



De La Salle School

BEHAVIOUR POLICY

Status	Statutory
Responsible Governors' Committee	Behaviour, Attitudes and Personal Development
Responsible Person	Deputy Headteacher
Ratified Date	October 2021
Review Due	October 2022

Version Control

Version Date	Changes/Comments
September 2021	Agreed policy initial version



De La Salle Mission Statement

“You can perform miracles by touching the hearts of those entrusted to your care.”

De La Salle School’s Behaviour Policy provides guidelines for the standards of behaviour we promote within our Lasallian school and provides an outline of the procedures adopted by the school and its governors. Behaviour standards are displayed in every classroom and around school, and pupils meeting these standards will be rewarded via the star point system.

The Behaviour and Rewards Policy outlines the procedures followed if students behave in ways which do not meet our expected standards; it aims to ensure all behaviour is consistent with the **Lasallian values** by which we seek to live:

- Faith in the presence of God
- Respect for all persons
- Inclusive Community
- Quality Education
- Concern for the poor and social justice

We aim to:

- Make expectations clear and continually improve standards of behaviour and learning
- Develop relationships between staff and pupils, based on mutual respect and tolerance
- Celebrate success, achievement and progress and to motivate by use of rewards
- Have a clear, consistent and structured approach to disciplinary matters and use of sanctions
- Create a safe, supportive learning environment, where all members of the school community are encouraged to attain their maximum potential

Following the principles of:

- the rights of each member of the school community should be respected at all times
- appropriate behaviour has to be taught
- appropriate attitudes to learning have to be taught and demonstrated
- rules should be applied sensibly and consistently
- positive behaviour is to be recognised, supported and rewarded
- the behaviour and not the child is to be challenged, where appropriate
- understanding that with justice there should be reconciliation
- the gospel value of forgiveness

All members of the school community are entitled:

- the right to learn
- the right to teach
- the right to feel safe (physically and emotionally)
- the right to respect and dignity

This policy should be read in conjunction with all other De La Salle School policies, especially the, SEND, Learning and Teaching and Anti-Bullying.

Roles and Responsibilities

The Governing Body and the Headteacher - ensure the policy is communicated to all stakeholders, is non-discriminatory and has clear expectations. Governors will support the school in maintaining high standards of behaviour from pupils and staff.

The Deputy and Assistant Headteacher for Student Standards - responsible for the fair implementation and management of the policy and procedures, ensuring the concerns of pupils and staff are listened to and appropriately addressed.

Middle Leaders – responsible for ensuring staff and students within their areas of responsibility, understand the policy and are clear of its implementation. Middle leaders are expected to deal with issues as they arise on a daily basis and follow the escalation of concerns document

Teaching Staff - responsible for the discipline of their teaching class and delivering quality first teaching and the movement and behaviour of students around the school premises. The teacher should be assertive and proactive in seeking to develop positive relationships and effective learning; using reference to this policy to maintain expected standards and providing positive reinforcement, using the language of choice, which allows students to make supported positive decisions.

Parents and carers - expected and supported to take responsibility for the behaviour of their child both inside and outside of school. Parents must work in partnership to assist in maintaining high standards of behaviour and will be encouraged to raise any issues arising from the operation of the policy

