



# Upton Hall School FCJ

## Behaviour for Learning Policy

*'This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.'*

*'Teach the children with all the kindness and gentleness possible'*

*Marie Madeleine d'Houet 1837*

## Rationale

In accordance with our Mission Statement and the ethos of the FCJ family of schools, as a Catholic and Christian community and in response to the guidelines offered by Wirral LA, the Department for Education DfE (Education and Inspections Acts of 2006 and 2011 and the documents Guidance for Governing Bodies on behaviour and discipline September 2012 and 2015; Behaviour and Discipline in schools, a guide for head teachers and school staff 2016, Behaviour in schools: advice for headteachers and school staff 2022 (updated 2024), Mobile phones in schools 2024) and the Diocese of Shrewsbury, this is a whole school Behaviour Policy which seeks to promote and support good behaviour and discipline and thereby promote excellent academic achievement by all the pupils and the health, safety and dignity of all members of the school community.

We stand firm in the belief that respect for self, one another and our environment are fundamental and essential elements in our daily patterns of behaviour and we want our behaviour and relationships to exemplify the six FCJ values of excellence, companionship, dignity, justice, hope and gentleness.

This policy embodies the statement above and reflects the key aspects, listed below, that the DfE identify as contributing to the improvement of pupil behaviour:

- A consistent approach to behaviour management
- Strong school leadership
- Effective classroom management
- Effective rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents and other agencies

Through the implementation of this policy and mindful of our ethos expressed in our six FCJ values as well as in scripture (Psalm 139 'Praise you, for I am wonderfully made'), we aim to:

- ensure that each person's right to dignity and security within the school community is protected;
- nurture the values of responsibility, duty and respect, for oneself, for others and for our environment;
- ensure that pupils are encouraged to develop their own self-discipline and self-esteem;
- allow pupils to express their views responsibly and listen to the views of others with respect;

- ensure that clear guidance is provided on what sort of behaviour is expected and what is regarded as unacceptable;
- create a well-ordered environment where basic and simple rules are observed for the promotion of personal development, academic success, health, safety and the dignity of the whole community;
- nurture the basic Christian values of honesty, fairness, politeness and kindness within all members of the school community;
- ensure that when these values are not observed, appropriate sanctions are seen to be administered in a fair and just manner;
- ensure that good behaviour, effort and success are acknowledged and rewarded where appropriate;
- promote an excellent attendance and punctuality record for all pupils;
- promote early intervention to prevent poor habits being developed;
- ensure that in accordance with our policy on bullying, no member of the school community should feel threatened by the words or actions of another;
- ensure that in accordance with our policy on harassment, no person should feel threatened on the grounds of race, sex, disability, age, sexual orientation or religion and belief.

## Code of Conduct

A statement on standards of behaviour should be known and followed by every member of the school community. This will take the form of a Code of Conduct to be displayed in every teaching space in the school. This Code together with the rewards and sanctions that support this good behaviour will be explained to every pupil, by their Form Teacher, at the start of the school year to ensure that all pupils understand and accept what is good and what is unacceptable behaviour and the steps that are taken to promote this. Our Code of Conduct states that:

### **At Upton Hall FCJ we will:**

- Live out our FCJ values of excellence, companionship, dignity, justice, hope and gentleness;
- Arrive at class on time
- Have the correct books and equipment
- Work co-operatively with the teacher and fellow pupils, showing respect and courtesy at all times
- Follow all instructions given at the first time of asking
- Ensure that there is no low-level disruption including any inappropriate talking
- Complete all work to the best of our ability and to the set deadline
- Comply with the school policy on uniform and appearance
- Respect and care for our environment and all of the resources that we use

In addition, staff will:

- Be well prepared for the lesson.
- Keep everyone occupied and interested.

- Extend, stretch, challenge and motivate all the students.
- Include some scaffolding, which is well matched to student ability and provides additional support.
- All work which is marked should be done so promptly.
- Use the results of assessment to help focus lesson planning.
- Set homework regularly on SLG and according to the homework timetable.
- Challenge unacceptable behaviour and/or attitudes to their learning and/or each other such as sexualised, racist and/or homophobic language

## The Curriculum and Pedagogy

At Upton we believe that an appropriate curriculum coupled with excellent pedagogical practice leads to high standards of behaviour. Staff plan lessons to meet the needs of all of their pupils/students. They differentiate appropriately and give clear feedback on how they can improve. Lessons are planned with clear aims and activities are included so that all pupils/students are actively engaged in their learning. This helps to avoid situations where pupils/students are 'off task' which can often lead to poor behaviour.

Staff at Upton also create stimulating, welcoming working environments in their classrooms where pupils/students can see that their efforts are valued.

## Rewards and Recognition

A system of rewards will operate that will be applied consistently by all staff as we believe that reward incentives are very powerful and are intended to encourage a culture of success in all aspects of school life and in all areas of the curriculum. At Upton we believe in rewarding pupils/students for what they do and in particular the effort they make. Staff will always look for opportunities to do this. Pupils/students can be rewarded in the following ways:

- All staff will take every opportunity to praise pupils and offer encouragement and support
- A positive note in the planner
- Stickers/stamps in books
- Pupil/Star of the week
- Class awards
- Mention in weekly notices or the School Newsletter
- Postcards home
- Positive behaviour points logged on SIMS
- Reward afternoons arranged by Heads of Year
- Reward visits
- Headmistress's Merit breaktime/house point certificates (nominated by staff)
- Nomination for tea with the Headmistress during Friday breaktime

## Sanctions

Although rewards are important to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour. For sanctions to be effective the following apply:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishments

Sanctions may include the following:

- Expressions of disapproval/having a quiet word
- Speaking to a pupil outside the room (pupils/students should not be left outside a room for more than 5 minutes as a cooling off period)
- Detention (lunch or after school)
- Referral to Form Tutor, Curriculum Leader, Head of Year, Assistant Headteacher, Deputy Headteacher or the Headmistress, depending on the nature and severity of the misbehaviour
- Letter or phone call to parents/carers
- Meeting with parents
- Placing on an electronic subject report or an electronic year report
- Internal suspension from lessons
- Fixed-term suspension from school
- Referral to the school Governing Body behaviour panel

Where serious poor behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. Educational Psychologist) to receive specialist help.

