

St Alban's Catholic High School Behaviour Strategy



Learning, Respecting and Caring

Designing a school behaviour strategy is a complex proposition because you are you are dealing with a large number of variables. The long term development is to build a culture that is clearly communicated with the school community, and then having a staff body who are consistent in upholding those core values, and holding our student population to account.

Our aim is to develop young people who are tolerant, caring and respectful of each other, and when conflict does occur, have the tools to repair and restore their relationships.

There are many aspects to this strategy that enable it to work effectively, we are also guided by DfE document 'Behaviour in Schools' that can be found [here](#):

Behaviour is EVERYONE's responsibility

Pastoral Structure

The school Senior Leadership Team play a crucial role in setting the tone for the school, modelling the correct behaviours for staff and holding people (staff and students) to account.

Jason Horne is the Senior Leader with responsibility for behaviour, wellbeing, personal development and Safeguarding. However, it is important to note, no one person can do this in isolation. Achieving outstanding behaviour is a truly collective effort.

Heads of Year oversee each year group. They have a remit to monitor behaviour and academic performance. They are supported by non-teaching members of staff who provide pastoral and emotional support to students.

Non-Teaching pastoral staff include Helen Arthur and Carolyn Land as Key Stage student support managers. Helen has responsibility for Year 7 and 8. Carolyn has responsibility for Year 9, 10 and 11. Both Helen and Carolyn support students with behavioural issues, emotional health and have a key safeguarding responsibility as deputy designated safeguarding leads. Alongside Helen and Carolyn we have two student support workers – Becky Thomas (KS3) and Chrissie Webber (KS4). The student support workers act in a triage role when behaviour incidents occur, in most cases that are the first point of contact, they can support the student by taking statements and then ensure issues are passed to the most appropriate person. They also run intervention groups such as working on friendship issues, develop self-esteem and self-confidence etc.

Form Tutors also play a vital role in building relationships with students and holding their tutees to account over behaviour.

ELSA – The school has one emotional literacy support assistant (Gosha Bikritski). Gosha can support students with short/medium term intervention usually 6-10 weeks. The work is designed to support the emotional needs of our students and this is seen as an early mental health intervention.

Youth mental health first aid – we currently have 19 staff who are trained in this area. We would like to expand this further so that we can map this in a more strategic way to support students through a mental health first aid on call rota. YMHFA gives staff the tools to understand some of the more common mental health concerns, such as anxiety, depression, self-harm etc. Staff can then signpost students to where they can access the most relevant help.

SEND

The SEND department provide detailed student passports, which give information about the needs/diagnosis of the student and strategies that can be utilised in the classroom and around the school. Students with an EHCP have a legal right to support within the school and TAs are deployed to support these students. Student SEND passports are accessible via ClassCharts.

Claire Pickard (SENDCo) also runs drop in sessions for staff so that they can discuss specific strategies for particular students. She has recently sent out a document, which focused on supporting behaviour for students with SEND. This was really useful in terms of looking at proven strategies for students who have ADHD, ASD etc.

Mental Health and Wellbeing Strategy

Mark Donohue leads the school strategy on Mental Health and Wellbeing. Mark is new in post and therefore is building what is already in place. Mark is very keen to look at the education around mental health, and developing responsibility within the student body with the development of mental health champions and training older students with the mental health first aid award. The aim will also be to introduce an on call rota for mental health where we can make sure every lesson there is a YMHFA trained member of staff to help support students who may be displaying signs of poor mental health.

Restorative Approach

The restorative approach is used to help students have conversations where conflict has occurred. This is an important method of educating young people when their behaviour has caused distress or harm. This approach builds emotional intelligence and asks students to reflect on the impact of their behaviour. This supports the school's Catholic ethos in giving the opportunity to repair and redress the damage that has been caused.

Restorative conversations can be used in a number of ways, and are used by classroom teachers, pastoral staff and senior staff. These can empower the victim to speak to the instigator, and allow them to articulate how this has made them feel. A restorative conversation is conducted with the staff member present and will usually follow the structure below:

What happened?

What were you thinking?

How did this make you feel?

Who has been affected?

What do we need to do to put things right?

Trauma Informed Approach

This approach builds on some of the work that we do through restorative conversations. The outlying theory is that past trauma will have an impact on someones behaviour and their ability to regulate emotions. A lot of the work and intervention in this approach is based on a therapy model, and therefore this is a long term approach to support those students who struggle keep control of their behaviour and emotions. Some of the interventions include engaging students through drawing and talking therapy and use of sand tray activites. These are useful for students which cannot verbalise their emotions. Helen Arthur has a drawing and talking qualification and can work with students weekly over a term to provide support.