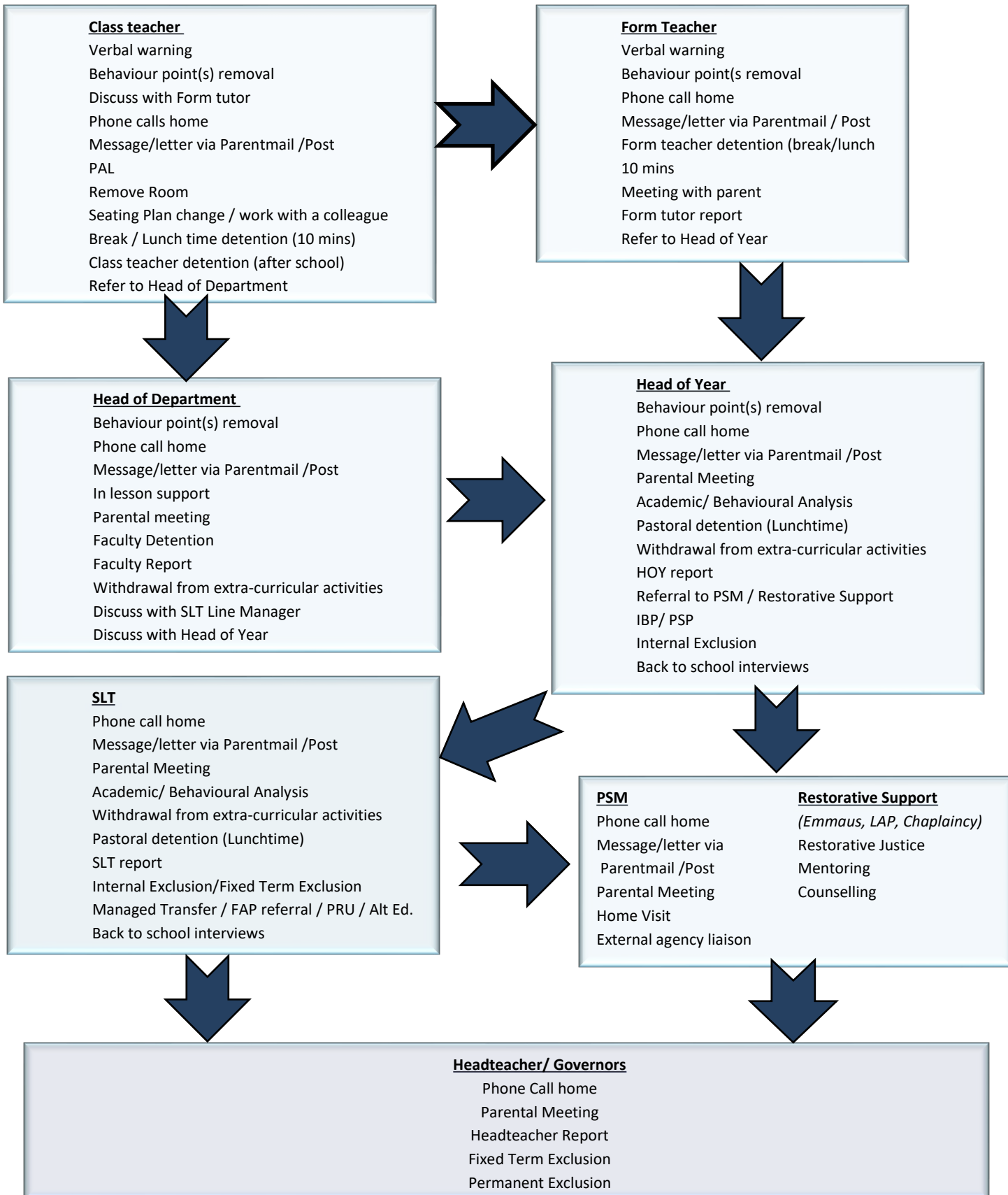
Students - expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations. Students are encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all instances of undesirable behaviour

Support staff and volunteers - responsible for ensuring the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Inform SLT Students Standards on the effectiveness of the policy and procedures. Responsible for creating a high-quality learning environment, teaching positive behaviour for learning.

All teachers have a responsibility to correct breaches of discipline if these come to their attention at any time and in any place. In cases of indiscipline, staff should refer to the escalation of concerns document.

The Escalation of Concerns document, outlines the main strategies available to staff. It is expected a number of these strategies are implemented and documented by staff, before movement to the next level. Support and advice is available at all times.

Escalation of Concerns



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School Expectations

- Follow all Lasallian values
- Respect yourself, others and their property
- Actively engage in all aspects of learning
- Have appropriate equipment, at all times
- Follow all instructions given by a member of staff
- Maintain the good name of the school both on and off the premises
- Attend school regularly and be on time for lessons
- All forms of violence, bullying and aggression, including fighting, abusive language, throwing objects and encouraging others to be violent, are forbidden
- The school is a non-smoking site both inside the building and within the school grounds
- Follow the school uniform and appearance policy at all times
- Switch off mobile phones and music devices and keep out of sight between 8.30a.m and 3.00p.m

Classroom Expectations

- Arrive on time and ready to learn
- Enter and exit the classroom in a calm and orderly fashion
- Stand behind your desk, until the teacher tells you to sit down
- Be properly equipped, with bag stored safely
- Move sensibly and safely around the classroom
- Raise a hand to attract the attention of the teacher
- Follow instructions immediately and without argument
- Attempt all tasks set and do not give up
- Show respect to others in the class
- Use appropriate language
- Follow Health and Safety instructions

Rewards

- Verbal praise from subject teacher
- Behaviour Points awarded
- Written comments in work books
- Star Awards
- Lasallian Star
- Subject Postcards home
- Subject Certificates
- Annual subject prize
- Verbal praise
- Letter/Text/phone call/Parentmail

Behaviour for Learning – using Lasallian Approach to Learning

Behaviour for Learning should be referred to on a regular basis, as students need to be taught and reminded of acceptable conduct and should be praised and acknowledged when meeting the criteria successfully. Members of staff have a responsibility to ensure the Lasallian Approach to Learning is displayed in every teaching space.

