periods and at break/ lunchtime.

   iii. Incomplete classwork & homework

   iv. Use of a mobile phone that affects the learning of others.

   b. Serious misbehaviour

     i. Persistent disruptive behaviour and not following the school rules. Ready, Respectful, Safe, Kind.

    ii. Refusal to follow reasonable instructions form staff.

   iii. Any form of bullying including online.

   iv. Sexual harassment/ violence

   v. Theft

   vi. Vandalism

  vii. Smoking/ vaping

 viii. Racist, homophobic or any other discriminatory abuse

   ix. Possession of prohibited items.

3. **Bullying**

'Bullying is regular verbal or physical abuse that makes an individual feel uncomfortable or intimidated.' Further information can be found in the schools anti bullying policy.

In tackling bullying we should accept that:

- Bullying is repeated behaviour not just individual incidences.

- Other pupils support the bully by their silence.

- There is no such excuse as 'just a joke'.

- It is easier to identify physical and cyber bullying although verbal bullying can be worse.

- In response we should support the victim, impose sanctions on the bully and seek to support the bully in abandoning bullying behaviour.

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings

- Verbal, e.g. name calling, taunting, threats, offensive/personal remarks

- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups

- Cyber, e.g. e-mails, picture/video clip bullying, Instant Messaging (IM)

- Indirect, e.g. graffiti, defacing of property, display of pornographic, class, disability,

- Homophobic, racist or sexist material.

Reporting of a bullying incident.

All reported incidents of bullying are taken seriously and are investigated. Students can log any incidents of bullying via the SHARP system. They also have a network of staff in school that they can speak to. Following any reports the relevant staff members will take action in accordance with the schools anti-bullying policy.

4. **Roles of staff**

The Headteacher and Senior Leadership Team are responsible for the implementation and day-today management of this policy and procedures. All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential.

Staff play a key role in advising the Headteacher and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Headteacher, for creating a safe and secure learning environment with students and staff safety at the forefront. All staff have a responsibility to deliver a high-quality learning environment which fosters a positive ethos and atmosphere for all students within both lessons and the school itself.

Parents and carers are expected to take full responsibility for the conduct and behaviour of their child/children both inside and outside of the school linked to the routines and guidance around social distancing.

Parents and carers will have the opportunity to raise any issues arising from the policy with the school at any point deemed necessary through email at admin@epchs.co.uk

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on CPOMS /Arbor and kept on the student's individual record. If an incident occurs in the classroom the initial responsibility lies with the classroom teacher to deal with the incident using the sanctions outlined in this policy.

5. **Expectations for students**

At EPCHS students are always expected to demonstrate positive behaviour, this is achieved through the high standards and expectations set by the school fostering mutual respect between all stakeholders and are expected to remain Ready, Respectful, Safe and Kind. The

school will not tolerate any conduct or poor behaviour where students are not adhering to the school behaviour.

Students are also expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed so that it can be dealt with in line with the policy.

6. **Positive behaviour**

Students earn achievement points within school for demonstrating positive behaviours. These points can be checked via the Arbor parent app and is also shared with students during form periods.

Students are rewarded in some of the ways listed below.

   a. Star of the lesson.

   b. Praise postcard home.

   c. Positive phone calls home.

   d. Head of Year Hero award.

   e. Half termly celebration assemblies.

   f. Free cookies/ drinks/ skip the que passes.

7. **Responding to misbehaviour**

   a. A class teacher will.

   i. Follow the staged approach to behaviour. (Appendix a)

   ii. Reprimand in private praise in public

   iii. Use the exit/ removal system if a student's behaviour is not in line with the school rules.

   iv. Issue an appropriate sanction.

   v. Record incidents on Arbor/ CPOMs.

   vi. Make contact with parents/ carers (Appendix b, How to make phonecalls home)

   vii. Ensure sanction takes place and reclarify classroom expectations with the student.

   viii. Make amendments to seating plans to support students in lessons.

   b. Curriculum leader – For continued poor behaviour within a subject area they will.

   i. Issue subject report and review after each lesson.

   ii. Informs parents/ carers and if necessary, arrange a meeting to address poor behaviour.

iii.   Issue sanction

iv.   Ensure sanction takes place and reclarify classroom expectations with the student.

v.   Record incidents on Arbor/ CPOMS

vi.   If progress is not being made at curriculum leader level they can raise this to the SLT member who manages that subject.

    c.   Pastoral leader – If a student's behaviour is poor across a number of subjects the student will be monitored by the pastoral leader.

i.   Issue a report to the student. (Positive, behavioural, uniform, punctuality)

ii.   Meet parents/ carers to discuss targets.

iii.   Place student on a Behaviour Support Plan and log this on Provision Map and on Microsoft Teams.

iv.   If progress is not being made at pastoral leader level they can raise this to the SLT member for that year group.

    d.   SLT – If a student's behaviour fails to improve at either curriculum leader or pastoral leader level the student will report to a member of SLT.

i.   Issue a report to the student.

ii.   Meet parents/ carers with pastoral leaders.

iii.   Check in with the pupil daily.

iv.   If progress is not being made at SLT level then the following actions may be looked into.