The areas that we will focus on with staff are to develop more empathetic language with students and greater education around the impact of ACEs (Adverse Childhood Experiences).

Behaviour Expectations – The St Alban’s Way/The 4 Ps

THE ST ALBAN'S WAY – 4Ps



EXPECTATIONS	CATHOLIC LIFE	LESSONS	SOCIAL TIMES	CORRIDORS	ENVIRONMENT	OUTSIDE SCHOOL
PRIDE	<ul style="list-style-type: none"> • Take part in Form prayer • Take part in Mass and services • Be proud of your faith • Contribute positively to our community 	<ul style="list-style-type: none"> • Arrive in the correct uniform • Produce fully completed neat work • Look after your equipment 	<ul style="list-style-type: none"> • Be welcoming to ALL • Treat each other with respect • Be kind and look after your friends • Set the right example to others 	<ul style="list-style-type: none"> • Walk at all times • Make space • Use the correct stairwell • Greet each other politely 	<ul style="list-style-type: none"> • Take your litter with you and place in a bin • Do not graffiti • Do not damage or vandalise school property 	<ul style="list-style-type: none"> • Door to door pride • Be respectful on public transport • Be polite and courteous to members of the public
PREPARATION	<ul style="list-style-type: none"> • Think of a prayer you might want to read • Be quiet and respectful in Mass 	<ul style="list-style-type: none"> • Be on time! • Have the correct equipment for every lesson • Make sure SAIL work and revision has been completed 	<ul style="list-style-type: none"> • Bring a coat with you in the cold weather • Have trainers ready to play on the field • Be lesson ready - uniform, toilet and water bottle 	<ul style="list-style-type: none"> • Show courtesy to other students - hold doors open and be polite • Give space and no pushing 	<ul style="list-style-type: none"> • Collect up your own litter • Be prepared to help • Leave toilet areas clean for others to use 	<ul style="list-style-type: none"> • Check your timetable • Make sure you have the right equipment for each day • Have your bag packed in advance
PARTICIPATION	<ul style="list-style-type: none"> • Help to raise money for charity • Take part in Mass and services • Be a CAFOD leader or part of SVP • Reflection days 	<ul style="list-style-type: none"> • Engage in lessons and have fun! • Put your hand up and answer questions • Be respectful when others are talking • Ask when stuck 	<ul style="list-style-type: none"> • Play fairly • Follow game rules • Be kind • Queue respectfully in the canteen • Enjoy your break • Exercise 	<ul style="list-style-type: none"> • Walk calmly and quietly • No shouting or boisterous behaviour • Keep to the left to help flow 	<ul style="list-style-type: none"> • Take part in Form time litter picks • Be responsible for the equipment and spaces you use • Use equipment with care 	<ul style="list-style-type: none"> • Be an ambassador for the school • Queue sensibly for the bus • Give up your seat for elderly people or with disabilities
PROGRESSION	<ul style="list-style-type: none"> • Be more confident saying prayer in front of others • Take an active role in Mass • Take care of each other 	<ul style="list-style-type: none"> • Know your target grade • Act on feedback • Have a goal in mind • Complete work to your highest standard - stretch yourself 	<ul style="list-style-type: none"> • Develop your empathy and resilience - • Work on friendships • Try to be kinder • No inappropriate language 	<ul style="list-style-type: none"> • Move quickly to lessons • Show urgency for learning • Line up quietly at the classroom door 	<ul style="list-style-type: none"> • Help to make your environment better • Look after plants and shrubs, help with the allotment • Tell staff if something gets broken 	<ul style="list-style-type: none"> • Manage your time at home - less screen time! • Finish SAIL work before anything else • Engage in the local community

The Consequence System

Behaviour points are awarded C1 – C4. So C1 = 1pt, C2 = 2pts and so on. **The maximum you can award any student in one lesson is 4pts**

Please give a verbal warning prior to C1 being logged!