Core principles

Staff must ensure they plan for appropriate conduct by:

- balancing correction with positive reinforcement: praise and encouragement
- establishing consistent rewards and sanctions by making boundaries clear
- using the language of choice to teach pupils to take responsibility for their actions
- using positive and motivational language
- refraining from confrontation
- using effective non-verbal language
- referring to strategies and support available in school
- referring to consequences of actions, rather than sanctions

Separate the conduct from the child:

- make the inappropriate conduct unacceptable, not the child
- do not link poor conduct to the pupil's personality.

Restorative Practice

Our Lasallian ethos encourages us to use methods of restorative practice, when dealing with episodes of negative behavior. This enables the students to have the support of a mediator and also allow sufficient time to reflect on actions and how progress can be made away from a situation. We encourage students to work through a process which will allow them to restore, rebuild and repair relationships following negative incidents

An aspect of restorative practice may involve students being asked to produce a written statement, so their thoughts and actions can be addressed and the effective support given.

Restorative practice does not need to take place immediately following an event, it may be beneficial for a suitable period of time to lapse before all parties are ready to meet and decide how best to move forward. During this period, time may be spent in Reflection, providing an opportunity to reflect on actions and personally devise ways to move forward; here students will be provided with effective support to ensure mediation and a viable and progressive conclusion.

Rewards

De La Salle School uses the star points system, for rewards and consequences purposes. Students are allocated 6 star points each morning, during form time, if they are on time and prepared for the day ahead. These star points are given daily in advance, to reward students for behaving in the expected manner during form time and each of their 5 lessons. If a student excels, in any lesson, extra-curricular activity, or any other aspect of school life, they can be rewarded additional star points, by a teacher.

The accumulation of star points leads to a student, gaining Star Awards and moving through a number of levels: Copper, Bronze, Silver, Gold, Platinum and Diamond, through the academic year. If they attain the relevant award before the half-term break, they have the opportunity to win a prize allocated to each year group. Parents can view the accumulation of behavior points and the collection of attainment points on Edulink.

Consequences

Behaviour points can be issued by a member of staff, if students fail to meet behaviour expectations. It is the analysis of behavior points by teaching staff, middle leaders and senior leaders which lead to suitable and effective consequences to be issued and also the facilitation of restorative practices when required.

The Behaviour Framework document should be referred to as an outline of a cascade of appropriate strategies which can be implemented, to support specific behavioural problems. Staff are expected to follow these strategies to ensure a consistent approach to behaviour and avoid the escalation of low-level incidents.

Remove Room

The Remove Room is manned by experienced staff for 4 out of the 5 lessons a day. This is an area where students are sent to work, if after a number of opportunities, they fail to modify their behavior, which is causing disruption to the learning of the rest of the class.

They are expected to take their classwork with them, or will be provided with subject based work and will be allowed the opportunity to talk to the member of staff about their behavior and how they could have acted more appropriately.

An opportunity is provided at the end of the lesson for the student to return to class and have a restorative conversation with their subject teacher.

Remove room data can be viewed on Edulink by parents, is presented daily to teaching staff and analysed on a weekly basis by middle and senior leaders.

Behaviour Framework

Strategies available to staff to use to ensure a consistent approach to negative behaviour; this list is not exhaustive and in most cases, it will not be necessary to use every strategy

