



CARDINAL  
NEWMAN  
CATHOLIC SCHOOL

# BEHAVIOUR for LEARNING POLICY

Policy last reviewed: July 2024

Reviewed by: Michelle Goodwin July 2024

Agreed by governors: Sept 2024

Shared with staff: September 2024

Frequency of review: Annually

Date of next review: July 2025

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Mission Statement

*“Knowledge through the light of faith”*

Our mission is to ensure that Jesus Christ is made known to all our students by placing Christ and the teachings of the Catholic Church at the centre of all our students' lives.

We endeavour to make known to every student, that they are 'Made for Greatness' because they are a child of God and are uniquely created and loved by God. Every child is called to live out the gospel values by loving God, others and themselves and by being prepared to always do their best and be the best person they can be. Our core values (ASPIRE) are lived out within our school, to ensure that we are an active community of God.

Our Behaviour for Learning policy aims to support all students in meeting our ASPIRE values.

## **Behaviour for Learning Policy 2024-25**

### Introduction

Effective teaching, learning and pastoral care can only take place in a well-ordered and purposeful environment. Promoting positive behaviour requires the commitment of all members of our school community: students, parents, governors and staff. It requires a consistency of practice across the school to ensure that all students know the standard of behaviour that is expected of them.

### **‘Knowledge through the light of faith’**

In the light of our school mission statement, our Behaviour for Learning Policy is based on the gospel values where everyone, irrespective of ability, disability, background, gender, faith or nationality are treated with mutual respect. We insist all members of the school community actively participate in enabling our young people to strive to exceed their potential.

Our Behaviour for Learning Policy assists Cardinal Newman Catholic School in offering all students an education of the highest quality as an essential preparation for life, and to enable each student to develop their talents to the full in order to fulfill their unique role in creation both as an individual, and as a member of the wider community.

If all members of the school community are to develop and achieve their best then they must be free to learn and teach in an environment that is both caring and respectful; an environment permeated with love and freedom, and in an atmosphere that is open and welcoming, culturally affirming and equitable within the context of a community of faith, hope and love.

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## Links to other policies

This policy should be read in conjunction with other school policies, particularly:

- SEND Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Attendance Policy

## BEHAVIOUR FOR LEARNING POLICY

At Cardinal Newman Catholic School, our policy for behaviour involves all staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

Our policy is based on the premise that:

- It is not acceptable for students to disrupt the learning of others.
- Each student has the right to learn
- Each student should do their best and strive to be the best person they can be.

## Principles

Cardinal Newman Catholic School will promote positive behaviour and good attendance through:

- Positive and caring relationships
- A consistent and fair approach to behaviour
- The development of an appropriate and relevant curriculum and teaching and learning approaches
- Strong leadership
- Excellent classroom management and staff training
- The promotion of rewards and student recognition
- The appropriate use of sanctions
- Liaison with parents, carers and other agencies
- Effective management of student transition
- Promoting our ASPIRE values

## RESPONSIBILITIES

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school - parents, staff, Governors and students - to ensure good behaviour.

Students' responsibilities have an essential part to play in relation to the new policy. Students are to show respect for and co-operate with all members of the school community, who work amongst them.

### **Students' responsibilities are to:**

- ✓ Abide by the Home School Agreement and get parents to sign the personal organiser weekly

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- ✓ Work to the best of their ability and allow others to do the same
- ✓ Treat others with respect and integrity
- ✓ Adhere to the instructions of school staff
- ✓ Take care of property and the school environment
- ✓ Co-operate with other students and adults
- ✓ Complete all classwork and homework to the best of my ability
- ✓ Wear Cardinal Newman Catholic School uniform correctly at all times during the school day. Students should arrive and depart correctly dressed
- ✓ Attend school, arrive on time and arrive to lessons on time

Parents and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour for Learning Policy. The policy cannot be seen in isolation from the parent's task as being primarily and principally responsible for their child's education.

Under the policy, parents are expected to co-operate with Cardinal Newman School and work with teachers and other members of staff to help their child develop to their full human potential.

## **Parents' responsibilities are to:**

- ✓ Abide by the Home/School Agreement and sign in the student personal organiser
- ✓ Support Cardinal Newman School's Behaviour for Learning Policy
- ✓ Share concerns about their child's education, welfare and behaviour with the school
- ✓ Take an interest in their child's work and achievements
- ✓ Help their child with their work
- ✓ Attend Parents' Evenings and support school functions
- ✓ Support the school in achieving a minimum 96% attendance rate for their child
- ✓ Inform the school of any absence
- ✓ Ensure their child arrives at school on time
- ✓ Ensure their child is in full school uniform and wears that uniform correctly
- ✓ Ensure their child completes homework and coursework to the best of his or her ability

## REWARDS

Cardinal Newman Catholic School rewards students in many ways and actively celebrates their achievements. It is impossible to list all the strategies that are used within school as they are extensive, however some examples include:

- ASPIRE Points awarded – teachers will award a minimum of 5 points across every lesson
- Recognition boards in classrooms
- Praise letters and post cards
- Social Media celebration of department stars
- Awards Assemblies and certificates
- Tutor champion trophies for ASPIRE points
- Attendance trophies
- Positive comments in books and verbal celebration
- Rewards Shop
- Passport to Greatness
- Awards Evening

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## SANCTIONS

Sanctions are also a necessary part of the Behaviour for Learning Policy, teaching students that there are consequences for inappropriate actions. Teachers have a specific legal power to impose detentions outside of school hours without parental consent, however at Cardinal Newman Catholic School, we will always contact home to ensure that the school and parents/carers are working together to correct behaviours. Teachers can also confiscate students' property (whilst remaining liable for its safety) and use reasonable force to restrain or remove a student compromising the safety of themselves or others. Sanctions can be applied by all paid staff, however more serious sanctions such as internal exclusion can only be authorized by the Senior Leadership Team or Head of Year. Suspensions can only be authorized by the Headteacher.

Appropriate sanctions may include:

- Verbal warning
- Detentions
- Referral to Heads of Department or Head of Year
- Behaviour report
- Motivational report
- Parental contact
- Internal exclusion
- Suspensions: up to 5 days depending on the seriousness or persistence of behaviours.
- Six Week Placements: Temporary placement at another school arranged internally by Cardinal Newman Catholic School. These are put in place as a supportive measure to avoid permanent exclusion.
- Supported Transfers: 12-week placement at another school (parents have a degree of choice of which school). If the placement is successful, the new school will take the student on roll and avoid permanent exclusion.
- Permanent Exclusion

It is the policy of the school to inform parents when sanctions have been applied, so that arrangements can be made for the student to be able to return home safely. However, in some circumstances, notice is not required and the parent will be expected to make suitable arrangements for their child to be collected.

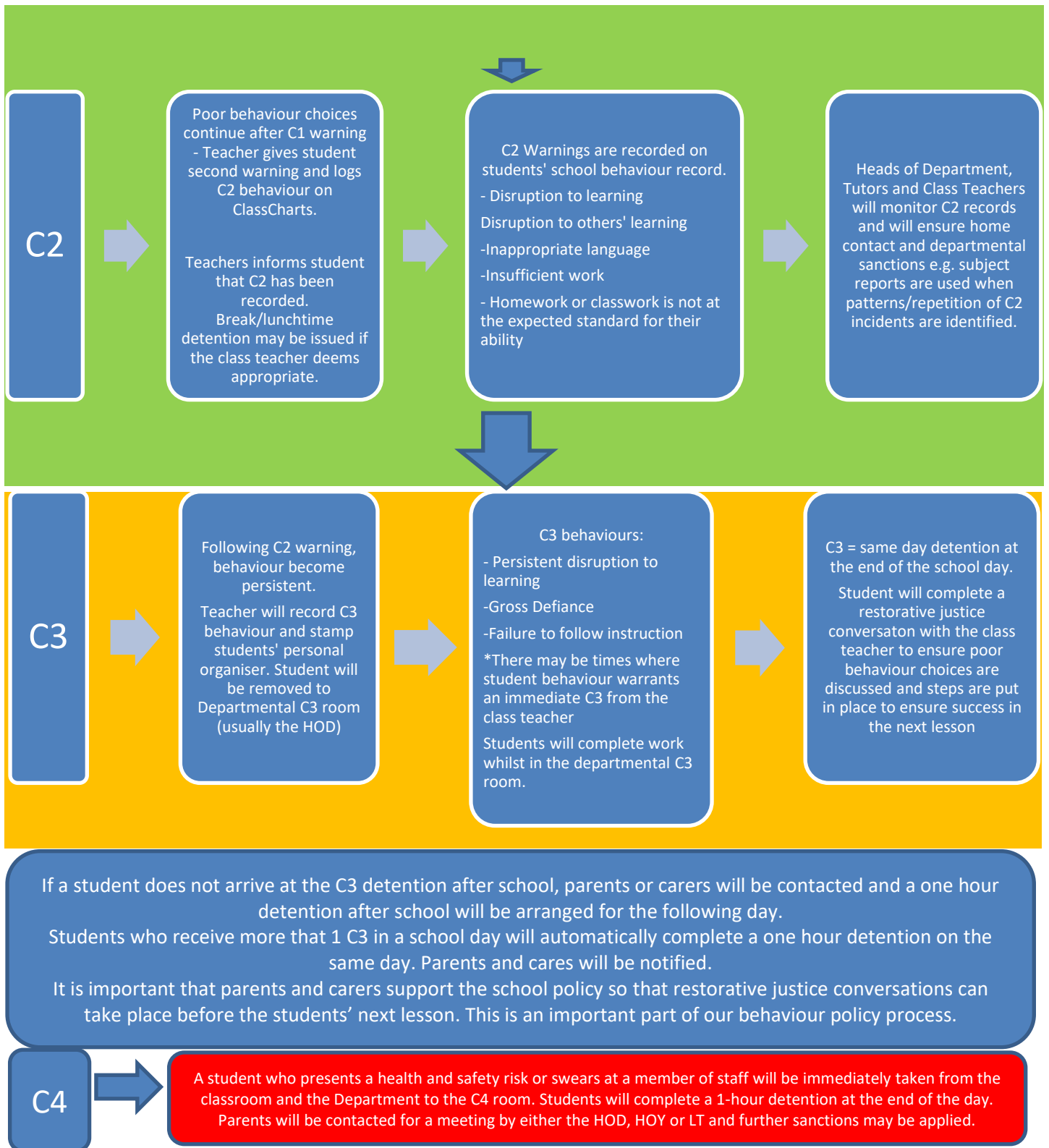
## Behaviour for Learning within the classroom

