

SACRED HEART CATHOLIC HIGH SCHOOL



Behaviour Policy

July 2019

Approved by the Full Board of Trustees 2nd July 2019

Sacred Heart Catholic High School

Behaviour Policy

"Your example even more than your words, will be an eloquent lesson to the world."

St Madeleine Sophie Barat

Rationale

The Ethos of Attitude to Learning

Gospel values "*...are a guarantee of peace and of collaboration among all citizens in the shared commitment to serving the common good*". (Christ at the Centre 2013).

Excellent behaviour and positive attitudes to learning are integral to our school's success. Our girls need to feel safe in school and ready to learn, our staff need to be able to teach in an environment of mutual respect and courtesy.

There are several principles that we believe are central to ensuring this occurs. Firstly, if we take care of the little things, then larger problems will be avoided.

At Sacred Heart we believe that the staff member who is nearest to the misbehaviour is best placed to deal with the behaviour and where appropriate provide a consequence. All our staff are empowered to do this.

Secondly, that as a staff we need to be consistent in applying our behaviour policy and maintaining the highest standards across school.

Developing good relationships with our students is also key. When girls believe that their teachers know them as individuals and care for them, mutual respect is more likely to grow.

Rewarding good behaviour, effort and perseverance will encourage positive attitudes from students, and staff should do this whenever it's warranted. Students who work hard and behave deserve as much attention and positive reinforcement as those who do not.

Sections:

- 1. The Student Planner**
- 2. Expectations**
- 3. Guidance for Tutors**
- 4. Attendance & Punctuality**
- 5. Uniform**
- 6. The Merit System**
- 7. Managing Behaviour Around School**
- 8. Managing Behaviour in Classrooms**
- 9. The 'On Report' System**
- 10. Detentions**
- 11. The Exclusion Room**
- 12. The Exclusion Policy**



Section 1: The Student Planner

The Student Planner in conjunction with PARS (accessed by Parent/Guardian via Insight) is central to our communication between students, teachers and parents.

PARS records pastoral events as a method of monitoring: rewards, consequences, safeguarding, progress and intervention. Parent/Guardian can choose to access these via Insight which gives a formal picture of a student's academic and pastoral progress. Any comment recorded in PARS should be viewed as readable by Parent/Guardian in Insight.

Students need to develop lifelong skills of accountability and organisation. The Planner is key in establishing these skills and developing routines. Students need to take responsibility for the upkeep of their Planners in both content and appearance. When students are organised then they can maximise their learning.

There are times when students will need to record Concerns and subsequent consequences in their Planner. These are to run alongside PARS rather than replace it and are vital for the student as an aide-memoire. Teachers should check how students are recording incidents and supervise them to ensure accuracy.

Monitoring of Student Planners

- At the beginning of registration students will produce their Planner.
- Form Tutors ensure that they check and sign each student's Planner every week.
- When checking a student's Planner, the following details are key:
 - Homework details are being recorded
 - Merits/Rewards and Concerns/Sanctions are recorded weekly in the Planner
 - The Planner is free from graffiti and is neat and orderly
 - Parent/Guardian have signed the Planner
- Students who have not brought their Planner should be issued a Planner sheet by their tutor.
- Students must return the Planner sheet to their tutor for checking the following day and show that missed work has been copied into their Planner.
- If a student forgets their Planner on more than two occasions the student should be sent to the Head of Progress and will receive a 30 minute detention with the Head of Progress.
- Lost, defaced or damaged Student Planners will need to be immediately replaced at a cost of £2.50. If this occurs on a second occasion the student will automatically be issued with a 30 minute Head of Progress detention, as well as having to immediately purchase a replacement Planner. On a third occasion the Head of Progress will call home and issue a further suitable sanction.
- Absolutely no personalising of the Student Planner is allowed. Planner Checks will be carried out 3 times a year by the Head of Progress to ensure students are using their Planner properly
- Tutors will number any replacement Planners to track how many replacements there are.

Parental Monitoring

Parents/Guardians support their child's learning by checking and signing the Planner each week, encouraging their child to keep the Planner presentable and free from graffiti, and up to date, encouraging the habit of completing homework in an organised and efficient manner, and using the appropriate Parents/Guardians section to communicate with us as a school.

Insight

Insight provides a tool for Parents/Guardians to view school information about their daughter and to communicate with her teachers and other staff. It covers progress and Merits as well as Concerns and attendance data. All the information is stored securely and uses two factor authorisation to ensure that only adults registered with the School as Parents or Guardians can access the data. If a Parent/Guardian would like to register to become a user of Insight, they can go to the School website and follow the links under the 'Parents' tab.



Section 2: Expectations for Students

EXPECTATIONS IN LESSONS

1. Arrive on time fully equipped and ready to work for every lesson.
2. Adopt a positive attitude to learning and achievement.
3. Do as asked by any member of staff – first time.
4. Work to the best of your ability and allow others to do the same.
5. Act with respect and wait until it is appropriate to speak.
6. Listen carefully when the teacher or another student is talking.
7. Take responsibility for your learning; always ask if you do not understand.
8. At the end of the lesson stand in silence and wait to be dismissed.

