



**St Mary Magdalene C of E School
(Secondary Phase KS3 -KS5)**

Behaviour Policy

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Section 1: Aims and vision

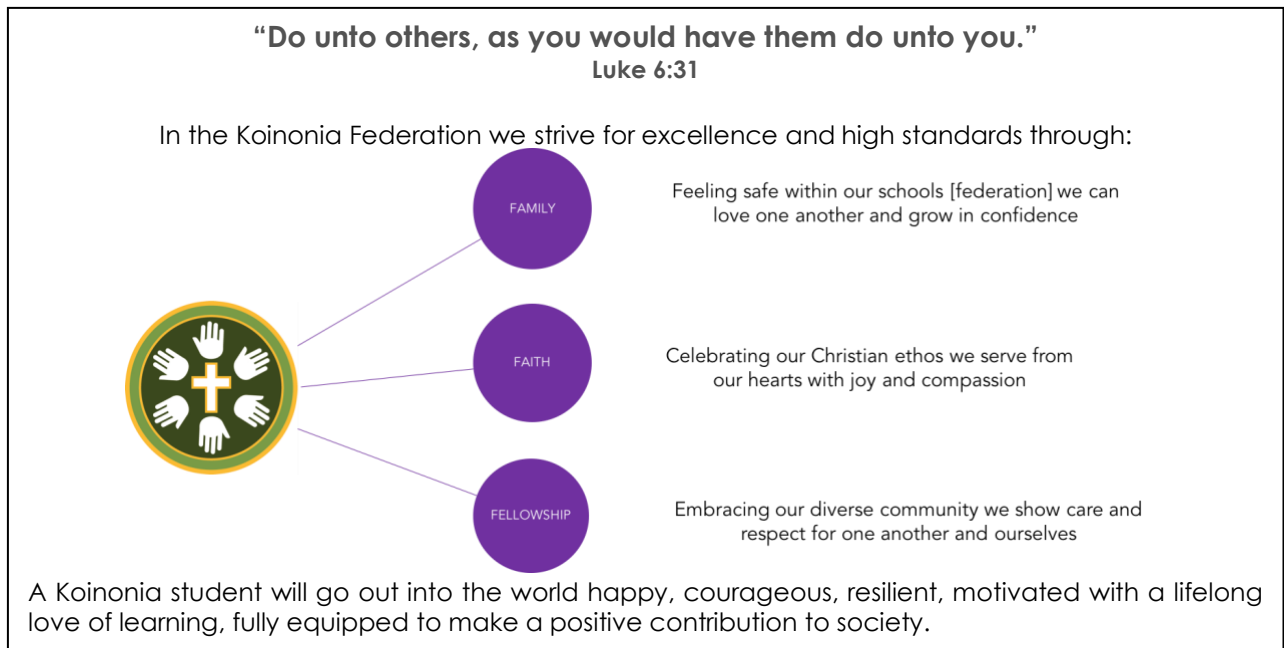
Aim of our Behaviour Policy

St Mary Magdalene's secondary phase behaviour policy serves to complement and continue the primary phase's policy.

Students and staff have a right to work in a safe environment free from disruption, violence, bullying and any form of harassment. This policy's aim is to promote a culture of positive reinforcement and encouragement in which all students can achieve. It seeks to create an inclusive and caring learning environment in the school by promoting key principles and routines through self-discipline, proper regard for authority, and positive relationships based on mutual respect. It ensures equality of treatment for all and consistency in dealing with both positive and negative behaviour.

This policy is based on DfE guidelines, outlined in the DfE document 'Behaviour in schools – September 2022' and the SDBE Discipline statement.

Federation Vision and Values



mission is to provide excellence in academic achievement and to ensure that every member of our school community will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning and fully equipped to make a positive contribution to society.

Secondary Phase Behaviour Vision - (KS3-KS5)

We have one common motto, which should be followed in order that everyone can work happily together:

'Do unto others as you would have them do unto you.' Luke 6:13
i.e. All students and staff should treat one another with courtesy and respect.





At St Mary Magdalene we have

RESPECT

Arrive on time for school and lessons

**Speak in a calm and respectful manner
with staff and students**

Treat the school building with respect

We understand that a consequence
for not having respect is a
C2 or C3



At St Mary Magdalene we have

RESILIENCE

**We treat each new lesson as a fresh
opportunity to succeed.**

**We try to recover quickly
from difficulties.**

**We learn from our mistakes and
challenges**



At St Mary Magdalene we take

RESPONSIBILITY

Take responsibility for our own actions.