C1 - minor disruption (warning but logged in ClassCharts)

C2 – persistent disruption (lunchtime detention or after school logged in ClassCharts)

C3 – serious disruption or inappropriate behaviour (Where possible removal to another room within the faculty, faculty/departmental detention) log in ClassCharts

C4 – dangerous and/or highly disruptive behaviour (Removal by SLT On Call, SLT detention/Potential internal exclusion (isolation) depending on circumstances) log in ClassCharts

Sanctions and Intervention

C2 Detentions

These are used for persistently disruptive behaviour in lessons and lateness in the morning or to lessons

You will receive two opportunities to correct your behaviour before a C2 is issued

A verbal warning

Then a C1, which will be recorded on ClassCharts

If poor behaviour persists then a C2 will be issued automatically raising a detention

Lesson 1-3 will be lunchtime / lesson 4 after school

ALL C2s are 25 minutes and happen the SAME DAY

Detentions always take place in Room 19

Parents/carers will be notified on ClassCharts

C3 Detentions

These are more serious detentions which are at subject department level

These are more serious or continually poor behaviour in lessons or around the school

ALL C3 detentions take place after school for 45 minutes

They happen the SAME DAY

These Detentions take place in Room 19

Parents/carers will be notified on ClassCharts

C4 Detentions

These are for serious breaches of the schools behaviour policy

These detentions are supervised by the Senior Leadership Team

They happen every Friday and last for 1 hour

These Detentions take place in Room 19

Parents/carers will be notified on ClassCharts

Your parents/carers will also receive a letter from Mr Horne

Detentions that are missed are upscaled as follows: missed C2 – upscale to C3, missed C3 – upscale to C4, missed C4 – upscale to 1 day isolation

Isolation (internal suspension)

Students are expected to attend school, but are removed from circulation. They will sit on their own and complete work provided by the class teacher in silence, this also includes social times. At the end of the isolation period, the Head of Year will inspect the work completed and decide whether the isolation period is complete. If a child misbehaves or does not complete work to a satisfactory standard they may be asked to complete the isolation again the following day. Decisions on isolation are made in consultation with the behaviour lead. Parents/carers are contacted and written to.

External Suspension

External suspension are for significant breaches of the school's behaviour policy. These can last from 1 to 5 school days. These are decided by the Headteacher and will be based on advice taken from the behaviour lead and statements taken from an investigation or possibly an accumulation of poor behaviour. After an external suspension, a reintegration meeting must take place with the student and the parent/carer. This is to discuss the matter and find a way forwards. Clear targets and expectations will be set for the student. If a parent/carer does not attend the meeting and the student attends school, the student will be placed into isolation until the meeting has taken place.

Permanent Exclusion

It is important that we see permanent exclusion as a last resort for the school. The school has to weigh up a number of factors before deciding whether to permanently exclude a student from the school. One of those factors that needs consideration is safeguarding. School is the single biggest safeguarding factor in any child's life and therefore school may increase a child's vulnerability through the process of permanent exclusion. The school must also be able to demonstrate to the governors and the Local Authority that it has done everything within their remit to support the child. All decisions regarding permanent exclusion sit with the Headteacher and they must be clear that all options have been exhausted before deciding to permanently exclude.

There are instances where a serious breach of the school's behaviour policy, which could lead to an immediate permanent exclusion, such as bringing a weapon or illegal drugs into the school. If a student also accumulates 15 days of external suspension this will trigger the permanent exclusion process.

There is new guidance about the process the Headteacher must follow:

Exclusions happening from 1 September 2022

The Head must tell parents (initially by phone or in person) why the pupil has been excluded/suspended and for how long. This must be done without delay.

Then the Head must write to parents with this information and also explaining that they have right to make representations about the exclusion and how to do this.

The Head must inform the Governors and LA.

The Governors must meet within 15 days of receiving the notice of the exclusion (NB if the exclusion will result in the pupil missing an external or National Curriculum exam they must take reasonable steps to meet before the exam).

Parents always have the right to say why they object to the exclusion or give their views about it. These are called “representations” and should be made in writing. These representations must be considered by governors even where there is no requirement for a meeting (see our advice on preparing written representations).

If there is a meeting, parents have the right to attend. They can also have someone to represent them at the meeting (such as an advisor from the local Independent Advice and Support Service or a solicitor) and can bring a friend.

If the pupil is a looked after child, the Head must tell the Virtual School Head and if the pupil has a social worker, the Head must tell the social worker about the exclusion/suspension – in both cases, without delay.

School must take reasonable steps to set and mark work for the first five days of a period of exclusion.

Lessons

All lessons start with a Review and Build activity. This is designed to engage students quickly when they enter the classroom and settle the group. All lessons end with a Check and Consolidate task to review learning, but to also make sure students leave the classroom in a calm and ordered way. There is a school wide policy that staff greet students at the door and welcome students into the room as quickly as possible to clear

corridors. Managing transitions between lessons is an area where all staff are expected to contribute making sure students are into lesson quickly and are therefore engaged in learning.

Reports Cards

There are three types for report that the school uses. Reports are a way of monitoring behaviour for a set period and then reporting regularly to home.

Motivation report – the basic principle is to report on behaviour, but the targets are used in a positive way to focus on positive behaviour and to accentuate a positive approach incentivised with rewards

HOY Report – These are set by the Head of Year with the approach to set targets that modify behaviour these are usually used between four and six weeks. Each week parents/carers receive feedback about what is going on in lessons

Subject Report – Individual subjects can place students on report if the Head of Faculty wants to monitor behaviour and support colleagues within the department. These are usually a shorter-term intervention between two to four weeks.

Mentoring

Mentoring can be a powerful tool to support students with their behaviour. Staff are happy to give up their time to support students who are finding school difficult for a variety of reasons. Part of the process is to build a trusted relationship so that the student can feel safe and supported. The staff members role is to meet regularly with the child (usually once per week) to listen and then discuss strategies the student can use both in the classroom and during social times. The mentor will act as an advocate for the student and can liaise with staff to ensure strategies are put into place in the classroom.

On Call

The process of on call is a support mechanism, which is led by a combination of SLT, middle leaders and pastoral staff. Every lesson across the week has a designated on call person who can go and assist a member of staff in a lesson. On call serves two purposes: to support behaviour and safeguarding students.

Utilising the C system, when a student gets to C3, the expectation is that the child will be moved to another classroom within the faculty. For example, the child may sit in with a Sixth Form group and complete work as directed by the class teacher, this will also trigger an automatic C3

detention after school. The on call person can assist with removing the child to the other room. If the matter gets to C4 then on call is automatically requested and the child will be removed from the subject completely. This will trigger a C4 SLT detention on a Friday after school.

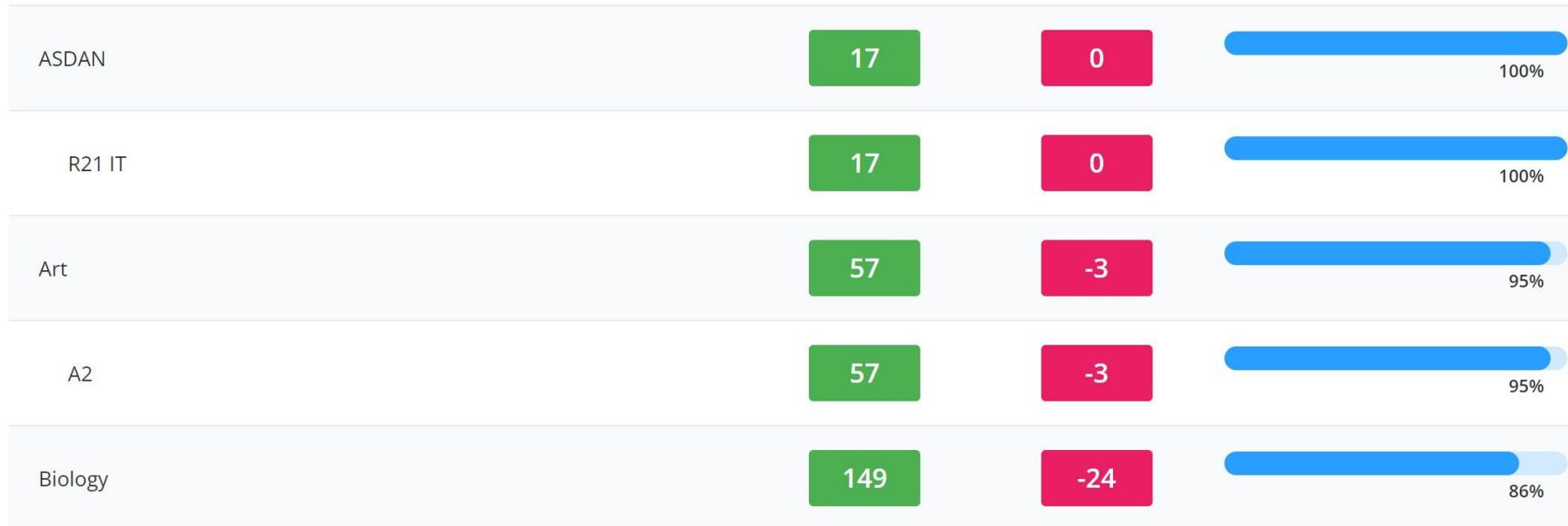
We also recognise that an increase in behaviour issues/distress are being caused by poor mental health and therefore it has been proposed that a mental health on call rota is in place to ensure that we are making best use of those staff who have the Youth Mental Health First Aid award. This something we are hoping to introduce in 2023.

Hot Spotting Trends

Part of the expectation for on call is for the members of staff to walk the corridors and understand the climate of the school. However, it is important that we understand where we need to target our support. ClassCharts analysis and then cross-referencing this with the timetable allows hot spot trends to be identified so that SLT staff can ensure (where possible) that they are on hand to assist with smooth transitions into and out of lessons.

The example below shows how behaviour patterns can be analysed by time of day and subject:

10:00 - 10:59



Therefore using this example we can identify that during lesson 2 Biology may need some support with Year 11 GCSE biology lessons.

SPSF

The Suffolk Pupil Support Framework is a 16-week programme, which is run internally by schools. The aim is to support behaviour and this is in consultation with parents/carers. The SPSF is used when interventions such as sanctions, reports, mentoring etc have not had the desired impact. During the programme parents/carers are required to attend a fortnightly meeting to discuss progress and adjust targets accordingly.

CISS and SENDiass

CISS – County Inclusion Support Service work with schools and parents/carers to help support and advise when students are struggling with behaviour issues and internal mechanisms have had little impact. For those students with SEND, Sendiass also offer support and advice for both school and parents/carers.

IYFAP

The In Year Fair Access Panel meets once per month. Suffolk is split into the three geographical areas: North, West and South. St Alban's falls under the South IYFAP.

There is an agreement amongst all secondary schools in the Southern area to support each other and to try to reduce the number of permanently excluded students. The panel comprises of representative from each High School, Family Services from the Local Authority, Admissions from the LA, Transport from the LA, MASH/Social Care, Suffolk Police, Sendiass, CISS.

The IYFAP will discuss students who are being reintegrated back into main stream education after permanent exclusion, managed moves and alternative provision. A managed move is usually when a school is trying to give a student an opportunity to try another school to avoid a permanent exclusion. This is a six week trial, which is to see if the fresh start will work. Support is put in place and progress is monitored with fortnightly meetings between both schools and the parents/carers. The student remains on the home school roll during the trial, and will only move onto the receiving schools roll once the managed move has been deemed successful.

Training for Staff – CPD

Staff receive regular training and updates to support their work and behaviour management. This happens through staff briefings, staff meetings, video masterclass emailed out on use of ClassCharts, C System etc. Staff identified as having a weakness are put onto a support programme and paired up with a coach to help them to develop their practice and classroom management. Staff who do not improve and continue to fall below expectations will be placed onto a capability procedure.

Outside School Behaviour

The school has the power to sanction students for poor behaviour outside school. The most common issues will be related to students traveling to and from school, and inappropriate use of social media.

When dealing with transport issues the school can do the following:

- Regular morning patrols by senior staff at Tower Ramparts Bus Station
- Monitoring of students near to the Woodbridge Road shops and Hospital to make sure students are on time for school

- A system for lining students up and loading buses safely at the end of the school day
- Placing bans on students who persistently misbehave whilst using public transport
- Where necessary working with Ipswich Buses and First Bus to rectify any damage that might be caused to vehicles – this could include you being liable to pay for repairs that might be needed

Social media provides a whole host of complicated factors. We always advise students to take screen shots of conversations and provide these as evidence when the matter is being investigated.

Taking Statements and Investigating Incidents

When an incident occurs, in the vast majority cases this will need to be investigated to establish the facts. When statements are taken it is important that the following process is followed:

- Statements are taken on school statement forms
- They are taken independently
- Ideally written by the student, however the student can ask someone to scribe. In this case the scribe must write verbatim and then read back to the student so that they are happy it is a true reflection of what they have said
- Statements are signed and dated by both the students and member of staff

Staff assessing the statements can use the principle of 'balance of probabilities' to come to a conclusion.

Education

Tom Bennett, DfE advisor for behaviour advocates that good behaviour need to be taught to students. We cannot assume that students know how to behave. Therefore, it is important that students are taught what good behaviour looks like and how that translates to specific subject areas. There is an expectation that individual classroom teachers ensure that they model the desired behaviour and educate the students about what they expect in their classroom. We also spend time educating softer skills through our PYF and extended registration programmes – healthy relationships, relationships online, empathy, resilience, mental health, child on child abuse, sexist and misogynist views etc.

Our RE and Chaplaincy department spend a lot of time looking at aspects of faith that directly contribute to developing good behaviour and healthy relationships.

Nurture Room/School Chapel

For our more vulnerable students the library/nurture room and chapel provide a quiet space for students to spend their social time. Some students find high school to be noisy and this can increase their anxiety. Therefore, it is important that we provide calmer, quieter spaces for students to decompress and feel safe and happy. These spaces are accessed via invitation only to control numbers and target students who need the support most.