What is the problem?	What do we expect students to do?	Who is responsible?	What strategies can we introduce to ensure expectations are met?
Non-compliance	Follow instructions of all staff	ALL (supported by HOD, HOY, SLT)	<ul style="list-style-type: none"> • Consistent approach • Positive behaviour management • Conflict avoidance • Parental support • Academic/pastoral behaviour points • Removal room • PAL • Parental intervention • HOD, HOY support • Lunchtime detention • Report book monitoring
Mobile Phones	Turn mobile phone off and store in inside pocket between 8.30am and 3.00 pm	ALL (supported by HOD, HOY, SLT)	<ul style="list-style-type: none"> • Mobile phone policy distributed to all students and parents • Mobile phone remove if being used • Passed to Year team
Low level disruption in classroom	Listen to instructions and work on task	ALL (supported by HOD, HOY, SLT)	<ul style="list-style-type: none"> • Consistent approach • Positive behaviour management • Positive points for compliance • Conflict avoidance • Classroom strategies employed • Class teacher detention • Academic behaviour points • Removal room • Parental intervention • Faculty detention • HOD, HOY support • Report book monitoring • HOD detention • Lunchtime detention
Uniform/ Appearance	Follow school uniform and appearance rules at all times	Form teachers (supported by PSM, HOY, SLT)	<ul style="list-style-type: none"> • Consistent approach • SLT / Year team at entrance (a.m.) • Provide a dated note with explanation • Guidelines issued/ displayed on website • Pastoral behaviour points • Lunchtime detention
Lateness to lessons	Be on time for lessons, unless a valid reason is supported by signed note	ALL (supported by HOD, HOY, SLT)	<ul style="list-style-type: none"> • Log minutes late in SIMS Staff to welcome students at door • Staff to challenge students on corridor • Discuss with form tutor if persistent • Academic behaviour points for persistent offences • Class teacher detention • HOD Detention

What is the problem?	What do we expect students to do?	Who is responsible?	What strategies can we introduce to ensure expectations are met?
			<ul style="list-style-type: none"> • Parental intervention • Discuss with HOY, PSM • Punctuality Matters card
Students out of class during lessons	Be in lessons at all times, unless exceptional circumstances and hall pass issued	ALL (supported by HOD, HOY, SLT)	<ul style="list-style-type: none"> • Students should use toilet and get water during break and lunch • Only allowed to toilet for medical or exceptional reasons • Students should never be allowed to work in an unsupervised area • Students should not be sent in groups to use the printer • Students should see pastoral staff during break and lunch, unless requested • Any student out of lesson, must be issued with a hall pass, or will be returned to lesson
Inappropriate Language	Inappropriate language not be used in or around the school; students to be respectful and exhibit positive manners	ALL (supported by HOD, HOY, SLT)	<ul style="list-style-type: none"> • Staff consistency in challenging students on corridors, or yard • Reference made to offending behaviour • An opportunity for students to rectify what they have said • Escalation of concern to HOD, HOY if directed to member of staff
Equipment	Have the correct equipment to allow access to the curriculum and aid progress	ALL (supported by HOD, HOY, SLT)	<ul style="list-style-type: none"> • Form teachers to complete regular checks • Staff to ensure any barriers preventing the ownership of equipment are overcome • Staff ensure students are aware of what is needed for lessons • Academic behaviour points for persistent offenders • Parental intervention if necessary • HOD, HOY referral
School canteen	Students to line up, leave bags outside, eat in canteen and clear table after use	Duty staff (supported by PSM, HOY, SLT)	<ul style="list-style-type: none"> • Selected staff on canteen rota • Year group rota adhered to • Consistent reinforcement of expectations • Students challenged to conform to expectations • Pastoral behaviour points • Referral to Head of Year
Litter around school site	Place litter in an appropriate place and not on the floor	ALL (supported by HOD, HOY, SLT)	<ul style="list-style-type: none"> • All staff to challenge students and be directed to a litter bin • Refusal to be referred to PSM, HOY
Aggressive behaviour towards staff and students	Be respectful, polite and non-aggressive to all members of the school community	ALL (supported by HOD, HOY, SLT)	<ul style="list-style-type: none"> • Language of choice • Positive re-enforcement • Removal from situation • PAL • Refer to HOD/HOY/SLT • Parental Intervention • Internal / fixed term exclusion • Restorative Justice • PAL • Consistent approach for all participants

Detention

Teachers have the legal power to put pupils in detention. Where a detention is outside school hours we will endeavor to give parents 24 hours' notice due to safeguarding and travel considerations. Lunchtime and break time detentions do not need prior notification of the parents. We will allow reasonable time for pupils to eat, drink and use the toilet. Individual teachers can issue personalized detentions, or work collaboratively with faculties or year teams still wish to issue detentions, in addition to the following guidelines.

A 10-minute break time detention is issued if a student is late for school, failure to attend results in an automatic 30-minute detention at lunchtime. These are held on a rota basis by Heads of Year. Further consequences are utilised for repeated failure to attend.