**Wear the correct uniform at all times
(including break times) and bring
in the correct equipment for learning.**

**Report all forms of discriminatory
language or behaviour.**

We understand that a consequence for
not taking responsibility for ourselves
is a **C2**.

Section 2: Rewards and consequences

KS3-KS5 Reward system:

Rewards can be given out for positive behaviour in class, in school and within the wider school community.

The students who obtain the highest number of reward points each half-term and term will be entered into prize draws.

Reward	Description and action
R1	A verbal recognition from the teacher in class.
R2	An award recognising good work in lesson time, homework, extracurricular activities or contributions to the wider Federation community. Issued by the class teacher/family tutor and recorded on MIS.
R3	An award recognising outstanding work in lesson time, homework, extracurricular activities or contributions to the wider Federation community. Positive phone call/email/postcard/letter home from the class teacher and recorded on MIS.
R4	A commendation for going above and beyond an R3. Issued by a member of the senior leadership team. Recorded on MIS and a certificate given. This reward can also be used to recognise outstanding achievement outside of school.
R5	A termly prize presented by the leadership for consistently outstanding performance over the term. Recorded on MIS and a certificate given.

All 'rewards' are logged on the school MIS. Teachers directly contact the parents/carers of students by telephone or letter when they get an R3+.

KS3-KS5 Consequence system:

Our consequence system is based around the three principles below:

- **recognition that behaviour is predominantly a choice**
- **everyone needs to respond and own behaviour**
- **responding to behaviour should be kept at ground level and always focused on reconciliation and restoring relationships**

The main aims are for the system to encourage fellowship and harmony, and to enable students to take responsibility for their actions. The consequences are for teachers to put in place to help students understand how to reform their actions.

All rewards and consequences are logged on the MIS so that the family tutor, staff and SLT can access this information. If need be, personalized support plans will be put in place to help students take ownership of their behaviour (for instance, reports monitoring punctuality and uniform). Family tutors/HoY/Student welfare assistants/SLT will set the student specific targets.

An example of the consequences structure is below with some examples. It is important that staff have conversations about the meaning of the term 'consequence' so that students know it is not always a negative word and is there to help them correct their behaviour.

All rewards and consequences should be written on the whiteboard so they are visible for the students to see. This list is not exhaustive and specific situations of each case need to be taken into consideration.

Consequence	Action
C1	Written warning on the board/Verbal warning
C2	15-30 minutes teacher detention (lunch/after school)
C3	1 hour detention with the HoY (after school) the following day.
C4	Internal exclusion (between 1 & 5 days)
C5	Suspension

Consequence pathway

C1	C2	C3	C4 Internal exclusion	C5 Suspension
Written warning on the board/ Verbal warning	Negative attitude/ silliness/ throwing/ rudeness/ lateness to lesson/disruption to the lesson	Defiance/ swearing/ chewing gum/ repeating behaviour from C2	Gross defiance/ fighting/ inappropriate language/ swearing/ bringing the school into disrepute/ discriminatory language being used	Serious behaviour incidents/ persistent behaviour C3+

The above table is not an exhaustive list and staff will use the evidence and their professional judgement when implementing a consequence.

Failure to attend a detention will be deemed as defiance and will result in a C3+

Section 3: School routines and behaviour expectations

Restorative Justice

- We have a restorative justice (RJ) approach to dealing with behaviour incidents and conflict between students here at SMM. If there has been a breakdown in friendship groups or the relationship between teacher and student has deteriorated, the RJ approach is a tool to restore peace and harmony to a situation. This will help to ensure that all sides understand what has happened and how it can be repaired. If a teacher has given a student a C3 or C4 detention, then that teacher will facilitate an RJ conversation with the student before the student is reintegrated back to the classroom.

The school day

- Staff, parents and students must be aware that students may be required in school up to one hour before morning registration and up to one hour after the end of the final lesson. This time is reserved for behaviour consequences and co-curricular activities. Parents/carers are requested not to schedule any other engagements for their children during this time unless it is otherwise unavoidable.

Contacting home

- As with rewards, all 'consequences' will be logged on Satchel in order for parents/carers to be aware of their child's behaviour in school.
- Teachers will attempt to directly contact the parents/carers of students by telephone when they get a C3 or above, giving parents notice that their child will have a one hour detention the following day.
- If telephone/text message contact cannot be made, the record on Satchel serves as notice for the parent/carer.

Punctuality

- If students are late to lessons, they receive a C2 of 15-30 minutes.
- If students are late to school in the morning, they will receive a C2 detention that is logged on Satchel and sat during lunch time. If they miss the C2, then it will be upscaled to a C3 detention. Student welfare assistants will send a text home informing parents/carers.
- If students are repeatedly late, in addition to the above, the Home-School Link Worker meets the student and, where appropriate, contacts the parent.

Homework

- Students who fail to complete a piece of homework on time will be given a C2 by their class teacher and a 15-30 minute detention with that teacher on the same day.
- If the homework is not brought in the following day, they will be given a C3 detention by their class teacher, who will log this on the MIS and contact the student's parents/carers by telephone.
- A second failure to complete homework in one subject within one half term will result in a C4 detention.
- See the Homework Policy for more detail.

Uniform and equipment (See Uniform and Equipment policy for more detail)

- Staff on the gate and family tutors will check all students' uniform each morning.
- If an item of uniform – including shoes – is missing or incorrect, spare uniform is lent from the school office in exchange for a mobile phone or Oyster card. If a student does not have the correct uniform, the student will be given a C2 by their student welfare assistant or family group tutor.

- If a student does not have their equipment for learning, the family group tutor or class teacher will issue a C2 and may contact home and/or the pastoral team.

Mobile phone/electronic device routines and consequences: (see Mobile Phone Policy for more detail)

If a member of staff sees or hears a student with a mobile phone that is not switched off:

- The first instance will be to confiscate the mobile phone/electronic device and place it in the school safe in a labelled envelope; log it on the MIS and inform the parent/carer. The mobile phone will be returned at the end of the week.
- In the second instance in one half term, the mobile phone/electronic device will be confiscated and parents will be asked to collect the phone and/or have a meeting about this.
- In the third instance in a half term, the phone will need to be handed in each morning to reception or not brought in for an agreed time period.

Break, between-lesson and lunchtime incidents

- In most but not all instances, poor behaviour outside lesson time but within or around the school will result in a break and/or lunchtime detention and will not follow the usual consequences chart.

Multiple consequences

- Behaviour will be monitored by HoY/SLT who will ensure an escalation of the consequences for repeated unacceptable behaviour in one day.
- Two or more C2s will be treated as requiring the consequence given for a C3, as well as a C2.
- Two or more C3s will be treated as requiring the consequence given for a C4, as well as a C3.
- Two or more C4s will be treated as requiring the consequence given for a C5.

Truancy within school:

- The consequence for truancy within the school is a C4 or C5 depending on the length of time missed, and parents/carers will be informed.
- Students who have missed learning through truancy will catch up on missed work in their detention.

Leaving the school site without permission

- Parents/carers will be informed and a meeting arranged with SLT, emphasising the dangers of such an action.
- The consequence will be a C4 or C5 depending on the nature of the incident.
- Students will catch up on missed work in detention.

Illegal drugs/alcohol/harmful substances/smoking materials/drugs paraphernalia:

- Bringing illegal drugs, alcohol, harmful substances, smoking materials including cigarettes, e-cigarettes/vapes, cigarette papers, or any other related or similar materials into school premises will result in a C4 or C5.
- Being in possession of the above in school, on the journey to, from school, on a school journey will result in a C4 or C5.
- Giving or selling the above to another student in school, on the journey to or from school or on a school journey will also result in a C4 or C5.

Medicines

- Medicines must be handed into the office where they will be stored securely. Students are not permitted to carry medicines in school and may be sanctioned for doing so.

Confiscating students' property

- Staff may confiscate items which are not permitted in the school. This includes unhealthy food and drinks as well as pieces of clothing that are not school uniform.
- Confiscated items should be clearly labelled with the owner's name, a description of the item, the date and the name of the person who confiscated the item and, if valuable, kept in the school safe. These should only be returned to the owner, his/her parent/carer, or the parent's/carer's authorised representative.
- The school reserves the right to ask parents to collect confiscated items in person.

Personalised support plan

- A personalised support plan (PSP) for intervention will be put in place if a student is struggling to follow the school's behaviour policy. The PSP will set out clear objectives for the student to make improvements in their behaviour and attitudes, within a specific timeframe as agreed by the student and parent/carer.
- The PSP will be regularly reviewed, and parents/carers will be involved throughout the process with regular review meetings. The purpose of the review meetings is to ensure that the PSP is achieving its objectives and that the student is benefitting from it.

Section 4: Searching students

Searching students

- Whilst we do not wish to carry out searches of students unless otherwise necessary, we acknowledge that sometimes it is in the best interests of the child, and other students and staff members to do so. As such, we follow the DfE guidance 'Searching, Screening and Confiscation (2022)' in this matter.
- Under common law, staff have the power to search for any item if a student agrees. The member of staff undertaking the search should ensure the student understands the reason for the search and how it will be conducted so their agreement is informed.
- When exercising these powers staff must consider the age and needs to students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.
- Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Principal/Vice Principal/Leadership team or HoY will be sought. During this time the student should be supervised and kept away from other students.
- If staff are concerned that a student has a prohibited item (i.e. knives and weapons, alcohol, illegal drugs, stolen items, items suspected of being used to commit an offence or cause personal injury/damage to property, tobacco and cigarette papers, fireworks, and pornographic images) then the Principal or staff they authorise have a statutory power to search a student or their possessions. If the student refuses to be searched then they may be sanctioned; in cases when there is a risk to the student or other students, or a danger to property, or disorder, then the Principal or a member of staff the Principal authorises may under Section 550ZB(5) of the Education Act 1996 search the student without their cooperation.
- Staff will be the same sex as the student being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.

Strip searching

- A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by the school's police officer under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- While the decision to undertake a strip search itself and its conduct are police matters, staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times.
- Staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- In order to ensure a student's wellbeing, the staff may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.

Section 5: Suspensions, exclusions, off site direction and managed moves

Koinonia Centre (Internal exclusion C4)

- The Koinonia Centre (KC) is our internal exclusion room. If a student has been given an internal exclusion, they will be placed in the KC from 8:30am – 4:30pm. The student will be kept out of circulation from other students within the school. This includes break and lunch times. Parent/carers will be informed in advance if their child has been given an internal exclusion. Students will be escorted to lunch where they will collect their food and return to the KC. The KC is also used when we are investigating an incident and students may be placed in there while this is happening.
- Students will register at the KC when they arrive to school in the morning. They will not miss out any learning, students will complete work in line with their timetables and teaching staff and support staff will proactively assist them to complete their learning. All students are expected to follow all instructions from teaching staff while they are in the KC, failure to do so will result in their internal exclusion being extended. Students will not leave the KC early to complete any extracurricular activities or sporting fixtures. The only time they may leave slightly earlier would be to attend a tuition/intervention session and this is assessed on a case-by-case basis. Students who fail to attend a C3 detention may also be placed in the KC.

Suspension (C5)

- These measures are only used in extreme circumstances of unacceptable behaviour and can only be imposed by the Principal or Federation Co-headteachers. Consultation with staff concerned will always take place, where possible and appropriate, prior to any suspension. A member of the leadership team will complete the necessary procedures regarding documentation for any suspension. Teaching staff must set work for the student to complete at home during the suspension period. The amount of work set should reflect the length of time the student will not be in school - class work will be set on Satchel for students to complete. Teachers should keep a record of the work set and ensure it is returned completed when/if the child returns to school. A permanent exclusion may be given for extreme/serious one-off incidents OR after a series of suspensions.

Reintegration meeting

- If a student has been given a C5 (Suspension) then the first day back after the suspension, the student and parent must attend a reintegration meeting with either the Head of Year (HoY) or a member of SLT. The purpose of the reintegration meeting is to determine whether the student is ready to come back to school after their period of exclusion. The HoY or member of SLT will write an action plan and targets for the student with agreed outcomes. When a student returns from an Suspension they will go on either HoY/SLT report as part of their agreed action plan.

Off-site direction

- The school has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It is not used as a disciplinary sanction or punishment for misconduct.
- The off-site direction may be to attend one of our Primary schools in the Federation, a Pupil Referral Unit (PRU), an Alternative Provision, or another school (or unit therein).
- Parental consent is not required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend school.

- The arrangements for the off-site placement will be based on an understanding of the support the student needs in order to improve their behaviour, as well as any SEND or health needs the student has. It may be full-time, or part-time in combination with attendance at school or another setting. The expectation is that the student will continue to receive full-time broad and balanced education.

Managed moves

- A 'managed move' is used to initiate a process which leads to the permanent transfer of a student to another mainstream school/academy following a trial period. It is designed to give student who is at risk of permanent exclusion a fresh start in another school/academy without a permanent exclusion on their educational record.
- As it is a proposed permanent transfer to another setting, parental consent is required, and parents/carers will be consulted when while this is being explored.
- If a temporary move to another setting is needed with the aim of improving the student's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.
- A planned managed move will only happen when it is in the student's best interests.
- During the trial period, the student will be dual registered at both St Mary Magdalene and the new school/academy. If the managed move breaks down during the trial period, the new school/academy will terminate the trial period and delete the student's name from the register. The student will then return to St Mary Magdalene and an alternative PSP will be put in place.

Permanent exclusion.

- Permanent exclusion from school will only be imposed for a serious breach or breaches and/or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education and/or welfare of the student and/or others (such as staff or students) in the school.
- The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings/hearings, including the deadlines for these.