(Staff should consistently follow Sacred Heart School protocols from entering to exiting the classroom)

EXPECTATIONS AROUND SCHOOL

1. Be polite and respect others.
2. Do as asked by any member of staff – first time.
3. Use appropriate language.
4. Speak appropriately to all members of the School Community.
5. Demonstrate good manners at all times, e.g. hold open doors.
6. Wear school uniform correctly at all times.
7. Walk around the building quietly and keep to the right.
8. Eat and drink in the appropriate locations at the given time, and put litter in bins.
9. Eat in the appropriate locations prior to attending clubs.
10. Look after property.

Section 3: Guidance for Form Tutors

The importance of the Form Tutor

A Form Tutor is a key role within school. The Form Tutor:

- Supports a student's relationships with staff and other students.
- Monitors academic and personal progress of the students in their Tutor Group.
- Provides information to other staff about their tutees.
- Co-ordinates information to help the School to meet each student's needs.

Ideally, the Tutor Group and Tutor Room will be perceived as a safe space for each student. Within the Tutor Group each student should feel: comfortable, accepted and able to seek help and support whenever it is needed. The Form Tutor's role is to build a relationship with each member of their Tutor Group. This relationship is based upon knowledge about each student, both personally and academically, and aids the formation of a strong, positive relationship with each student. The Form Tutor also models best practice to support the development of good habits that aid the progress, development and learning of each student.

Registration Routine

Registration is an opportunity to ensure students are ready for the day. Each Form Tutor ensures that their tutees have Planners and the correct equipment for the day and that uniform is correct. This assists in students' learning by establishing consistent and successful routines.

The following outlines the established routine for Registration:

- Students arrive promptly to Registration
- Students must be sat behind desks (following seating plan)
- Bags are stored in lockers (unless PE before break)
- Planners to be out on the desk opened at the current week
- Detailed uniform check
- Equipment check (e.g. pen, pencil, ruler, calculator)
- Register taken in silence
- Notices given to students
- Form group activity/ individual and class reading as appropriate
- Individual mentoring/monitoring of students
- Take time to get to know your students and provide quality adult interactions
- Prayer to support calm, positive ethos based start to the day

During weekly registration sessions tutors must:

- Check THE PREVIOUS WEEK of each student's profile (Rewards, Concerns, Progress) on PARS
- Sign the Planner and check it has been signed
- Give a Concern on PARS if the Planner has not been signed by Parent/Guardian and ask the student to record this

- Award a Merit for a “Clean Slate” (no Concerns) provided that the student has been present for the full week and another for full attendance and punctuality for the previous week (regardless of any Concerns the student may have received for other misdemeanours)
- Scan their Merits and Concerns on PARS. Praise/counsel students accordingly. Check that homework is being recorded correctly and that the Planner is being kept neatly and is free from graffiti

During registration time SLT links, Heads of Progress and their Deputies may visit Tutor Groups and will assist with uniform checks and reinforce pastoral praise/counselling as directed by the Form Tutor.

Assembly Routine

- Students arrive at 8.40am. A silent and calm atmosphere should be maintained.
- Form Tutor meets Tutor Group promptly in the Hall ready to start at 8.45am.
- Uniform check as students enter the assembly.
- Form Tutors remain with Tutor Group standing next to them and ensuring silence.
- Tutors complete an accurate register of students in the Hall.
- When available Form Tutors assist the Head of Progress with an orderly dismissal from the assembly hall.
- Only students who have PE/Dance may bring their bags into assembly.

Assembly guidance for Heads of Progress and Deputy Heads of Progress.

Day	Main Hall	Dining Room
Monday	Year 11	
Tuesday	Year 7 & 8	Year 10 (Week 2)
Wednesday	Years 9 & 10	Year 8 (Week 2)
Thursday	(Staff Briefing)	
Friday	Year 9 (Week 2)	Year 7 (Week 2)

Year 11 have a weekly assembly. All other Year groups have their individual assembly in a Week 1 only. 6th form students have a weekly assembly in the 6th form building.

Assemblies should begin promptly at 8.45am. After which the doors shut and latecomers are not admitted but are given appropriate sanctions. Students must enter using the staircase door for Main Hall assemblies and as instructed by the Head of Progress for assemblies in the dining room (this is weather dependent).

Joint Assemblies occur weekly:

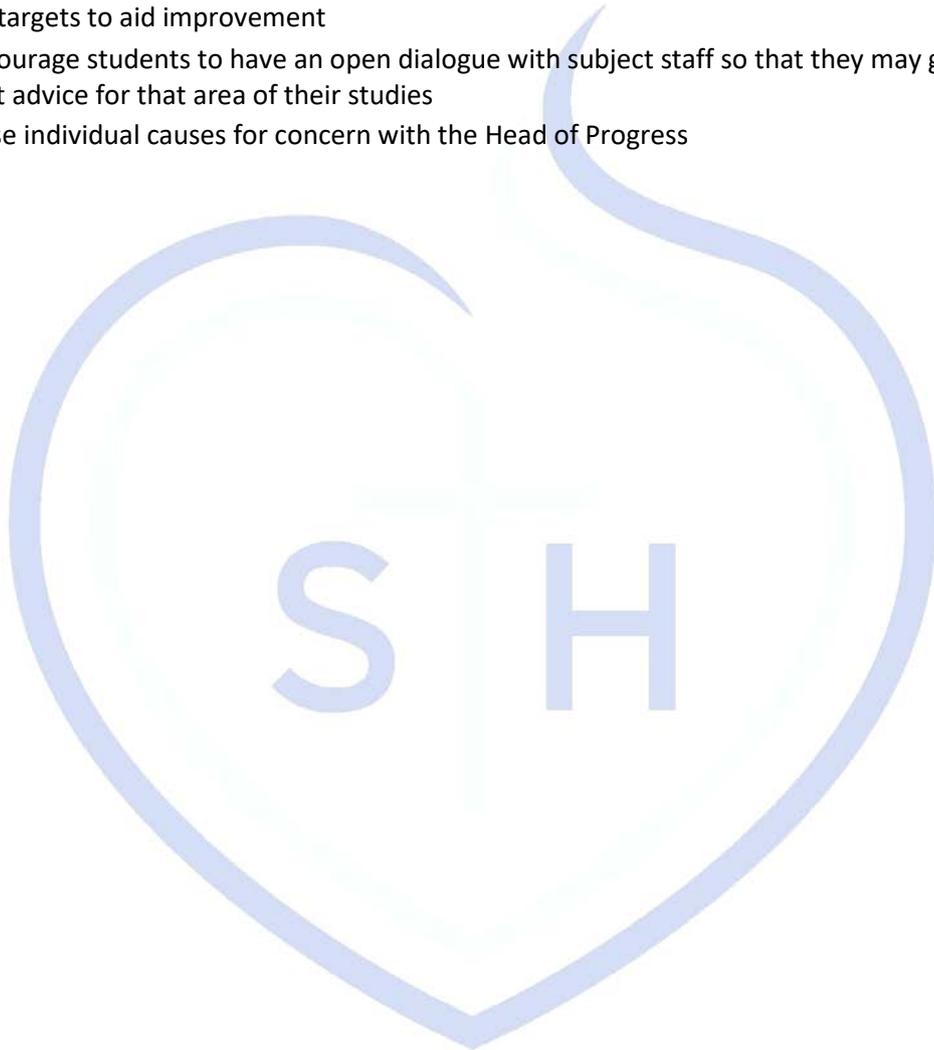
Week 1 Joint assemblies are led and managed by the Head of Progress of Year 7 and 9 and

Week 2 by the Head of Progress of Year 8 and 10.

Grade Card Review sessions:

Following the issuing of grade cards, over a period of two weeks, Form Tutors:

- Check each student's Planner to ensure they have recorded assessment grades in each subject
- Engage in a dialogue with individual students and use time for others to complete gaps from the assessment period
- Praise students for the subjects where they meet/exceed their targets or show improvement
- Counsel students on their weaker subjects and provide advice/reassurance
- Assist students in analysing their progress from one grade card to the next, helping them to set targets to aid improvement
- Encourage students to have an open dialogue with subject staff so that they may glean the best advice for that area of their studies
- Raise individual causes for concern with the Head of Progress



Section 4: Attendance & Punctuality

Attendance

The proper place for a student to be on a school day is at school. If a student is not in school then she must have a valid reason. Her Parent/Guardian should telephone the School Office before 8.45am on the first day of absence. A student should present a note to the student office from her Parent/Guardian when she returns to school after being absent (or if a future absence is known about in advance).

Requests for family holidays during term time will not be authorised. Any requests for a leave of absence must be made directly to the Attendance Manager (Mrs Kinghorn).

We operate a traffic light system to monitor each student's attendance throughout the school year:

Red: Attendance is below 90% (19+ days off which is 95 lessons missed).

The student is classified as a persistent absentee. The School Attendance Manager will work with the student, Parents/Guardians and other agencies to improve attendance. Parents are at risk of prosecution if there is no improvement.

Amber: Attendance is 90-95% (9-19 days off school which is 45-95 lessons missed).

The School Attendance Manager will send a letter notifying Parents/Guardians that attendance requires improvement and that internal monitoring has commenced.

Green: Attendance is 95-100%

Students in this category will experience the very best education.

Punctuality

Punctuality is an important part of self-discipline and is essential for good time management. All students must be on time for lessons. In addition the bell is rung at 8.45am, 11.30am, 1.20pm, and 3.25pm every day to signify the point at which a student is late and identify the School finish. All students must be in school no later than 8.40am. On an assembly day students must be lined up outside the assembly venue by 8.40am and be seated without their bags (excepting PE) by 8.45am.

All gates will be closed at 8.40am except for the front entrance. If a student arrives at school between 8.45am and 9.00am the student will have to enter via the front gate where she will be marked late in a register. If she receives more than one late in a week she will receive a 30 minute After School Detention from the Attendance Manager the following week. Failure to attend a 30 minute After School Detention will result in a one hour detention with the Attendance Manager after school. If this is missed or there is continued persistent lateness then a Parent/Guardian will have to attend a meeting with the Attendance Manager.

If a student arrives at school after 9.00am then she must report to the Attendance Manager outside the Student Office. It is essential that she signs the late register for health and safety reasons. She must then go to her lesson immediately. Failure to sign in will result in a further sanction.

If a student arrives late to an assembly she will not be admitted and will receive an additional 30 minute lunchtime detention.

Section 5: Uniform

Students will be praised for adhering to the uniform expectations and having the correct equipment and Planner. Any student choosing not to adhere to the uniform expectations must receive a Concern in PARS and will record this in their Planner. Students who do not wear their uniform correctly will face a consequence. Any additional item worn, for example a nose stud, must be removed. Any uniform issues that are not corrected by the student must be sent to the Head of Progress e.g. trainers, piercings, no blazer etc.