1. A Governors panel meeting.

2. Off site direction.

3. Internal alternative provision.

4. Managed move

5. Suspensions

6. Permanent Exclusion

8. **Pope Francis Centre**

The Pope Francis Centre is an internal isolation unit.

Pupils may be placed in here due to:

- 2 exits from lessons within one day.

- A serious breach of the school behaviour policy.

For any pupils who are in the Pope Francis Centre for a serious breach of the school rules, they alongside their parents will be notified in advance.

Pupils attend school as normal and report to the attendance office. They will finish when the school day ends.

Pupils have access to school computers and can complete work that is set on one of the online platforms school uses (EdClass, SAM learning, Sparx, Seneca). Work may also be provided by staff for pupils to complete. Pupils will have to hand their mobile phones over at the start of the day and they will receive them back at the end of the day.

Work is monitored each period by the member of staff in the room, if a student fails to comply with the rules within the Pope Francis Centre further contact with home will be made and another sanction may be issued.

Students have the option to fill out a form for a grab bag for lunch time.

9. **Mandela Centre**

The Mandela Centre is an in-house provision which aims to support children with engaging into mainstream education through a variety of short-term interventions. Each cohort of the Mandela Centre lasts 12 weeks. Children will be places in the Mandela Centre as part of a Cohort. There are three admission periods for the Mandela Centre. Each cohort will be taught full time by a teacher in the Mandela Centre for 6 weeks and depending on behaviour an outcome, the children will slowly phase back into mainstream lessons whilst addressing any concerns with behaviour or any unidentified needs.

The Mandela Centres success is dependent on parental engagement, and it is important that parents attend review meetings every three weeks to discuss the child's behaviour, outcomes and targets. More information about the Mandela Centre can be found within that policy document.

10. **Suspensions and Permanent Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, this can include students behaviour outside of school. (DFE guidance August 2024 Suspension and permanent exclusion for maintained schools, academies, pupil referral units including pupil movement.)

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

During a suspension a pupil will be provided work on any of the school's online platforms.

- EdClass.
- Sam Learning.
- Microsoft Teams.
- Seneca.
- Everlearner.

Pupils will need to message their pastoral leader via Microsoft teams each morning of their suspension to make them aware they are logging in to complete their work. For any students who have difficulty accessing the school's online systems they need to contact helpdesk@epchs.co.uk.

Following any suspensions from school, communication will be made with parents/ carers to explain the reason for the suspension. During this conversation a reintegration will be arranged for the pupil on their return to school. A reintegration meeting will usually consist of a member of SLT and the pastoral leader for that pupil. If it is appropriate other members of staff may be available e.g. learning mentors, SENCO.

During the reintegration meeting the pupil's academic year to that point will be discussed including attendance, achievement, and behaviour points. The pupil will agree targets to move forward. A pupil may be placed on a report to their pastoral leader to monitor their reintegration back into school. Parents/ carers will be offered the chance for a fortnightly update on their child's reintegration if this is deemed necessary.

Further information can be found with the school's Exclusions policy.

11. **Searches of pupils.**

Searching and screening of pupils follows the DfE's guidance which can be found here. (https://www.gov.uk/government/publications/searching-screening-and-confiscation)

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept and uploaded to CPOM's.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.

- Assess whether not doing the search would put other pupils or staff at risk.

- Consider whether the search would pose a safeguarding risk to the pupil.

- Explain to the pupil why they are being searched.

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and empty your blazer pockets.

- Explain how and where the search will be carried out.

- Give the pupil the opportunity to ask questions.

- Seek the pupil's co-operation.

Confiscation of prohibited items:

Any prohibited items found on a pupil during a search will be confiscated and not returned to the pupil.

Reporting to safeguarding leads:

The staff member who has conducted a search should inform the safeguarding leads straight away and ensure that a written statement is put on to CPOM's. Any items that have been confiscated need to be passed on to the safeguarding staff.

Informing parents:

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened.

- What was found, if anything.

- What has been confiscated, if anything.

- What action the school has taken, including any sanctions that have been applied to their child.

Support to the student following a search.

Following a search whether any prohibited items were found or not the student will be given any support they require. They will have the opportunity to speak to the safeguarding leads or pastoral leader for their year group.

12. **Reasonable force**

a. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder

- Hurting themselves or others

- Damaging property

- Committing an offence

Incidents of reasonable force 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 on CPOMS and reported to parents

- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff must consider the risks on the pupil and if that pupil has any specific vulnerabilities including SEND, mental health needs or medical conditions.

13. **Off site behaviour**

Sanctions 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.

Sanctions 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.

- Could adversely affect the reputation of the school.

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

14. **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.

- It could have repercussions for the orderly running of the school.

- It adversely affects the reputation of the school.

- The pupil is identifiable as a member of the school.

- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Online misbehaviour can be identified through SENSO the schools device monitoring and management system. This system provides time stamped screenshots of any online misbehaviour and sends this to authorised staff.

15. **Reviewing this policy**

This policy is reviewed annually by the headteacher and the full governing body. This policy may be amended more frequently depending on any DfE or government guidance.