Progress Reports (paper or electronic)

A Progress Report may be issued to a student when negative behaviour is an issue and a student may need support to modify behaviour and effective monitoring by staff and parents needs to take place. Progress Reports can be issued by:

- Form tutor
- Head of Department
- Head of Year
- Assistant Headteacher
- Deputy Headteacher
- Headteacher

Criteria for Progress Report

5. Behaviour, attitude and progress are excellent (Excellent or Good on reports)
4. Behaviour is as expected, to make the most of learning opportunities
3. Occasional disruption – affecting the learning of others – the student must try harder
2. Behaviour has disrupted the learning of self and others
1. Behaviour has seriously disrupted the learning of self and others

School Trips & Educational/Sporting Activities

School trips and sporting activities are a privilege for pupils representing the school. Attendance on school trips and the chance to represent the school is subject to sanctions in line with this policy. If the school feels a pupil's behaviour or attitude to learning is a concern, the pupil may not be able to attend school trips or represent the school in sporting or other extra-curricular activities.

Fixed Term Exclusions

The Headteacher has the authority to exclude pupils guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2012) of reasons for exclusion. The fixed period of time will be determined by the nature of the incident.

- Where there are no safeguarding concerns, the incident will be investigated as soon as possible
- Parents will be informed in writing of the exclusion. Information regarding the right to appeal will be contained in the letter
- Pupils will have the opportunity to respond to the allegations
- A plan for reintegration will be established and work will be provided for the pupil whilst they are excluded

Permanent Exclusion

The Headteacher has the authority to permanently exclude pupils for violation or gross misconduct. Examples of these acts include, but are not limited to: physical assault against a student or adult, verbal or threatening behaviour, drug dealing, possession of an offensive weapon and persistent disruptive behaviour. In all cases the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Headteacher or Deputy Headteacher
- Pupils will have the opportunity to respond to the allegations
- Procedures for appealing against the exclusion will be explained to the parents
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion
- The Pupil Discipline Committee will be notified of the Headteacher's decision and a meeting will be convened, where parents are invited to discuss the case
- If the decision is upheld a formal letter will be sent to parents and the Local Authority

Pupils may also be directly referred to the Pupil Achievement Centre for acts which affect the health and safety of other pupils or are deemed to be a serious breach of the school rules such as verbal abuse of staff/pupil and bullying. **(See anti-bullying policy)**

Searching of Students and confiscation of property

The school follows the searching, screening and confiscation advice, as outlined in the Department for Education document of January 2018.

Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, fireworks, pornographic images and stolen items. De La Salle also enforces a strict ban on tobacco, e-cigarettes and energy drinks which have a detrimental effect to school discipline.

School staff may also search and delete files, or confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. If a pupil disagrees to the search then senior staff have statutory power to search pupils or their possessions.

There should be at least two members of staff present at any search.

Other electrical equipment, items of jewelry etc. confiscated will be placed in the year office and a record made in the log book. These will be returned to the pupil at 3:05pm on the day of confiscation, if the member of staff is available.

Cigarettes will not be returned to the pupil for Health and Safety reasons and the parent will be contacted by the Head of Year to agree disposal. E-Cigarettes are not permitted in school and will not be returned.

Any offensive weapon(s) or illegal drugs confiscated will involve action from the SLT Student Standards and may result in Police involvement. Teachers are protected by the law against allegations of "possession" following confiscation.

Whilst it is good practice to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.

Mobile Phone Policy / Audio Listening Device Policy/ Headphones and ear pods

Students may use their mobile phones at the following times: Before school (8:30AM) and after school (3:00PM).

Phones may not be used or on view at all other times:

- In registration
- In lessons
- Anywhere on the school site at lesson changeover
- During break and lunchtime

Phones must be turned off and kept out of sight at these times. A phone will be confiscated from a student if they are found to be:

- Using their phone
- Holding their phone
- Having it visible in shirt/blazer/trouser pocket

If a phone is confiscated:

It will be returned at 3.05pm from the year office at the end of the day. Continued confiscation of a mobile phone or listening device may result in the item being kept until a parent can attend school to pick it up. Further incidents may require the phone to be handed in to the Year office at the start of the school day and returned at the end.

If a student repeatedly continues to be defiant in respect of the school's mobile phone and behaviour policy, may lead to a Fixed Term Exclusion from school. Further defiance of this rule, following a Fixed Term Exclusion, will be discussed at senior level and appropriate sanctions applied.