Any behaviour management system needs a consistent approach in order that it is effective. All staff are expected to follow the formal Behaviour Management procedures set out in appendix 1 in order to ensure this.

### Behaviour outside of school

Upton Hall School also has high expectations of student behaviour in other spaces outside the classroom, for example: corridors, dining areas, PE areas and recreational areas. These expectations include the behaviour of students travelling to and from school. Staff have a statutory power to discipline students for poor behaviour outside of the school premises for bringing the school into disrepute.

We define outside of school as:

- Taking part in any school organised or school related activity
- Travelling to or from school
- In some other way identifiable as a student at the school e.g. wearing school uniform
- Poor behaviour that could have repercussions for the orderly running of the school
- Poor behaviour that poses a threat to another student or member of the public
- Behaviour that could adversely affect the reputation of the school including defamation of character and/or inappropriate use of social media platforms or misuse of technology. In some instances, school may have to involve the Police or advise the parents/carers to involve the police as school may have limited power and/or resources to fully investigate and gather evidence for instances that take place at home or during weekends and/or school holidays.

## Searching and Confiscation

*With consent* – school staff can search a pupil for any item if the pupil agrees to this. If a pupil refuses to co-operate, the school can apply an appropriate punishment for refusal to follow instructions. This may apply to:

- make-up, jewellery and items of clothing which are not school uniform (The school takes no responsibility for jewellery which should not have been brought into school, and is subsequently lost or stolen)

*Without consent* - Staff, authorised by the Headmistress, have the power to search a student without consent, where there are reasonable grounds for suspecting that a student is in possession of a prohibited item. The staff member searching must be of the same sex as the pupil and the search must take place in the presence of a witness (the only exception being where there is a risk that serious harm will be caused if a search is not conducted immediately).

If any prohibited item is confiscated, then parents/carers will be contacted. In serious circumstances, the Police and/or Social Care will be informed. Teachers have the right to confiscate a student's property if it is a prohibited item. Items which are prohibited in school and can be searched for and confiscated include:

- Mobile phones or other devices
- knives or weapons (including items brought in to school to act as a weapon), alcohol, illegal drugs and/or associated paraphernalia and stolen items, substances that may alter a student's general well being
- tobacco and cigarette papers, cigarettes, lighters and matches, fireworks and e-cigarettes, alcohol
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to another person, or damage property.

Mobile phones and other devices are not allowed to be used in school unless with the express permission of a member of staff as part of a learning experience. The DfE issued new guidance on 'Mobile Phones in Schools' in February 2024. This document outlines that mobile phones can "risk unnecessary distraction, disruption and diversion"

If a student is found using a mobile phone/device, handling a mobile phone/device (or charging a mobile phone/device) without permission, it will be confiscated. School takes no responsibility for mobile phones which have been used inappropriately and are lost or stolen after they have been confiscated. On the occasion of the first confiscation of a mobile phone, parents will be informed and the pupil will have the phone returned at the end of the school day. On any subsequent occasions, parents will have to come and collect the phone from the school office.

The DfE guidance on 'Mobile Phones in Schools' (February 2024) provides clarity that "Schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case/ Headteachers are backed by the DfE to confiscate phones and similar devices for the length of time they deem proportionate."

## Use of Reasonable Force

Upton Hall School staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

## Use of CCTV footage

Upton Hall School uses a limited amount of CCTV footage to protect against crime and to protect students, staff and members of the public when they are on school premises. If there are any incidences of poor behaviour by students such as vandalism or bullying behaviour, or if an investigation into any matter requires further clarity, the SLT may look at recordings from CCTV to ascertain what has happened. Any available evidence found on CCTV footage will be referred to when SLT are assessing whether or not a student should be excluded from school, internally or for a Fixed Term/Permanent Exclusion. This footage will also be shown to a pupil/student and their parents/carers if the pupil is subject to disciplinary action. In the case of a permanent exclusion and where available, this footage will be made available to Governors, the LA and any Independent Review Panel or Police.

## Sanctions for serious misbehaviour

In the event of one of the following occurring, the matter must be referred immediately to the Headmistress or to the Deputy Headteacher. Examples of serious misbehaviour include:

- Possession, use, or sale of drugs on or around the school premises
- Possession, use, or sale of alcohol or tobacco (including e cigarettes) on the school premises or to and from school, or whilst in school uniform
- Persistent or severe bullying; including cyber-bullying
- Physical abuse including peer on peer sexual abuse/harassment
- Defamation of staff character/reputation including but not limited to on social media platforms
- Fighting
- Assault
- Vandalism
- Verbal abuse of a racist, sexist, sexualised, homophobic or highly personal nature
- Theft
- False allegations against a member of staff
- Persistent repetition of minor misbehaviour over a period of time and failure or refusal to respond to interventions
- Obtaining money by deception
- Extreme rudeness to a member of staff/ extreme disobedience
- Truancy
- Absenting oneself from a lesson without permission
- Bringing the name of the school into disrepute via social media

These matters (the list is indicative but not exhaustive) will be dealt with in a serious manner and could lead to a Governors' disciplinary hearing, fixed-term or even a permanent exclusion. Exclusion from school is at the discretion of the Headmistress or, in her absence, a Deputy Headteacher. When considering a proportionate sanction, investigating staff will consider the 'balance of probabilities' that a student committed a misdemeanour/s. In some cases, students may well continue to deny their involvement despite

student statements and/or evidence to the contrary and this is when ‘balance of probabilities’ will be applied to each individual case.