School uniform:

- School kilts worn at knee length; skirts must not be rolled up and the waistband must be clearly visible.
- School blazer worn at all times; sleeves must be rolled down.
- White blouse or shirt with an open neck collar. Polo shirts are not to be worn.
- Official school sweaters may be worn underneath a school blazer. They are available from the school outlet.
- Shoes should be entirely plain black, sensible school shoes (no high heels for safety reasons). No boots, trainers, canvas shoes or sling backs are allowed. A boot is footwear that comes above the ankle bone.
- Socks should be plain white or black (worn below the knee) or plain black tights can also be worn.
- Coats can be worn to and from school as the weather demands. Coats should be in keeping with school uniform and should fit over the school blazer. Leather, denim, suede and sheepskin are NOT considered suitable for school wear.
- **No jewellery to be worn at all** (other than a watch). This includes ear or nose studs or any piercings (a plaster covering is not acceptable).
- **Hair must be neat.** If long it must be tied back off the face in a ponytail, plait or bun worn low at the back and centre of the head. Hair plaited with beads poses a health and safety hazard and is therefore not permitted. Unnatural colouring/streaking of hair/hair extensions or extreme haircuts are also not permitted.
- **Make-up (including nail varnish or false nails) may not be worn.**

Students are expected to follow the uniform code to and from School, as well as in School. Students in incorrect uniform that cannot be corrected will be placed on restricted breaks and lunchtimes until the issue is rectified (unless given an excuse note within the Planner for very specific reasons, in the short-term, by the Head of Progress). If the uniform is not corrected or becomes a persistent refusal to follow uniform code the student will be placed in the Exclusion Room until the matter is remedied.

PLEASE NOTE

- If a student arrives at a lesson, or registration, in incorrect uniform a verbal warning must be given and the uniform corrected.
- Where the uniform cannot be corrected immediately (i.e. trainers, piercing) the student should be told to report to the Head of Progress office at break, and the student will be

directed to GS4 for full restricted breaks and lunchtime, until corrected. A doctor's note must be provided where, for medical reasons, students cannot wear school shoes.

- The letter must indicate the reason and duration of the problem. The student will be provided with a card by the Head of Progress if longer than 2 weeks.

Valuables

Students are advised not to bring expensive items into school e.g. additional clothes, iPads, or large sums of money. The School cannot be held responsible for valuables if they go missing.

Mobile Phones

Mobile phones are allowed to be brought to school by our students, although we recommend that they are not. Mobile phones and personally-owned mobile devices brought into school are the responsibility of the device owner. The School accepts no responsibility for the loss, theft or damage of personally-owned mobile phones or mobile devices.

- A student's phone must be switched off and kept in their inside pocket zipped up at all times (not front pocket), unless a member of staff has given an instruction to do otherwise.
- Students are not allowed to use any phone during the School day (e.g. texting, photography, internet usage) unless a member of staff has given permission.
- A teacher may, for learning purposes, allow the students to use their phones for a specific reason (photography, accessing internet, using apps). The students will be given clear instructions to follow in these instances.
- A student is not allowed to contact anyone via phone call, text, social networking or email during the School day. This includes Parents/Guardians. Students may contact Parents/Guardians, in the case of an emergency, by using a phone in the School Office.
- Parents/Guardians are also not allowed to contact their child on a mobile device during the School day. Any message during the School day needs to go through the School Office.
- Breaches of these rules will lead to confiscation* of the phone. The confiscated phone will only be returned to a Parent/Guardian in reception at the end of the School day on the following Friday (if confiscated on a Thursday, it will be returned the Friday of the next week). It will be logged and kept in a safe until this time.
- In certain lessons (e.g. PE & Technology) it is the responsibility of the student to store their mobile phone in the safe area provided by the teacher.

iPods and other personal music systems

Personal music systems, of any type, must not be listened to during the School day, unless directed by a member of staff. Headphones must not be worn at any time. Any student seen to be wearing headphones will have the device confiscated and returned to the student at the end of the day.

Photography and Video and other electronic devices

Students are forbidden to use photography or video unless directed to by a member of staff. 'Smart watches' (e.g. Apple watch) are not allowed in school. Recording or taking pictures of a member of staff or another student by a student without permission will be taken extremely seriously and depending on the circumstances may result in permanent exclusion.

*These confiscations are allowed under governmental advice ref:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Section 6: The Merit System

At Sacred Heart we believe in rewarding positive behaviour, effort and progress.

KS3/4 Badge Award System

Merits

Teachers at Sacred Heart can recognise student success by issuing a Merit in the following 3 areas:

- Service
- Effort
- Achievement

A Merit has a value of 3 points.

Concerns

Teachers can also give a Concern to a student in the following 3 areas:

- Incorrect uniform
- Poor behaviour
- Lack of effort

A Concern is awarded a negative value between -1 and -5 points. (The value depends on the level of seriousness).

Net Merit points

Throughout a student's time in school they will build up a running total of Net Merit Points (Merit Points – Concern Points), and these can be converted to awards in KS3 & KS4. Heads of Progress and Form Tutors can access Net Merit point totals at any time, and also details of any Concerns that may have been given by other teachers.

What does a student need to achieve to get a Badge Award?

Heads of Progress will keep a running total of the amount of Net Merit Points achieved. When specific totals are reached (see below), the student will trade in their previous badge and be awarded the next badge in the system. The details of each total of Net Merit Points is detailed below:

Bronze Award – 100 Net Points achieved

Silver Award – 300 Net Points achieved

Gold Award – 600 Net Points achieved

Platinum Award – 800 Net Points achieved

Diamond Award – 1000 Net Points achieved

On certain occasions, to recognise instances of exceptional achievement, service or effort a Head Mistress Commendation Award may be given.

Section 7: Managing Behaviour around School

Around School Concerns

All staff are responsible for ensuring good behaviour throughout the School and during the School day. If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they must, as a minimum, take the student's name and add a comment on PARS. It is important that the comment, though obviously brief and factual, is sufficiently informative for parents.

Around School, Concerns can be given for:

- Uniform
- Being out of bounds
- Eating on corridor/in classrooms
- Failure to follow instructions around school
- Poor attitude to staff
- Misbehaviour towards other students

Form Tutors, through the monitoring of PARs behaviour records each week, will have a record of Around School Concerns.

Tutors may also comment on:

- Lateness to registration
- Planners not signed
- Uniform
- Graffiti in Planner

Out of Bounds

All KS3/4 students must stay on the premises during all break and lunch times.

The following areas are out of bounds at break and lunchtime: the path behind the Geography building, the lower half of the field and tennis courts, the area to the side and behind the ceramics building, and toilets assigned for other Year Groups.

Food

Packed lunches may be eaten outside but students must (and will be expected without question), to clean up any litter after themselves and others. Students are not allowed to eat or drink in classrooms or corridors at any time (excepting the consumption of water).

Chewing gum, energy drinks, cigarettes (including e-cigarettes, or any products containing tobacco or nicotine) and alcohol are forbidden in school.

Section 8: Managing Behaviour in Classrooms

At Sacred Heart we believe that the staff member who is nearest to the behaviour is best placed to deal with the behaviour and where appropriate provide a consequence. All our staff are empowered to do this. Managing behaviour is a complex task and staff need to use their professional judgement at all times so that a behaviour issue is managed effectively. SLT will always support staff in implementing this behaviour policy and provide support and training.

Consequence Ladder

Actions that are deemed unsuitable for a successful school working environment may require the student to undertake a consequence that will help that student modify her behaviour.

Suitable consequences are listed below. The age and ability of a student will always be carefully considered in giving a suitable consequence.

Consequences could be:

- The setting of written tasks such as copying the code of conduct, or writing an essay specifically targeted at the behaviour exhibited by the student that has led to this consequence.
- Loss of privileges.
- Missing break time.
- Extra work or repeating unsatisfactory work so that it meets the required standard.
- Detention (during lunch-time, after school, on teacher training days and Saturday mornings).
- School based community service or imposition of a task such as: picking up litter; tidying a classroom; helping clear up the dining hall after meal times or removing graffiti. These will only be given by a member of SLT.

Guidance on using the Consequence Ladder

Most minor behaviour incidents should be managed without using the consequence ladder by means of using a simple reminder and appropriate body language. Staff will need to make a professional decision that a student's behaviour warrants them being placed on the consequence ladder and warn the student accordingly. A verbal warning should always be given to each student first to make them aware their behaviour is deemed unacceptable. If the poor behaviour continues there is an expectation to progress through the steps and record **ONLY** the final step and outcome on PARS. Extremes of behaviour would require teachers to use professional judgement to accelerate to where appropriate, for example: no verbal warning would be given for fighting, this type of behaviour would warrant an immediate escalation in the sanction imposed.

Recording Concerns

Teachers are responsible for recording Concerns on PARS with a brief outcome. It is essential that Staff record the **OUTCOME**. It will only be necessary to record **one** CONCERN and **OUTCOME** at the end of an incident, and only when STEP 2 or more has been reached. Comments and outcomes should only contain a factual record. Students must record in their Planner the incident and the due date of any consequences. All Concerns are monitored closely by the Tutor and Head of Pastoral and more serious Concerns will be referred to the SLT.

- Repeated Concerns will result in a discussion with the Tutor or HOP/HOD.
- A significant number of Concerns (3-4), or incidents of rudeness/disrespect will incur a detention with the HOP. This will be at the discretion of the HOP/DHop.
- More Concerns or failure to attend will result in a Thursday Whole School Detention.

Repeated/frequent incidents may result in the student initially being placed on Green Report.

Consequence Ladder

STEP ONE: Final Warning

The student is informed that she is on STEP ONE of the consequence ladder and that this is her Final Warning, after which the student will receive a Teacher Consequence.

Once beyond STEP ONE, the final step reached must be recorded in PARS with an outcome.

STEP TWO: Teacher Consequence 1

If the student continues to disrupt the lesson it will result in an appropriate sanction organised by the staff allocating the concern. The student may be moved within the classroom if suitable.

STEP THREE: Teacher Consequence 2

Once a student has reached STEP THREE within a lesson they should be given a further appropriate sanction by the member of staff (e.g. doubling the initial sanction).

STEP FOUR: Relocation within Department (+ Departmental Detention)

If a student continues to disrupt, the student will be relocated within the department in accordance with the Head of Department relocation timetable. Cover staff should also access this.

The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do. The student will return to their class teacher at the end of the lesson where they will be reminded of expected behaviour and the sanction given.

Once STEP FOUR has been reached, the class teacher liaising with the Head of Department will arrange a Departmental Detention if appropriate. If a member of staff needs to contact home regarding a behaviour or subject issue, they must liaise with their Head of Department who in turn will communicate with the Head of Progress.

STEP FIVE: One Hour Whole School Thursday Detention

If poor behaviour persists after class and departmental intervention and detention, then the student may be placed on a Whole School Detention by the HOD or HOP only.

Other Actions

Crisis Cover (CC)

Alternatively, it may be that a student continues to misbehave or behaves in such a seriously unacceptable way that the teacher chooses to move to Crisis Cover. **This should be used as a last resort.**

Exclusion Room (ER)

In extreme circumstances such as fighting or abuse, the student should be moved straight to ER. The decision to place a student in ER must be made by the Assistant Head Teacher of Pastoral or SLT only.

When a student persistently receives After School Detentions, a Parent/Guardian will be contacted by the Head of Progress at their discretion to discuss the situation. When a number of After School Detentions are given, the student will be placed in the ER. (See Exclusion Room Procedures).

GREEN REPORT

Form Tutor report. Generally, the HOP will advise the tutor that a student needs to be placed on green report. Tutors may also approach the HOP and suggest that a tutee is placed on report at this level.

AMBER REPORT

Students who are placed in the Exclusion Room for a serious incident or persistent poor behaviour will go on Amber Report to the Head of Progress.

RED REPORT

Students who fail to improve their behaviour on Amber Report will go on Red Report to a member of Senior Leadership Team.

(For Further information on the Report System see Section 9: The 'On Report' System)

BEHAVIOUR CONTRACT MEETING

Students who fail to improve their behaviour whilst on RED Report may be placed on a Behaviour CONTRACT.

Each time the CONTRACT is broken the student serves one day in the Exclusion Room. Once the CONTRACT has been broken on three occasions the student may be excluded from School for a fixed term period after review by the Assistant Head Teacher for Pastoral.

Students will remain on CONTRACT for a period of three weeks. Each time the CONTRACT is broken the three week period begins again and the student may be given a further day in the Exclusion Room.

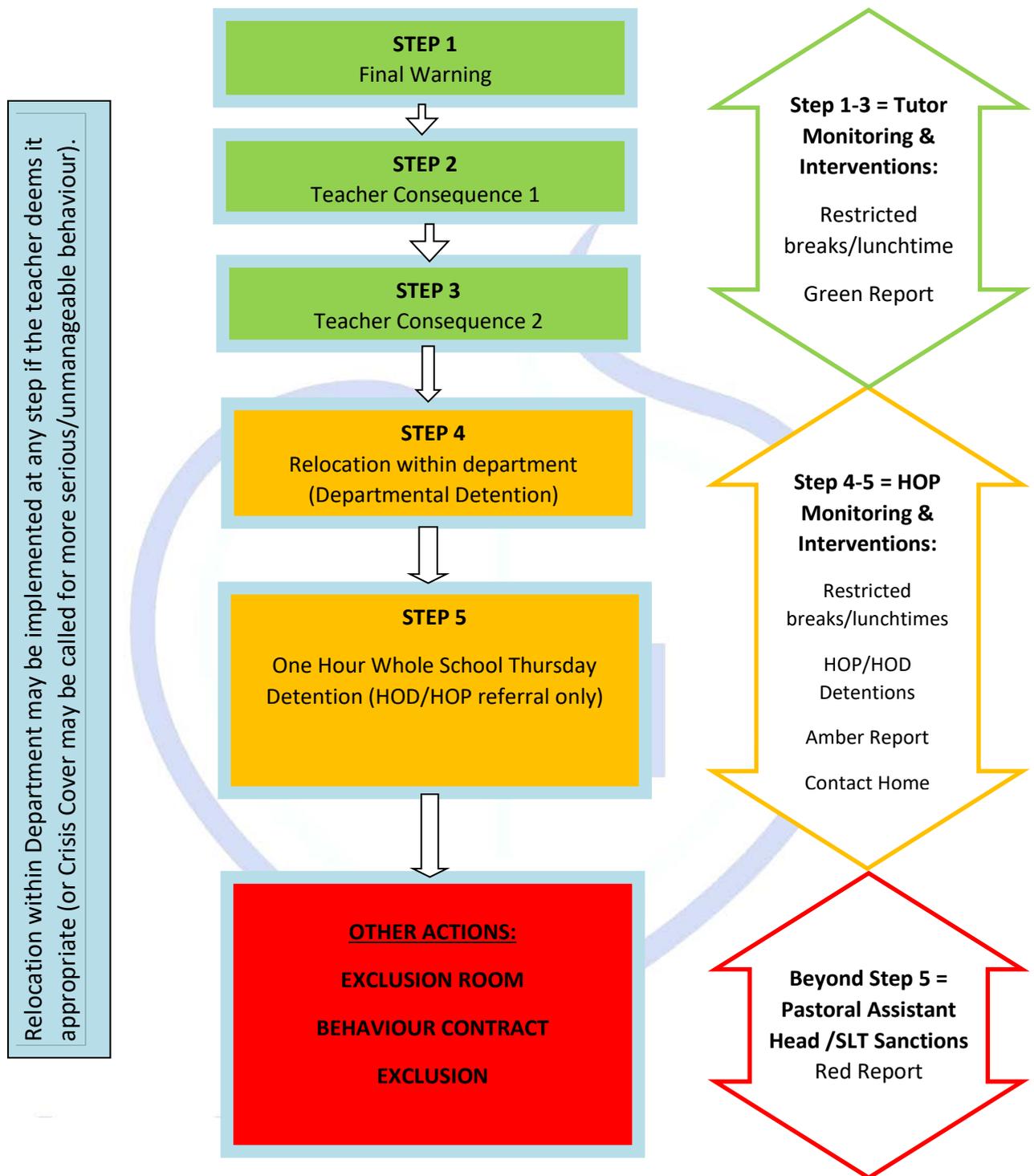
FIXED TERM AND PERMANENT EXCLUSION

Students who persistently break the contract or who commit a particularly serious incident can expect to find themselves facing an exclusion (See Section 12: Exclusion Policy).

A fixed or permanent exclusion can be imposed by the Head Mistress for either an accumulation of incidents or a one off serious offence in line with the School's policy. Examples of such one off offences may include an unprovoked assault on another student, abuse of the fire alarm or abuse either directly to or about a member of staff. Suitable work will be provided for these students. The decision to permanently exclude is made by the Head Mistress and Governing Body.

On re-entry to school after a period of fixed term exclusion a student will be automatically placed on an agreed report for a three week period with restricted breaks where appropriate, and could be required to serve a period of time in the ER room where her behaviour is closely monitored to ensure that it is acceptable prior to returning to lessons. For certain behaviours it will not be necessary to follow the behaviour stage system but instead fixed outcomes will be given (e.g. forgotten equipment, uniform issues, poor punctuality or issues outside the classroom). In the case of racism, homophobia, violence or discrimination relating to disability, the behaviour will be logged in a central separate record and the student will find the consequence is immediately adapted to a sanction befitting the misdemeanour; this will be at the discretion of the Head Mistress or Assistant Head Teacher for Pastoral.

Summary of Behaviour Steps and Outcomes (Consequences)



It is the responsibility of the classroom teacher to log the incident as a **CONCERN** and **FINAL OUTCOME** on PARS

Record as **ONE CONCERN** and **ONE FINAL OUTCOME ONLY** (not multiple Concerns) when Step 2 or more has been reached

Section 9: The 'On Report' System

The purpose of placing a pupil on report is to ensure that pupils who are not meeting our expected standards of behaviour are supported through a system of close pastoral supervision. This allows the student to focus on key targets that they should be achieving and will also allow focused support and intervention from the Pastoral Team to help the pupil meet these expectations. Having a tiered report system (green, amber, red) will highlight the different levels of seriousness of their behaviour. It will also show a clear pathway that if their behaviour is not amended it could ultimately lead to exclusion.

- All reports have to be shown to every class teacher at the start of each lesson.
- Subject teachers must give appropriate sanctions for poor behaviour whilst a pupil is on report.
- The report must be checked and signed by parents and the teacher the pupil is reporting to each day.

Green (Low Level: Tutor Report)

- Punctuality, organisation, appearance and poor attitude.
- A pupil may be placed on Green Report to the Form Tutor by the Head of Progress if the student has received a number of Concerns in different subject areas.
- Parent/Guardian must be informed by telephone or a meeting.
- Appropriate targets will be set by the tutor for the pupil, and the pupil must report every day to the tutor in tutor time to monitor how the previous day has been and that it has been signed by Parent/Guardian.
- The Form Tutor may set detentions as part of the sanction process. The period of monitoring can last from 1-4 weeks depending on requirements.
- The report may be escalated to Amber level if no progress is made, the report is lost more than once, or more serious Concerns arise.

Amber (Medium Level: Head of Progress Report)

- Persistent low level Concerns, more serious incidents or returning to the classroom after an internal exclusion.
- A pupil may be placed on Amber Report by the Head of Progress.
- Parent/Guardian must be informed by telephone or in a meeting.
- Appropriate targets will be set by the Head of Progress (or Deputy Head of Progress) for the pupil, and the pupil must report when required to the Deputy or Head of Progress (typically in GS4 at lunch or before/after school).
- Depending on behaviour the pupil may be expected to attend GS4 every day or be given further sanctions and detentions at break or after school.
- The period of monitoring can last from 1-4 weeks depending on requirements.
- If behaviour improves the pupil may return to green report for one week.
- If a pupil is placed on amber report for a second time within a year they and their parent must be invited in for a pastoral meeting with the Head of Progress.

Red (High Level: Senior Leadership Team Report)

- Persistent poor behaviour, repeated amber reports, serious incidents or returning to school after an external fixed term exclusion.
- A pupil may be placed on Red Report to a member of SLT by the Pastoral Assistant Head Teacher.
- Parent/Guardian must be invited into school and informed that if the pupil's behaviour persists at this level then the Head Mistress will have to consider a fixed term external exclusion or permanent exclusion.
- The pupil will have full restricted breaks and lunches whilst on Red Report.
- After one successful week the pupil will be placed back on Amber Report.

Subject Report

- A pupil may be placed on subject report at the discretion of the Head of Department and Head of Progress.



Section 10: Detentions

Any member of staff may place a student on a Detention for not adhering to the behaviour policy. When the detention is after school Parent/Guardian will be contacted (all reasonable effort will be made to contact a Parent/Guardian) in advance by School staff (e.g. using a detention slip), and a central record on PARS of who is on detention and how long the detention is for will be kept.

Departmental Detention

These take place on arranged nights throughout the week. These are organised and staffed by the department.

Lunchtime Pastoral Detention

Heads of Progress, Attendance Manager and the Senior Leadership Team can place a student on a Lunchtime Pastoral Detention in GS4. The detention will take place from 12.30-1.00pm in GS4 and will be supervised by a member of the Pastoral Team. Students on an extended restricted lunchtime will have a supervised lunch in the dining room from 1.00-1.15pm. They must sit apart facing the front of the canteen on the first 3 benches.

Head of Progress Detention

These take place on arranged nights throughout the week.

Whole School Detention

Heads of Progress, Heads of Department, Attendance Manager and Senior Leadership Team can place a student on a Whole School Thursday detention.

1. Detentions take place every Thursday at 3.30pm until 4.00/4.30pm in the dining room.
2. Detentions will be entered onto PARS.
3. The Detention register list will then be available on PARS.
4. All students should be facing the front and sitting in silence.
5. The lead member of staff on duty should then read out the following instructions to students:
 - You must sit in silence at all times sitting properly at your table without distracting others.
 - If you receive more than one warning about your behaviour, you will repeat the detention on the next available session.
 - Further warnings will result in an internal exclusion.

Saturday and Training Day Detentions

On certain occasions a detention may take place on a Saturday morning from 8.40am-12.00noon and will be supervised by the Head Mistress and members of the Senior Leadership Team. Students may also be expected to attend school during training days for serious incidents such as truancy or persistent poor behaviour.

Section 11: The Exclusion Room

Purpose:

The purpose of this room is to ensure the highest standards of behaviour are in place at Sacred Heart and ensure that pupils who do not adhere to school rules and systems are removed from lessons, so as not to disrupt the learning of others. The aim of the Exclusion Room is to reinforce that all pupils must follow school procedures and expectations of behaviour; having this facility in school should also ensure that the number of external fixed term exclusions is kept to a minimum. Pupils placed in this room are monitored on a regular basis to establish if there is a pattern with girls who are frequently referred. Any students who are frequently referred may be externally excluded. Inevitably, there will be occasions when an external exclusion is the only option (see Section 12: External Exclusion Policy).

Referrals

Pupils may only be placed in the Exclusion Room by the Head Mistress, Assistant Head Teacher for Pastoral, or members of the Senior Leadership Team. Other staff must refer students to the Assistant Head Teacher for Pastoral for admission to this room.

Pupils may be referred to the Exclusion Room if:

- They have had an unsatisfactory red report
- As a result of a serious incident
- They have refused to co-operate with staff
- They do not comply with school uniform, haircut rules or makeup rules.

Parents will be informed by letter or telephone that their daughter has been placed in internal exclusion and that their daughter's day may be extended to 4.30pm. At the end of the exclusion, if appropriate Parent/Guardian will be required to attend a reintegration meeting with the Head of Progress. If Parent/Guardian do not attend, the student may be required to stay in the Exclusion Room until the Parent/Guardian is able to attend. Upon finishing their time in exclusion, most pupils will be placed on Amber Report to their Head of Progress for two weeks to ensure their reintegration is fully successful.

Curriculum

Whilst in exclusion, pupils will follow work provided by their subject areas in order to support them to make equally good progress within these areas. Students in KS4 may also be allowed to complete any outstanding coursework or revision within their subject areas. Student progress will be monitored by the Head of Progress. Work to develop self-reflection and build self-esteem may also be provided.

Rules of the Exclusion Room

- The day will be from 8.45am – 4.00pm Monday to Friday, but may be extended to 4.30pm depending on circumstances. In this case, parents will be contacted.
- On arrival bag/blazer/phone will be removed, stored safely and returned at end of day.
- Pupils will be escorted (if necessary) to the toilet at 10.30am, 2.30pm and end of lunchtime.
- Pupils will be escorted to GS4 and supervised from 12.30-1.00pm and then be escorted to the dining room where they will continue to be supervised during their lunch. The students will be seated on the first two tables spaced apart and facing the canteen from 1.00-1.20pm. At 1.20pm they will be escorted back to the Exclusion Room by the Period 4 supervisor.
- Pupils must work in complete silence at all times. If pupils require help they must put their hand up and wait for the member of staff to help them.

Section 12: The Exclusion Policy

In keeping with the Catholic ethos of the school, the Governors at Sacred Heart wish to maintain the very highest standards of behaviour in our school so that all of our pupils can learn in a safe environment free from disruption, violence and bullying; an environment that also promotes self-esteem, self-discipline and respectful relationships. To achieve this aim, the Governors seek the support of parents and carers for the Head Mistress and all staff. On occasion serious incidents may occur which will result in pupils being temporarily or even permanently excluded from school.

The Head Mistress may proceed to **permanent exclusion** and will have the full support of Governors if a pupil:

- Makes an unprovoked physical assault on another pupil
- Is involved with bullying of another pupil: this includes cyber bullying
- Takes up an inordinate amount of staff time dealing with her behaviour
- Is involved with illegal, non-prescription drugs during the school day or when involved in a school activity such as a school trip. This includes being in possession, supplying or using drugs
- Brings an offensive weapon to school
- Persistent failure to attend school
- Is grossly insolent or swears at a member of staff
- Refuses to follow school rules and guidelines or breaches a behaviour contract
- Makes a false accusation against a member of staff
- Physically assaults a member of staff
- Brings the good name of the school into disrepute
- Uses any form of media, including social networking media inappropriately, which is deemed to cause offence or harm to the school or its members

These examples cannot incorporate all possibilities and exclusion may result from any similar serious misdemeanour.