Lasallian Achievement and Pastoral Support (LAP)

The use of LAP to support mainstream teaching and learning

The Achievement Centre is primarily used to support the learning of pupils who are experiencing difficulty in the following areas during their time at school and provides a restorative base:

- academic performance: evidence of under-achievement in one or more subject areas
- attendance and/or illness: a poor attendance record or unavoidable absences through a confirmed medical condition
- behaviour: documented incidents of lack of co-operation and disruptive behaviour impacting upon their learning and at times, that of other pupils, classed as an internal exclusion
- re-integration following a fixed term exclusion or illness/medical procedure.

The use of **Individual Behaviour Plans (IBP)** may be used as a short-term measure in order to improve a pupil's behaviour and attitude to learning. An IBP will be initiated by the relevant Head of Year, as a six -week intervention, which the pupil's Form Tutor will lead with the Head of Year Progress Leader. The IBP will have clear targets for the pupils to meet and this will actively involve the pupils' parents/carers.

A **Pastoral Support Plan (PSP)** may be initiated upon unsuccessful completion of the IBP or a serious decline in standards. This document will last at least 12 weeks with a review after six weeks and a final review. If a pupil is unsuccessful in meeting their targets then this may lead to a period of outreach work at a neighbouring school and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to support the pupil. A review of a PSP may take place sooner if the pupil is failing to meet the targets set within the plan.

Pupils New to School -The Emmaus Centre

Pupils joining De La Salle mid-year may spend a time of orientation in the Emmaus Centre. Here they will access relevant assessments, learn the standards of expected behaviour, discover where to find help and become familiar with other routines of the school. They will be gradually introduced to their lessons over a short period of mutually beneficial time. An attendance or behaviour plan, may be initiated during this time.

Behaviour Contract & Governing Body Disciplinary Panel

A behaviour contract and meeting with the governing body disciplinary panel may be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Headteacher after all reasonable steps have been taken to improve a pupil's behaviour.

Attendance, Illness & Re-integration

When a pupil has been absent from school for an extended period of time through fixed term exclusion, truancy, condoned un/authorised absence or because of a period of illness, the process of learning may have been affected. A re-integration to school may be of benefit and may include a period of time in the Emmaus and/or Pupil Achievement Centre, in such cases, the following steps would apply:

- Head of Year meets parents to discuss return to school
- If withdrawal to LAP is appropriate, the Deputy or Assistant Headteacher will agree the extent of

- the withdrawal with the pastoral team
- A progress report will be given to Head of Year and/or Head of Faculty
 - On leaving LAP /Emmaus and returning to mainstream, a monitoring system will be agreed with the Head of Year to evaluate the success of the reintegration
 - Copies of referrals, updates and monitoring system will be placed on file
 - When a pupil is working in the LAP/Emmaus, appropriate work must be set by the mainstream class teacher responsible for that pupil
 - Any reduced timetables must follow NIROFTE principles and can only be used if deemed appropriate

Bullying

De La Salle School is committed to preventing all forms of bullying. We work hard to ensure bullying plays no part in our community by proactively dealing with all pupils, their families and staff to eradicate and promptly address all reported incidents. We have an anti-bullying policy which should be referred to for more detailed guidance.

E-Safety

Pupils are expected to follow all E-safety precautions at all times. It is against the law in the U.K to use a mobile device and social networking sites to frighten or upset people. Please be aware that electronic devices may be confiscated if there is reasonable suspicion that they may contain inappropriate material. Cyber-bullying is taken very seriously and could involve police involvement. Please refer to Acceptable Use Policy.

Behaviour outside the School Gates

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable." At De La Salle, we will impose reasonable sanctions for any pupil taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school. This may also apply to pupils that pose a threat to another pupil or member of the public or could adversely affect the reputation of the school. An investigation will take place and consequences will be imposed that are deemed reasonable, in all circumstances.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property. Please refer to Use of Reasonable Force in schools. DfE (July 2013) See positive handling policy.

Allegations Against Staff

De La Salle has a separate policy for handling allegations against staff which gives detailed guidance.

Pupils with Special Educational Needs

School has duties under the Equality Act 2010 and Keeping Children Safe in Education, 2015 to safeguard and support pupils with special education needs. To this end school will seek a consensus view in conjunction with the SENCO and ASD lead as well as the local authority when dealing with behavioural issues amongst this group of pupils.

Protected Characteristics

All people are protected under the Equality Act, 2010. This protection means that it is illegal to discriminate against anyone around these 9 characteristics:

- Age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation