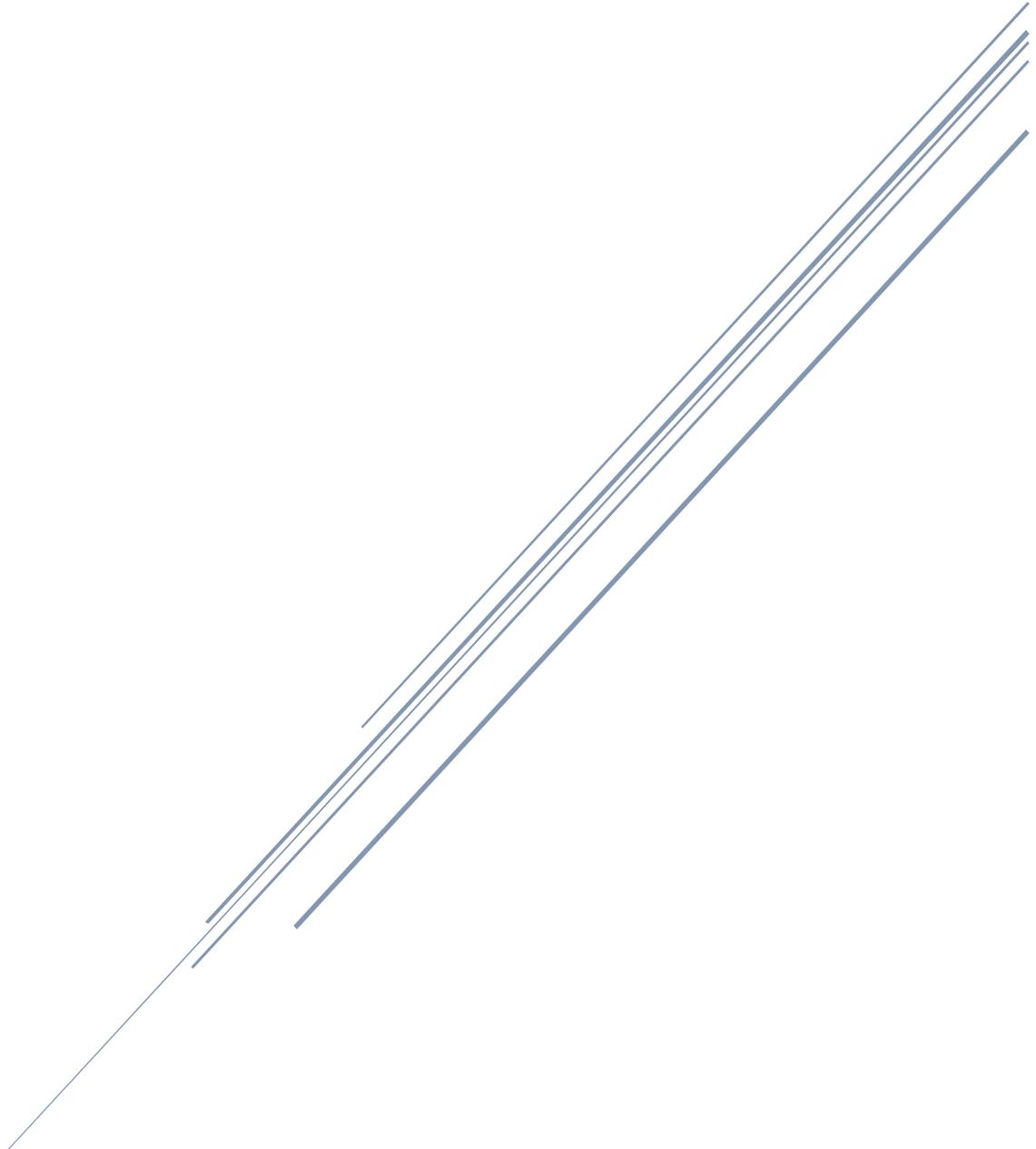


Maricourt Catholic High School

Behaviour policy 2019

Governor approved November 2019



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Maricourt Mission Statement

Maricourt seeks to provide and sustain a living Catholic community which is rooted in Christian values and where growth and knowledge, respect, love and fellowship are shared by all.

Rationale

Good behaviour is imperative if we are to ensure a safe, calm, orderly and positive environment both in and out of the classroom at Maricourt. Staff and students should be aware of what is expected and take responsibility for promoting these high standards. As a Mercy school, the Gospel values of Love, Community and Respect are at the heart of all we do; this is evident in our behaviour policy and how it is applied.

Aims

- To enable each child to achieve their potential
- To foster a spirit of co-operation and a sense of concern for others
- To encourage courtesy, politeness and good manners
- Prepare each pupil for life outside of school
- Develop in all pupils a degree of understanding, tolerance and respect for others
- Be firm, friendly and fair
- Work with parents and others in the school and wider community

Links to other documents

This policy should read in conjunction with the following documents and Maricourt policies:

- Maricourt Anti-bullying policy
- Drugs policy
- Mobile phone policy
- Complaints policy
- SEND policy
- Uniform policy
- Attendance and punctuality policy
- Staff Code of conduct
- Education and Inspection Act
- DfE guidance 'Behaviour and Discipline in schools: advice for Headteachers and staff'
- DfE guidance 'Searching, screening and confiscation: advice for Headteachers, School staff and Governing bodies'

Responsibilities

Staff

As staff at Maricourt, it is our responsibility to promote our Gospel values and high expectations both in and out of the classroom. All members of staff have a duty to ensure that students are aware of the school rules and procedures and what constitutes normal, polite, acceptable behaviour. Where appropriate, staff will be required to impose relevant sanctions as set out in this policy in a consistent and fair manner. Similarly, staff should look to reinforce positive behaviour, through recognition and reward, wherever possible. Staff at Maricourt look to build positive relationships with students, instil routines within the classroom and utilise classroom management techniques to ensure positive behaviours.

Form tutors are first line of pastoral support for our students and play a key role in setting the tone for the day. They will work with the Progress Leaders to ensure students start the day in a positive manner and in line with our high expectations. Where students have not met expectations, form tutors will facilitate reflection.

Curriculum Leaders are responsible for the management of behaviour in their area. They will support staff in managing students exhibiting challenging behaviour and in recognising students who display Maricourt values within their subject. Curriculum leaders will work within their department to arrange a “buddy system” for supporting intervention in situation of behaviour disrupting learning. A student may be placed with a Curriculum Leader or experienced member of staff should they present persistent disruption to a lesson.

Pastoral Leaders are responsible for wider behaviour management across the curriculum. Through leadership of form tutors, assemblies and communication with students and parents, they set out the high expectations we hold at Maricourt. Where a student’s behaviour falls short of these expectations over multiple subjects, Progress Leaders will co-ordinate interventions, working with students, parents and staff with the aim of improving behaviour.

SLT

Maricourt has a graduated response for behaviour management. SLT will support staff where behaviour continues to be of a concern despite interventions in line with this policy.

Students

Expectations at Maricourt are high but can be summarised simply:

- Work to the best of your ability
- Show respect: to each other; to yourself; to staff; to the community

What do these expectations look like?

Work to the best of your ability

- Arrive to school and lessons on time ready to learn
- Bring the correct equipment and books in a school bag every day
- Complete all work set to the best of your ability
- Complete all homework set on time
- Take pride in your work
- Use each day to grow and develop your knowledge

Show respect

- Act with courtesy and manners to adults and peers
- Act with honesty, integrity and compassion
- Respect other' ideas and views
- Wear school uniform correctly both in and out of school
- Follow instructions from staff promptly without argument
- Stand when staff enter the classroom

You represent Maricourt and its' community in everything you do.

As a student you are entitled to: be treated with respect by others; work in an environment safe from bullying; be allowed to grow.

Parents

Maricourt aims to work with parents to ensure the best outcomes for their children and to promote the ethos and Gospel values of our school. As part of this partnership we would ask parents to:

- Support students' organisation including punctuality to school with the correct equipment and uniform
- Support high expectations for attendance
- Support students in completing homework
- Communicate with school any issues that may be impacting their child so that we may offer support

Rewards and consequences

Rewards & recognition

Where students consistently demonstrate the values we expect at Maricourt, or embody our ethos of growth, knowledge, respect, love and fellowship, it is only right that they are recognised. Positive reinforcement of behaviours can also have a substantial impact of improving overall behaviour. At Maricourt we put emphasis on the use of recognition the highlight goods behaviour and attitudes. Staff may utilise:

- Verbal praise & recognition
- Issuing of rewards points
- Public praise in assemblies
- Letter/postcard home
- Certificates
- Referral to senior staff for praise

Consequences

Where students fall short of Maricourt's values and high expectations, it is necessary to put in place consequences to highlight behaviour as undesirable. Maricourt operates a graduated system on consequences giving the opportunity for students to act on feedback and warnings and moderate their own behaviour.

Consequences of failing to demonstrate expected behaviours include:

- Verbal warnings
- Verbal reprimands
- Issuing of behaviour points
- Contacting parents
- Detentions after school up to 1 hour
- Detentions within the school day (lunch time etc)
- Removal from lessons following red card system

Consequences if referred to Progress Leaders include:

- Removal to the referral room for fixed periods
- Withdrawal of privileges
- Behaviour contracts
- Report systems

Consequences if referral to SLT include:

- Formal SLT Warning
- SLT detentions

Consequences if referred to the Headteacher include:

- Fixed term exclusions
- Permanent exclusions
- Referral to the Governors' Disciplinary Committee

Privileges

It is a privilege to represent Maricourt through our school teams and on trips. Students whose behaviour falls below the high expectations at Maricourt will have this privilege withdrawn.

Mobile Phones

In line with our Mobile Device Policy, students who have a device confiscated will receive 50 Behaviour points

Behaviour and consequences

C1	C2	C3	C4	C5
<p>Example behaviour</p> <ul style="list-style-type: none"> Shouting out Not following instructions Disruption Lack of engagement Bad manners Disrespectful attitude 	<p>Example behaviour</p> <ul style="list-style-type: none"> Repeating of C1 behavior Aggressive attitude Inappropriate language Persistent disruption Littering 	<p>Example behaviour</p> <ul style="list-style-type: none"> Repeating C2 behavior Unsafe behaviour Damage to property 	<p>Example behaviour</p> <ul style="list-style-type: none"> Repeating C1-3 behaviour despite intervention Persistent disruption to the detriment of others' learning 	<p>Example behaviour</p> <ul style="list-style-type: none"> Refusing to co-operate Persistent defiance Extreme behaviour Refusal to hand over mobile phone
<p>Consequences</p> <ul style="list-style-type: none"> Formal warning Logged on register <p>2 Behaviour points</p>	<p>Consequences</p> <ul style="list-style-type: none"> 20 minute detention Logged on register <p>5 Behaviour points</p>	<p>Consequences</p> <ul style="list-style-type: none"> 40 minute class teacher detention Referred to Curriculum Leader Placed in another class for remainder of lesson Logged on register <p>10 Behaviour points</p>	<p>Consequences</p> <ul style="list-style-type: none"> 60 minute Curriculum Leader detention Red card referral Referred to Progress Leader Logged on register <p>50 Behaviour points</p>	<p>Consequences</p> <ul style="list-style-type: none"> 60 minute Progress Leader detention Progress Leader referral Logged on register <p>50 Behaviour points</p>

Each half term:

3 x C1 within a subject result in a subject detention

3 x C2 within a subject result in 60min Curriculum Leader detention

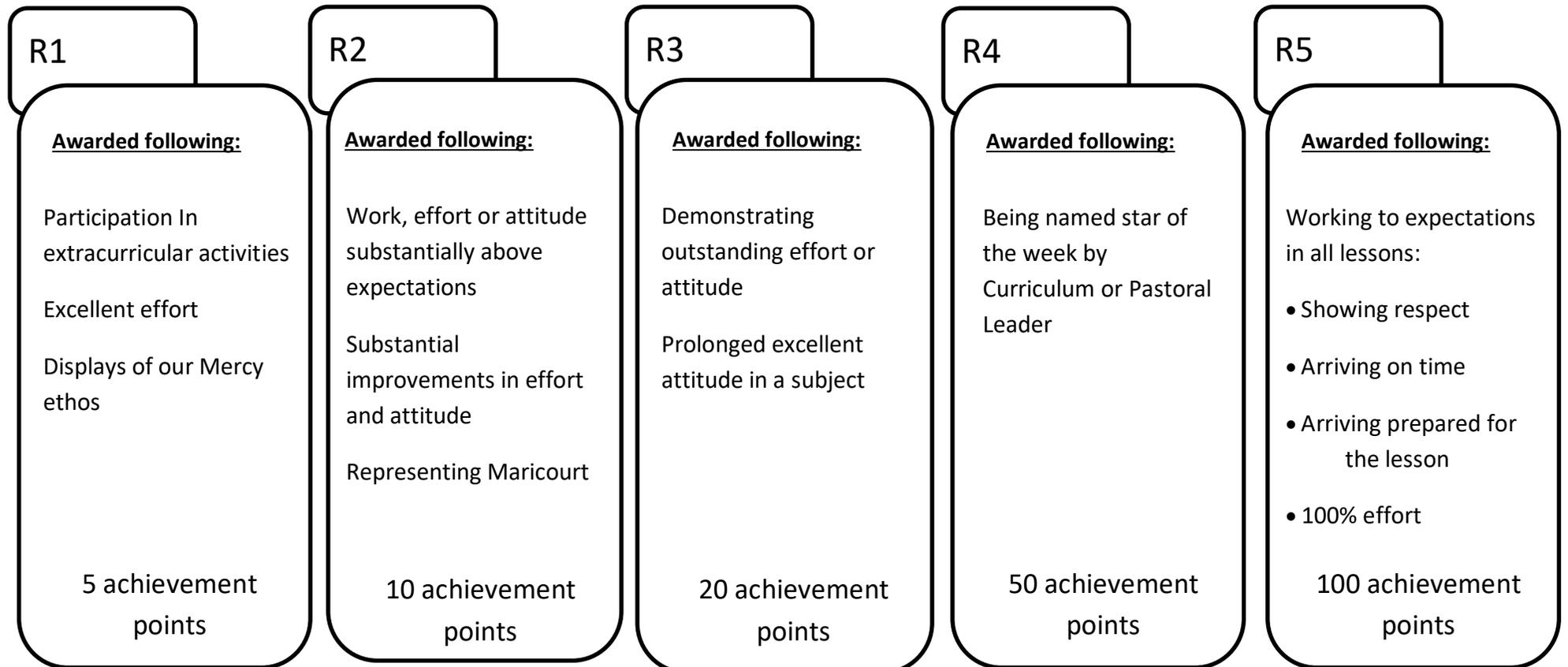
2 x C3 within a subject result in subject report

3 or more subject reports = staged pastoral report

Failure to attend a detention will result in escalation to the next consequence

Points and consequences monitored on a weekly basis by Form Tutors, Curriculum Leaders and Progress Leaders

Rewards



Achievements will be monitored throughout the year by form tutors, Curriculum Leaders and Progress Leaders, with students being recognised and awarded for the number of achievement points they receive.

Referral

Should a student fail to modify behaviour following warnings and interventions C1-3, a student will receive a 'red card referral' and will complete 5 periods working in the referral room under supervision (reduced to 3 periods for good behaviour).

The referral room is intended to remove students from lesson so that class learning may continue without further disruption. A one hour detention will be issued by the Curriculum Leader. Staff will complete a referral form to inform the Progress Leader and Curriculum Leader. Following referrals staff should encourage students to reflect on, and modify, their behaviour, discussing strategies to reduce the likelihood of reoccurrence.

Students who receive 3 C4 referrals, Progress Leaders will arrange for a parental meeting to discuss persistent poor behaviour in lessons.

Referral logs will be overseen by the Assistant head responsible for behaviour and will be monitored on a weekly basis by Progress Leaders and Curriculum Leaders to identify patterns or deterioration in behaviours.

Searching Pupils

The Headteacher, SLT and Progress Leaders can search pupils with their consent for any item, and without their consent, where they suspect the pupil has a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes/e-cigs



Behaviour Policy Addendum

Year 10 reopening of school-Covid 19 compliant
June 22nd 2020

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Context

This addendum is to be used in addition to the school behaviour and safeguarding policies during the year 10 phased reopening of school from the Covid-19 pandemic.

Summary of any key COVID-19 related changes.

In these very difficult and unprecedented times, behaviour and safeguarding of our students is still at the heart of our policy and practice at Maricourt. The aim of this addendum is to inform all stakeholders of the key changes to promote a positive and safe learning environment under the 2-metre distancing guidance set out by the government. Our Students' and staff welfare, safety and health are a key priority while they are attending the school.

At Maricourt despite the current challenges we face, it is still our policy to continue with our high standards and expectations of all students, take our students' health and welfare seriously, and to act in accordance with our behaviour policy to keep them safe. Our changes and processes for the dealing with behaviour during COVID - 19 are outlined below.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carer's have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should always consider what is in the best interests of the child.

Introduction

By attending Maricourt during the COVID - 19 pandemic you are agreeing to uphold and abide by this addendum to the Behaviour Policy. This policy sets out clear expectations for our students, staff and local community. It clarifies the sanctions that will be in place for any deviation from our high standards and expectations set during the COVID 19 pandemic.

Please note that Maricourt reserves the right, at any time, to respond to any incident in a manner that best serves the interests of our students, staff and community.

We expect outstanding behaviour from every student in line with the COVID 19 guidance and social distancing measures implemented by the school.

The role of our school goes beyond simply preventing poor behaviour and maintaining good order to systematically promote positive relationships and good manners.

During this pandemic there are additional and very strict guidelines that students and staff will have to adhere to. This Policy is consistently and fairly applied by all staff and underpins effective measures we have taken to continue to provide outstanding provision for our students during the COVID 19 pandemic. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times, as detailed in this addendum to the behaviour policy.

We recognise as a school that returning after such a long time at home presents a unique and challenging set of circumstances. We accept that students will take time to settle in and establish themselves in a routine and that it will feel strange for them to be back in school and in classrooms with their friends. Some students may feel anxious or nervous about their return to school and so extra pastoral care and support will be available on request.

The DFE is asking all schools to adopt a range of approaches and actions which can be seen as a hierarchy of controls that, when implemented, create an inherently safer environment, where the risk of transmission of infection is substantially reduced. This includes:

- minimising contact with individuals who are unwell by ensuring that pupils or staff who have coronavirus symptoms, or who have someone in their household who does, do not attend school
- cleaning hands more often than usual - pupils and staff should be encouraged to regularly wash their hands thoroughly for 20 seconds with running water and soap and dry them thoroughly, or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often, using standard cleaning products
- minimising contact and mixing, as far as possible, by keeping pupils in small groups for face-to-face support and keeping those groups as consistent as possible whilst in school (e.g. for arrival, lunchtime, breaks and departure) and altering the school environment (e.g. changing classroom layouts so desks are further apart or dividing groups into different classrooms)

At Maricourt this means the following principles are in place:

1. Social distancing rules of 2m must always be followed.
2. Pupils are assigned to a classroom and must stay in their assigned classroom (with up to 9 other pupils maximum) and the teachers will move at lesson change. Students will remain in this 'bubble' for the entire time they are on site on a particular day and staff will rotate. Where a TA is required, they will count as one of the 10
3. Pupils will be taught by a subject specialist (this may not be their current teacher)
4. Pupils are to attend school as per the designated timetable
5. Pupils will receive '3' core subject lessons on the day they are in school.
6. Pupil arrival, departure and break times are staggered to minimise pupil contact - (see day to day organisation guide).

Social distancing

The advice on social distancing measures applies to everyone. All stakeholders need to minimize opportunities for the virus to spread by maintaining a distance of 2 metres between individuals. This advice applies to both inside and outside of the school buildings including where students may need to queue for entry to the school or for the toilet etc. All staff and students will be reminded to wash their hands for 20 seconds and more frequently than normal.

- Students are to arrive on time for school. If you are late you will may not be allowed entry;
- Respect all social distancing measures implemented throughout the school;
- Wash your hands at every opportunity or when asked by staff and keep hands sanitised.
- Wear the correct uniform
- Students are expected to 'pack their bags' the night before and ensure they are equipped for their next day of learning with a pen, pencil, rubber, ruler and calculator as the minimum requirement.
- Remain in the same classroom for all timetabled lessons.
- Students are expected to behave in a respectful, polite and courteous manner at all times.
- Students are expected to socially distance on arriving and exiting the school.

Arriving at school

- Students are to arrive at the school under social distancing guidelines - this is parents' responsibility to ensure.
- Students have been asked to enter the site through a particular entrance on both Arnold and Newman sites. There are small white spots marked on the floor 2m apart and students should ensure they adhere to these distances. They will be welcomed by a member of staff and their temperature will be checked using an infrared forehead thermometer. Students will then be directed to their classroom.
- Entrances will not be open to pupils until 5 minutes before the start of their day.
- All Year 10 sessions will take place in morning. The first bubble session will start at 8.45am (GROUP 1), the second at 9.30am (GROUP 2) and the third at 10.15am (GROUP 3)
- There is a one-way system on corridors students and staff must adhere to.
- There will be hand sanitizer, anti-bacterial spray and tissues at the entrance of each classroom. There will also be a bin with a lid and any used tissues should be put in there straight after use
- There will only be up to a maximum of 10 students arriving at the school at any one time.
- '3' classrooms have been selected for use in each building. Newman and Arnold will be used on alternate days so rooms can be cleaned
- Students will sit one to a desk and desks will be spaced 2m apart

Lessons

The content of each session will vary from subject to subject. However, the main purpose of the sessions is to alleviate any concerns the students may have with the work they have been completing independently at home, identify any misconceptions and gaps in learning and support students with additional remote learning before returning in Year 11.

All students are expected to follow the routine lesson rules as well as the additional social distancing COVID 19 measures for acceptable behaviour during lessons:

- Students will work in the same classroom for the day.
- Staff members will remind students of their allocated classroom once they have entered the building and followed the hand sanitising.
- Following the end of a lesson teaching staff will move around the bubble social distancing to allow students to remain in the same classroom for the duration of the day reducing contamination.
- Toilets will remain open. If a student needs the toilet a colleague on 'patrol' will escort the student. This will ensure that only one student at a time is in the toilets.
- Staff will teach from the front and will support students safely from a 2-metre distance.
- No equipment or drinks bottles will be shared between students as this could increase the risk.
- Pupils are not allowed to walk around the classroom as this could compromise the 2-metre rule.
- Tell an adult if you are experiencing symptoms of coronavirus on.

Behaviour responsibilities

The Head teacher and Senior Leadership Team are responsible for the implementation and day-to-day management of this policy and procedures.

Students are expected to take responsibility for their own conduct and behaviour and will be made fully aware of the new COVID 19 measures outlined in this addendum. Students are also expected to adhere to the existing behaviour policy and guidance. Students are to report any instances where they believe social distancing or safety measures are not being adhered to.

During the COVID 19 pandemic the safety of students and staff is paramount. The school will not tolerate any conduct or poor behaviour where students are not adhering to the school behaviour policy or to the social distancing or COVID measures.

As a result, the students' parents/carers will be contacted, and the students place will be withdrawn from the school, the matter will be treated as a serious incident.

External exclusions during the pandemic will still be in operation. If the school deems the behaviour appropriate a fixed term exclusion will be implemented. If a student continues to break the social distancing rules and Covid measures the school may have no other option than to exclude the student from the premises as protecting students and staff is paramount.

Attendance

Parents/carers have a duty to notify the attendance officer if their child is not attending on a day where they are timetabled to do so. Parents/carers will not be penalised if they choose to not send their child into school.

Attendance officer will follow usual in school procedures where a pupil is absent, and no notification is received.