## **Parental Involvement**

Upton Hall School recognises the importance of positive parental involvement. It is expected that parents will ensure that their daughter attends regularly, punctually and in accordance with the school’s uniform policy. The school will seek opportunities to engage parents in positive dialogue and communication. Where behaviour concerns have been identified, parents will be informed and involved at the earliest opportunity. Parents will receive regular feedback and information through reports, SIMS ‘in touch’ and parents’ evenings. Additional communication, where necessary, may take various forms (telephone calls, email, meetings etc).

Parents’ views are sought on every opportunity and questionnaires are distributed during every parents’ evening. All parents and carers will be informed of any detentions via SIMS ‘in touch’. Parents are asked to read and sign the Home-School Agreement at the beginning of the year and take an active and interested role in their child’s education. Homework planners should be regularly checked and frequent communication established with Form Tutors and relevant support staff in the school to record absence and medical issues. Parents should also regularly check their children(s) SLG/parent app homepage to see their current progress and behaviour entries.

The school acknowledges the its right to implement parenting contracts and parenting orders.

## **Managing behaviour in school**

It is the responsibility of every member of staff at Upton Hall School FCJ to take an active role in behaviour management. All staff are expected to record our students’ achievements and behaviours on our school management information system (SIMS). Where there is a clear structure in place, behaviour management will become systematic and focused.

Behaviour management is the responsibility of the following groups of people:

- Classroom teachers
- Form teachers
- Subject leaders
- Faculty leaders
- Year Heads
- The Senior Leadership Team
- The Governing Body

## Level 1 Behaviour Management

### Classroom teachers

Teacher standards state that teachers must “Manage behaviour effectively to ensure a good and safe learning environment”. This means that they must:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly  
manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

<b>Classroom Teachers</b>	
<b>Examples of poor behaviours that may occur in lessons</b>	<b>Strategies to manage these behaviours</b>
<ul style="list-style-type: none"><li>• Late to lesson (5+ minutes)</li><li>• No homework diary</li><li>• Lack of equipment</li><li>• Eating, chewing, drinking in class</li><li>• Failure to remove outdoor coat in class</li><li>• Being noisy / talking</li><li>• Failure to follow instructions</li><li>• Being uncooperative</li><li>• Interrupting a teacher / shouting out</li><li>• Time wasting / avoiding work</li><li>• Using inappropriate language / swearing</li><li>• Getting out of seat and walking around</li><li>• Failure to complete class work, homework, coursework etc.</li><li>• Using a mobile phone</li></ul>	<p>The class teacher should attempt a variety of strategies to manage a pupil/student’s behaviour. e.g.</p> <ul style="list-style-type: none"><li>• Have a quiet word with the pupil/student</li><li>• Move the pupil/student within class</li><li>• Reprimand or warning</li><li>• Confiscate phone and send to the main office</li><li>• Speak with the pupil/student outside of lesson</li><li>• Immediate positive praise for co-operation / good work / good behaviour (Positive correction)</li><li>• Negotiation of an apology</li></ul> <p>If the behaviour persists then a more formal approach should be taken</p> <ul style="list-style-type: none"><li>• C1 Formal verbal warning (name on board) Continue to use variety of strategies can be used to modify behaviour (record on SIMS – 1 click)</li></ul>

- C2 Final verbal warning (name on board)  
Again, continue to use a variety of strategies to modify behaviour (record on SIMS – 1 click)
- C3 Staff sanction e.g. brief removal from lesson/10 min detention or phone call to parents/carers (record detail on SIMS).  
Parents will be informed of a C3 being issues via 'In Touch'.

If further support is needed the class teacher should refer the student to the Curriculum leader (C5). This will require additional information to be added to SIMS as it will receive a more severe sanction.

C4 - If a class teacher would like to alert a form teacher to a pastoral issue regarding a pupil/student, they should issue them with a C4. An example of this would be inappropriate uniform.

## Form teachers

Many teacher standards apply to managing behaviour of pupil/students in form time. These include:

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- make a positive contribution to the wider life and ethos of the school

Form Teachers	
Examples of behaviour which should be corrected by the Form Tutor	Strategies available to the Form Tutor to assist with behaviour management
<ul style="list-style-type: none"> <li>• Late to the school</li> <li>• No homework diary</li> <li>• Lack of equipment</li> <li>• Incorrect of uniform</li> <li>• Eating, chewing, drinking (anything other than water) in class</li> <li>• Failure to remove outdoor coat in class</li> <li>• Being noisy / talking</li> <li>• Incidents of bullying</li> <li>• Failure to follow instructions</li> <li>• Being un co-operative/disengagement</li> <li>• Interrupting the form teacher / shouting out</li> <li>• Time wasting / avoiding work</li> <li>• Using inappropriate language / swearing</li> <li>• Getting out of seat and walking around</li> <li>• Failure to complete PHSE work</li> <li>• Using a mobile phone</li> </ul>	<p>The Form Tutor acts as a referral point for individual class teachers regarding minor incidents (C4's, that have been recorded on SIMS) and should attempt a variety of strategies to manage these e.g.</p> <ul style="list-style-type: none"> <li>• Quiet word with pupil/student</li> <li>• Reprimand or warning</li> <li>• Confiscate phone and send it to the main office</li> <li>• Suggestion of moving pupil/student within class</li> <li>• Speak with pupil/student outside of lesson</li> <li>• Immediate positive praise for co-operation / good work / good behaviour (Positive correction)</li> <li>• Negotiation of an apology</li> <li>• Form Tutor Report</li> <li>• Discussion with parent/carers</li> </ul> <p>In form time, a form teacher would apply the BFL sanctions in the same way as they would in other lessons.</p> <ul style="list-style-type: none"> <li>• C1 Formal verbal warning (name on board) Again a variety of strategies can be used to modify behaviour</li> <li>• C2 Final verbal warning (name on board) Again a variety of strategies can be used to modify behaviour (record on SIMS)</li> </ul>

- C3 Staff sanction (name on board) e.g. 10 min detention or phone call to parents/carers (record on SIMS). Parents will be informed of a C3 being issues via 'In Touch'.

If further support is needed the Form Tutor should refer the student to the Head of Year (C5). This will require additional information to be added to SIMS.

## Level 2 Behaviour Management Curriculum Leaders

The Curriculum Leader is in a position to use their experience and skills to deal effectively with students. The Curriculum Leader is ultimately responsible for upholding the behaviour standards of the Curriculum Area.

Examples of behaviour which should be corrected by the Curriculum Leader	Strategies available to the Curriculum Leader to assist with behaviour management
<p><b>Persistent unacceptable behaviour in subject lessons</b></p> <p><b>Disrupting the education of other students</b></p> <p><b>Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention)</b></p> <p><b>Verbal abuse of subject teacher</b></p> <p><b>Arguing with other pupils</b></p> <p><b>Failure to complete subject teacher detention</b></p> <p><b>Failure to attend subject based intervention</b></p> <p><b>Cheating in exams/coursework</b></p>	<p><b>C5 Referral to Curriculum Leader</b></p> <p>The Curriculum Leader is expected to manage behaviour in their faculty using a variety of strategies e.g.</p> <ul style="list-style-type: none"> <li>• Pupil/student placed in their lesson</li> <li>• Pupil/student placed with another member of the subject team</li> <li>• Discussion with the pupil/student at an appropriate moment</li> <li>• Negotiation of an apology</li> <li>• Phone call home / Discussion with parent/carer</li> <li>• Letter home</li> <li>• Meeting with parent/carer</li> <li>• 30 min – 1 hour department detention (24 hours' notice required). Parents will be informed of this via 'In Touch'.</li> <li>• Place pupil/student on a Curriculum Area Report</li> </ul> <p>If appropriate the Curriculum Leader may choose to: Refer to SLT – Deputy Headteacher - Curriculum (at end of lesson or immediately if necessary)</p>

## Heads of Year

The Head of Year is in a position to use their skills and experience to deal with the most regular and persistent offenders. The Head of Year is ultimately responsible for upholding the behaviour standards of the year group.

<b>Examples of behaviour which should be corrected by the Head of Year</b>	<b>Strategies available to the Head of Year to assist with behaviour management</b>
<p><b>Persistent refusal to hand over jewellery / non-uniform</b></p> <p><b>Two or more Tuesday detentions per calendar month</b></p> <p><b>Three or more study halls per fortnight</b></p> <p><b>Persistent refusal to hand over phone etc</b></p> <p><b>Persistent bullying</b></p> <p><b>Persistent defiance of the uniform code</b></p> <p><b>Unacceptable abuse of another student (including verbal, physical, cyberbullying, racist, homophobic or sexualised remarks).</b></p> <p><b>Unacceptable verbal abuse of staff (including racist homophobic, sexist, sexualised remarks)</b></p> <p><b>Defamation of character of staff including but not limited to, on social media platforms</b></p> <p><b>Disagreement / Fight between students</b></p> <p><b>Unacceptable behaviour on the journey to and from school</b></p> <p><b>Failure to comply with sanctions / strategy laid down by the Class Teacher, Form Tutor or Curriculum Leader</b></p> <p><b>Sexual harassment</b></p>	<p><b>C5 Referral to Head of Year</b></p> <p>The Head of Year is expected to manage behaviour in their Year group using a variety of strategies e.g.</p> <ul style="list-style-type: none"> <li>• Isolation on leadership corridor</li> <li>• Discussion with the pupil/student at an appropriate moment</li> <li>• Negotiation of an apology</li> <li>• Place the pupil/student on Form Tutor report</li> <li>• Place the pupil/student on Head of Year report</li> <li>• Placed in SLT detention</li> <li>• Refer to internal / external support agencies</li> <li>• Phone call home / Discussion with parent/carer</li> <li>• Letter home</li> <li>• Meeting with parent</li> <li>• 30 min – School detention</li> <li>• Drawing up of an individual behaviour Support Plan (Attitude to learning plan)</li> </ul> <p>If appropriate the Head of Year may choose to:</p> <p>Refer to SLT (Deputy Headteacher – Pastoral) (immediately if necessary)</p>

### **Level 3 Behaviour Management**

#### **Senior Leadership Team**

The Senior Leadership Team are expected to support the management of behaviour using a variety of strategies outlined below.

<b>Examples of behaviour which should be corrected by the SLT</b>	<b>Strategies available to the SLT to assist with behaviour management</b>
<ul style="list-style-type: none"> <li>• <b>Drug Possession / Dealing</b></li> <li>• <b>Assault on a member of staff</b></li> <li>• <b>Serious verbal abuse of staff</b></li> </ul>	<p><b>C6 Referral to SLT – To be recorded by the member of SLT with information on SIMS.</b></p> <p>The SLT are expected to support the management of behaviour using a variety of strategies e.g.</p>

- Persistent bullying including verbal, physical, racist, cyberbullying, homophobic
- Sexual harassment
- Defamation of character of a member of staff, including but not limited to, on social media platforms
- Serious aggression fight / assault on another student
- Failure to follow Curriculum Leader / Head of Year instructions
- Disruption of Curriculum
- Failing to undertake a sanction issued by Heads of Year/Curriculum leaders (such as failure to attend detention)
- Persistent disruption or disregard for school-based sanction
- Discussion with the student
- Negotiation of an apology
- Phone call home
- Letter home / Discussion with parent/carer
- Meeting with parent/carer
- Placed on SLT report
- Refer to internal / external support agencies
- SLT detention – Failure to attend this may result in a fixed term suspension.
- Consideration of a managed move
- In the event of a one-off serious incident, consideration of a permanent exclusion.
- Referral to Governors' Discipline Committee

## Level 4 Behaviour Management

### The Headmistress/Governors Discipline Committee

At this level, the following strategies may be used to support behaviour management:

- Meetings with parents and final warnings issued
- Pupil/student is issued with Fixed Term / Permanent Exclusion
- The case is heard by Governors Discipline Committee
- In the event of a long or repeated Fixed Term – final warnings are issued.
- In the event of a Permanent Exclusion – Governors decide whether or not to uphold the Headmistress's decision.

### C7 Fixed Term / Permanent Exclusion (authorised by the Headmistress)

#### Negative Behaviour Consequences

Level	Origin	Consequence	Referred to
<b>REMIND</b>			
<b>WARN</b> C1 First Verbal Warning	Class Teacher/Form Teacher	Name on board	No further action
<b>MOVE</b> C2 Final Verbal warning	Class Teacher/Form Teacher	Name on board	No further action
<b>REMOVE</b> C3	Class Teacher/Form Teacher	Brief removal from the lesson Short sanction e.g. 10 min detention or phone call to parents/carers	No further action Parents via 'In Touch'
C4 – This is a referral to the form tutor or the	Form teacher/Class teacher	Report card issued. School detention issued	The form tutor may discuss this matter with

year head for a pastoral matter.		Refer to SLT (C6)	the pupil. The form tutor may discuss this matter with the Head of Year.
<b>REFER</b> C5 – This is a referral to a curriculum leader/head of year	Class teacher	Pupil removed to CL Subject report card issued Subject detention issued Refer to SLT (C6)	Curriculum leader Parents via 'In Touch'
C6 – This is a referral to SLT	Curriculum Leader Head of Year	Fill out a referral form with information about the reasons for referral.	Parents via Head of Year SLT discusses the situation with the student and deals with the student using appropriate strategies. This may be an SLT detention.
C7 – This is a referral to the Headmistress	Class teacher Form teacher HOY CL	Headmistress / SLT Sanction Referral to the Governing Body Fixed Term Exclusion Permanent Exclusion	Class Teacher/Form teacher/Head of Year/Curriculum leader make an account of the incident Incident is referred to a member of SLT. Member of SLT collects further information regarding the incident Headmistress / SLT may arrange for the student to be isolated / sent home and exclusion letters and paperwork produced by the heads PA.  Parents Governors

## Negative Behaviour Consequences timeline

Reminder of the instruction – confidently and clearly

If the student improves at this step, this must be recognised and acknowledged. Reinforce with positive language. Remember to use positive body language and verbal interaction.

- **Warn** (C1) that the pupil is now on the first consequence. Name is written clearly on the board. Where possible, this should be delivered quietly on a one to one basis in a calm and controlled manner without hint of anger or animosity, but perhaps with disappointment in having to do so. Remember the likely response from a pupil, if you choose to 'raise the emotional stakes'. Where possible, allow the pupil start up time to respond to the issuing of this first warning and try to revert back to verbal and nonverbal cues. If the opportunity arises to praise the pupil for responding appropriately to the first warning, take this opportunity but again it may be best delivered quietly on a one to one basis. Remind the pupil that if they do not address their behaviour at this point they are choosing to be moved.

- **Move** the pupil away from the source or as a way to distract (C2)

If they improve at this step, this must be recognised and acknowledged.

Remind them that it is not too late to rectify their behaviour. If they do not address their behaviour at this point, they are choosing to be removed from the lesson and will receive further consequences.

- **Remove** - Pupil is sent from class. This should not be for more than 5 minutes. (C3)

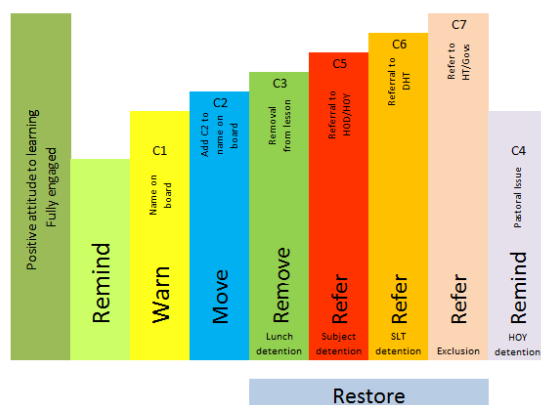
If the pupil/student improves after a brief removal, this should be recognised and acknowledged.

- **Refer** - Pupil is sent from class to the CL. (C5)

If a pupil is removed to a CL, the exact reason for their removal must be recorded on the SIMS behaviour log after the lesson. A restorative conversation should be arranged, if at all possible, for the same day and certainly before the next lesson. The restorative conversation is between the member of staff and the pupil. This should be a non-threatening dialogue where both parties can explore what went wrong in the lesson. The conversation is expected to include:

- What happened?
- Who has been affected, how and why?
- What's needed to make things right? (Peer relationships, negative interaction in class, inability to access the learning due to inappropriately met learning need etc)
- How can we make sure it doesn't happen again next lesson? (Changed seating plan, additional time, enlarged print, sit nearer the front etc)

The restorative conversation establishes the next step. If positive, the pupil/student can be praised for recognising the challenges and reintegrated into the next lesson no further action. It is always considered a fresh start for the next lesson.



## Positive Behaviour Consequences

Behaviour	Origin (examples)	Reward
R1	Excellent Homework/Classwork Supporting other students	Verbal praise 1 point
R2	Excellent sustained effort over a number of lessons Subject start of the week	Subject Star of the week 3 points Awards at Annual Prize giving
R3	Positive contribution to the community/school Sporting representation	Thank you email on 'In Touch' 5 points

	for the school Choir/orchestra contribution	Awards at Celebration of Success evening awards
R4	100% attendance in a half term	5 points
R5	An example of excellence passed on from any member of staff to the Headmistress	Heads Merit Badge 10 points

Heads of Year in liaison with the Deputy Headteacher will agree a criterion for termly reward events which will be directly linked to SIMS achievement points.

Merit certificates will be awarded on receipt of a certain number of House points

- 50 merits Bronze Certificate
- 100 merits Silver Certificate
- 150 merits Gold Certificate

These can be awarded via the 'In Touch' SIMS system

## Appendix A

### Strategies for promoting positive relationships, good behaviour and tackling low level disruption

At Upton Hall School, we promote an atmosphere, where young people benefit from positive relationships with other students and staff. Pupils/students respond more positively when staff actively foster positive relationships based upon trust and mutual respect. Beyond planning to provide engaging learning activities, teaching and nonteaching staff should plan and rehearse strategies for dealing with unwanted behaviour.

An assertive teacher or professional's verbal and body language convey expectation, e.g. that he/she expects good behaviour. Staff must ensure the following are addressed in lesson and non-lesson time in order to avoid unnecessary triggers or opportunities for disruptive behaviour thereby establishing an effective and purposeful climate for learning:

- Establish and maintain a consistent routine for lining up groups on entry to classrooms; meeting and greeting before lessons. Interaction must be positive, engaging and purposeful in order to 'set the tone' for the lesson.
  - Establish and maintain a consistent routine for an orderly end to the learning and exit from the learning space e.g. students pack away when instructed to do so (not by student choice), teachers ensure silent dismissal by row or by 'exit card' if used as an assessment for learning technique. Teachers at Upton should end their lessons by saying 'Good Morning and thank you' or 'Good afternoon and thank you'
  - Keep live, pre-planned seating plans where each student is allocated a seating position in the class based on a number of factors e.g. ability, learning need, positive working partnership, specific contribution to group work or need for isolation as part of planned intervention. Enabling students free choice of seating does not always promote the most effective learning and can negatively influence the climate for learning.
  - Model high expectations of behaviour and the academic capabilities of the young people – the adult must model, recognise and fairly reward the 'can do' attitude of every student which must underpin every learning experience.
  - Be prepared through well planned, appropriately resourced differentiated and engaging learning experiences. All staff are expected to evaluate their teaching strategies regularly and through engagement with Pedagogical sharing at Upton's Teach Meet events.
  - Read, understand and address the requirements of the provision maps in every lesson for those children and young people who have one assigned. Adults must have due regard for those who require specific learning resources, personalised learning strategies or specific adjustments needed for the context. Staff should also apply and evaluate the need for access arrangements in their lessons to avoid pupil frustration which may lead to negative pupil/teacher relationships.
  - Apply appropriate, transparent and regular use of the rewards system. Achievement points, postcards and positive phone calls home to be used to recognise achievement. There must be a balance between application of the behaviour consequences and allocation of rewards.
  - Use appropriate praise and positive reinforcement through '*catching them being good*'. This helps to build self-esteem, mutual respect and trust.
  - Uphold clear rules of the classroom, communal and corridor environment which are communicated and applied consistently well by all adults. *Never* walk past a student who is not following Upton's expectations. It is the responsibility of *all* teachers, support staff, visitors and Governors to model and promote good behaviour. Staff are role models in this process and should demonstrate the behaviour we expect from students by the way we behave towards them and colleagues. High expectations and excellence are at the heart of the school. Professionals influence the actions of students both by direct communication with students and through observed actions. The pride professionals show in their dress, the positive verbal and body language is crucial in fostering the desired responses from students. In promoting good behaviour, professionals aim to develop the following attitudes in our students:
- Respect for self and for all others
  - High self-esteem and self-confidence

- Co-operation
- Independence
- A desire to achieve
- Self-motivation and high expectations
- Self-discipline
- Resilience

It is the responsibility of the staff to:

- Develop an achievement culture ('can do' attitude) through regular praise/rewards
- Be prepared to listen to students, understand them, their interests and their needs
- Behave in a calm, dignified yet assertive manner
- Focus on the behaviour not the person
- Rehearse strategies for dealing with low level disruption so that all staff become skilled in de-escalating conflict
- Constantly analyse and develop skills and attitudes when interacting with young people, observing and sharing good practice
- Avoid stereotyped or pre-conceived judgments about young people

Where behaviour in a lesson is a concern and pupils are awarded a C1, in order to avoid the situation escalating to C2, it is useful to then employ a range of verbal and non-verbal cues such as:

- Tactical ignoring to be picked up later
- Non-verbal signals (e.g. 'the look')
- Move closer
- Say names
- Use humour
- Tell them what you want them to do (i.e. clear and simple statement of behaviour)
- Catch student behaving appropriately and praise
- Praise appropriate behaviour of nearby student
- Distract onto task/away from inappropriate behaviour
- Re-explain and organise task for the student
- Ask the student to undertake a specific task for you
- Modify or change activity
- Informally move or change group setting

Additional strategies to be used as required:

- Name – pause – direction
- Give start up time (expectation of compliance)
- Keep the focus on the primary or original behaviour/issue (i.e. don't be deflected onto secondary behaviour/issue)
- Broken record technique (Different words but repeating same message)
- Use the language of choice, remind of consequences ('If you choose to....then...') or ('what should you be doing?')
- Use 'I messages' ('I – your feeling – their behaviour – what they need to do instead')

To do this, staff use assertive communication skills such as:

- Non-verbal cues;
- Eye contact
- Closing the space
- Using gesture
- Maintaining a quiet/ calm tone of voice

- Verbal scripts
- Learning and using names
- Circulating the room
- No hands up questioning

And assertive language such as:

- 'I need you to . . .'
- 'I understand that you want to . . .'
- 'Concentrate on your work, thank you'
- 'You are coming into the room quietly and getting your starter activity without me having to help you, Well done.'
- 'Well done to Sarah, Becky and Steph for getting on with work quietly.'
- 'If you choose to continue in that way you will be choosing to be sent to (Curriculum leader etc).'

## Appendix B - DFE 2016

### Getting the Simple Things right: Charlie Taylor's behavioural Checklist

#### Behaviour checklist for teachers

##### Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

##### Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

##### Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

##### Parents

- Give feedback to parents about their child's behaviour – both good and poor

## Appendix C

### Behaviour Management Policy

#### Key Issues

There are several key issues that must underpin Upton Hall School's Behaviour Management Policy.

##### 1) A Whole School Policy on Anti-Bullying

UHS has an Anti-Bullying Policy, which is regularly reviewed. This provides guidance and advice for students, parent(s)/carer(s), staff and governors. The strategies adopted attempt to create an ethos in the school, which does not tolerate the oppression of one person by another, in other words bullying. The policy is regularly reviewed by SLT and the pupil/student body.

##### 2) The Pastoral System of Form Tutors and Heads of Year

This plays an extremely important role in dealing with issues such as bullying, liaising with subject faculties/departments when pupils/students face behavioural problems, which effect work and motivation. Especially important however, are the positive links made with parent(s)/carer(s) who are contacted and consulted as soon as possible.

##### 3) Support

Teaching Staff, Admin Staff, Teaching Assistants, Technicians, Kitchen Staff and Site Staff all regularly meet students and need to deal with a wide variety of student behaviour. It is vital that all adults working in Upton Hall School support each other and share the same values about student behaviour. Liaison and consultation between teaching and support staff can only help create an orderly, supportive atmosphere for all students.

##### 4) Social Inclusion

The primary aim of social inclusion is to support students whose behaviour difficulties make them vulnerable to permanent exclusion or underachievement and can be a useful instrument in maintaining high standards of behaviour. Monitoring of identifiable groups of students who may need extra support in terms of behaviour and achievement is also important in avoiding disaffection, low motivation and the poor behaviour that may result. Upton Hall school has a number of strategies and projects in place to support such students.

##### 5) Special Educational Needs

The DHT (pastoral) and SENCO play a pivotal role in co-ordinating and targeting support for students whose learning needs if left unmet could lead to frustration, embarrassment and poor behaviour. The Pastoral Team liaise on a regular basis.

##### 6) Primary Liaison

The successful transfer of students from primary to secondary education provides Year 7 students with a secure and rewarding start at Upton Hall School. The Head of Year 7 and her team of Form tutors, together with the Head of Progress and Head of Achievement manage the effective transition processes.

##### 7) Equal Opportunities

Effective policy in this area has a significant impact on behaviour and attitudes within school. Poor behaviour can result from a sense of real or perceived injustice.

##### 8) Other Aspects of school organisation Influencing Behaviour

- Effective Duty Teams. Availability of Senior and Middle Leaders during the school day.
- Year Councils form an essential forum for student opinions on how the school can be improved.

- Provision at break and lunchtimes for bad weather.
- The promotion and development of extra-curricular and extensive enrichment activities.

#### 9) The School's Relationship with External Agencies

It is school policy to foster, maintain and improve links with external support agencies. The school's linked Educational Welfare Officer liaises with the Heads of Year and Head of progress, and SLT on a regular basis, dealing with home problems, many of which can lead to truancy or prolonged absence. The other external support agencies such as Social Services, CAMHS, SENAAT team, medical professionals and the school nurse meet with the pastoral staff on a regular basis to discuss deep-seated or more serious problems, which affect individual students. The increasing use of Pastoral Support Plans for children with behavioural difficulties means that external agencies are often involved in the setting up and monitoring of such plans. Looked after Children within the school have regular Statutory Social Services Reviews. In addition to these meetings, these external support services are called in at short notice by the as and when serious problems arise.

#### 10) Review

This policy and procedure will be reviewed when there are changes in the law and/or annually.

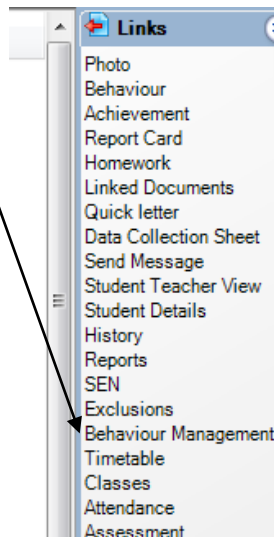
## Appendix D - Using SIMS to record behaviours

### Allocating behaviour points

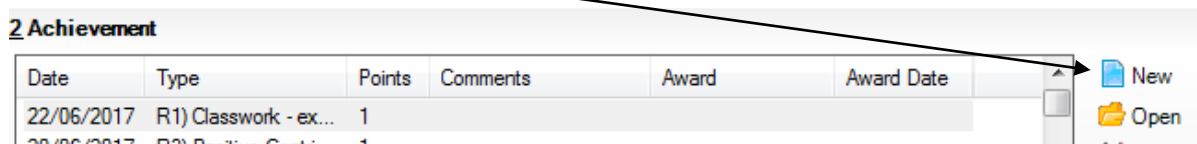
1. To do this you need to search for the pupil at the top of your home page or highlight the pupil on your register:

iry	7C		
Maddie	7C		
niya	7C		

2. Click on 'behaviour management'



3. Open up a new box



4. Add Behaviour: Alice Gaunt

**Incident Details**

Type:

Type Of Bullying:

Additional Types: 

Description	Points

Activity Type:  Location:

Date:  Time:

Lesson Information:

Comments:

Recorded On:  Status:

Recorded By:

**Student Details**

Points:

Parents / Carers Informed:

Action Taken:

Date of Action:

Select Staff:

☐ Add Follow Up

Add the type of behaviour/  
achievement i.e C3, R3 etc

Add the subject in the activity box and  
the details in the comments box

Press send. Different codes will be associated  
with different e mails that will instantly be  
generated to be sent home. It is really  
important therefore that the right type of  
behaviour is chosen.

## Appendix E – Sexual Harassment

**Sexual violence** means rape, assault by penetration or sexual assault (intentional sexual touching).

**Sexual harassment** means unwanted conduct of a sexual nature such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as 'sexting' (now referred to in 'Keeping Children Safe in Education (KCSIE 2021)' as sharing nudes and semi nudes).

**Response** in the event of peer-on-peer sexual abuse, the Designated Safeguarding Lead (DSL) will put a risk assessment in place which will inform the need to:

- manage the incident internally
- refer to early help
- refer to Children's social care
- report to the police.

We will approach all cases of sexism and sexual harassment with 'zero tolerance'. Please be assured that our response to such incidents will be proportionate, considered, supportive and decided on a case-by-case basis.

It is important to recognise the feelings of male students too, in line with our sixth form admission policy. We encourage dignity and respect in line with our FCJ values. As such we must encourage boys to report incidences of sexism and/or sexual harassment and identify a 'safe place' if needed.

### Sanctions

Different sanctions will be dignified and respectful but will also be appropriate and proportionate for different 'levels' of sexual harassment and sexist comments. The following suggestions are not full proof and different sanctions will be used for which behaviours, as context will impact how you handle each incident.

- Educate the perpetrator as, whilst we will not tolerate the behaviour through the curriculum, member of staff and/or extremes against others, we will not demonise anyone, will support and listen to all pupils involved.
- Verbal warning/advice
- Reconciliation/apology to their peer
- Letter/phone call to parents
- Detention
- Restorative justice/community service such as cleaning our chapel or litter picking
- Period of internal exclusion (length variable on incident)
- Fixed term exclusion
- Permanent exclusion

The response and sanction to each incident should be proportionate. For example, a 'perceived/inferred' incident such as sexist comment through education, curriculum and/or through our FCJ values and respect.

We will also balance the importance of safeguarding other pupils with the need to support, educate and protect and protect the alleged perpetrator(s).

We will consider the following as set out in KCSIE 2021 (paragraph 464):

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)

- How to balance the sanctions alongside education and safeguarding support (if necessary, these should take place at the time).

Exclusion from school will only be used in the most severe cases, for example, if the police recommend, we exclude a pupil after an incident of sexual assault. If this happens and we deem it appropriate, to internally isolate pupils in school, we will have mitigations in place to protect other pupils, such as keeping that child in isolation. In the most serious incidents, the police will be involved.

### **Victim(s)**

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities) as advised in KCSIE 2021. (p.106)

Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friend(s) of the alleged perpetrator(s) might react if their friend was removed from the class, the victim might prefer to not be put in this situation. We will also establish a 'safe area/zone' for the victim so that they feel both safe and comfortable around their peers.

At Upton, we endeavour to create a culture and ethos of respect, tolerance, acceptance and diversity which makes it easier for our pupils to 'call out' incidents and harder for anyone to get away with sexist or inappropriate behaviour. At Upton, we want to work together to overcome the wider societal culture of victim blaming, as pupils may be, in some cases, afraid of how reporting incidents of abuse and harassment reflects on them. We aim for Upton to be an inclusive environment.

We will endeavour to listen to the victim(s) and that their wishes will inform our response but our decision(s) will be final.

### **Reporting inappropriate behaviours**

'Lower level' incidents are far more frequent than severe incidents and can underpin the problematic 'normalised' culture Ofsted refers to in its review into sexual abuse in schools and colleges in June 2021. It is important that we encourage our pupils to 'call out' and report anything that makes them uncomfortable, no matter how 'small' they think it is. We endeavour to let the pupils know that we

- take their safety and wellbeing seriously
- listen to them
- act on their concerns
- do not tolerate or accept abuse

Our 'zero tolerance' approach is both supportive and proactive and reporting incidents benefits everyone, including:

- the victim(s) by stopping the problems and getting the help and support they need
- other people by preventing it happening to someone else
- the alleged perpetrator(s) catching problematic behaviour early can help them avoid criminal offences later in life.

### **Promotion of appropriate sexual behaviours**

As well as focusing on what is inappropriate, we will help, guide and advise pupils on understanding what good and healthy sexual behaviour means.

Our PSHE/RSE curriculum will cover important areas such as:

- consent
- what respectful behaviour looks like
- confidence and self esteem
- healthy relationships

Challenging behaviour as it happens will help pupils understand what is and isn't acceptable.

If the incident is deemed to be very 'low level', for example, a pupil making a comment which staff have reason to believe they do not fully understand, it may be appropriate to explain why it was not acceptable and ask the pupil(s) to apologise immediately on the spot. This may help facilitate a class discussion about appropriate and inappropriate language.

Immediate apologies are encouraged with pastoral leaders being informed and monitoring for any recurrence. Should a student refuse to apologise, escalate the incident to a more serious sanction. Parents will be informed, so that they are aware of what their child has said or done, and that we would encourage them to discuss the incident as a family. This will help work in partnership with parents as co-educators and where appropriate work towards a solution together.

### **Alleged perpetrator(s)**

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it may be because they are communicating their own experience of abuse.

At Upton, we will offer the alleged perpetrator(s) a safe place to explain what may have happened to them, and to discuss how their actions were not appropriate. We will aim to educate the students on the inappropriate behaviour and approach the situation through gentleness and approach with dignity, otherwise the pupil may not feel safe to open up about their own experience.

Pastoral leader(s) will aim to modify their behaviour through a plan (using KCSIE paragraph 464) that may involve counselling, Chaplaincy and /or clinical care and/or external agencies.

### **Offenders**

In some circumstances, we may deem it appropriate for a group of girls who have committed similar offences to engage in an outreach programme where they can hear first-hand about the impact of behaviour such as theirs.

We may use external agencies such as The Lucy Faithful Foundation to inform a programme, training and support for your people in trouble with the police or our school for inappropriate behaviour, such as sexting (sharing nudes or semi nudes).

For more serious offences, we will consider arranging for the perpetrator(s) to meet with the survivors of sexual abuse who feel comfortable talking about their experience (Rape Crisis Centre) as it may offer an outreach programme.