It is expected that all students respect the right of others to learn within the classroom. With this in mind it is important that students regulate their behaviour to enable this to happen. Cardinal Newman operates the following policy:

### C1

Student displays poor learning choices  
Teacher gives private verbal warning to deter escalating behaviour.

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## Behaviour for Learning outside of the classroom

Students who choose not to follow the high expectations and systems in place outside of the classroom will have specific sanctions imposed by the Head of Year or Leadership team.

### Punctuality

#### Late to school:

- 1 late (before 8.45am) = loss of 10 minutes at Breaktime (L1) standards detention
- 1 late (after 8.45am) = loss of 30 minutes at lunchtime (L2) standards detention

#### Late to lessons:

Cardinal Newman Catholic School, operates a 'Sharp Start' to lessons to ensure that learning time is purposeful and maximized. Students are expected to comply with the 'Sharp Start' expectations and will arrive to lessons by the second bell. A late to a lesson is considered to be when a student arrives after the second bell. If this happens, students will be placed in a standards detention which will take place the same day at lunchtime or next day if the late happens at the start of period 5. If a student fails to attend their detention they will be placed in an after-school detention that day.

### Standards - Uniform

If a student has incorrect uniform, they are expected to rectify this before the start of tutor time. Students can borrow an item from the uniform office before 8.35am without any sanction. The school will keep a record of students who borrow uniform to ensure that patterns of borrowing are identified and discussed with parents.

Uniform and equipment breaches that take place at any other time of day will be logged on Class Charts and there will be a same day Lunchtime detention. Uniform/equipment breaches that take place during period 5 will be rolled over to the following days lunchtime. A further uniform breach that week will result in an after-school detention of 30 minutes. This can be escalated to an hour detention after school and loss of social time for further breaches. Students may be removed from lessons if they cannot or refuse to amend uniform breaches.

Some students with SEND needs, will be provided with equipment and a daily check in to support organisation.

### Anti - Bullying

The school takes bullying incidents seriously. Despite the school's desire to resolve conflict through a restorative justice approach, a range of school sanctions may be used in incidents of bullying behaviour, including loss of social time, after school detentions and in the most serious cases, Internal Exclusion, suspension or permanent exclusion.

### Engaging with Sanctions

Students who choose not to follow the behavior system and willfully avoid the restorative justice conversation at the end of the day will have further sanctions imposed by the HOD and/or the HOY. Department detentions are issued to address poor behaviour swiftly and restore relationships between teacher and student. During the sanction the teacher will encourage the student to reflect on their behaviour using the following questions:

#### Restorative questions

What has happened?

What were you thinking at the time?

Who has been affected by the actions?

How have they been affected?

What needs to be done now to make things right?

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Students will prepare for their Restorative Justice Meeting by completing a reflection sheet with the above questions.

## ON CALL (C4)

A student will be removed from class by middle leaders/senior staff via an On Call to the Student Reception desk if they have committed any of the following:

Causing a Health and Safety risk (e.g. fighting),

Swearing at a member of staff

Refusing to go to the Department C3 room.

If these behaviours are demonstrated, a member of the behaviour support team together with the Head of Year, will issue an appropriate sanction and communicate this to all relevant parties. Most often this will include a same night sanction lasting 1 hour, however this may be escalated if deemed appropriate by the Head of Year.

## School Based Sanctions and Interventions

School sanctions exist to help modify or correct student behavior, demonstrated throughout the school day. We recognise that young people will make mistakes and both the school and parents are responsible for ensuring that when mistakes are made they are put right as soon as possible. The school-based sanctions we have at Cardinal Newman are an escalated approach which is proportionate to the poor behaviour choice made by the student. The values we place on sanctions are one of respect and reconciliation. All after school sanctions will be in one centralised location and this will be communicated to the students.

### Social Time Sanction:

Issued to students who choose to defy our school rules at social time (break time and lunch times). These will be served with members of the leadership team or pastoral team.

### After School: 30 minutes (C3):

Issued for students who are removed from lessons after having 2 warnings to modify their behaviour. The student will be expected to attend an afterschool 30 minutes detention and the member of staff will come and collect the student to hold the Restorative Justice conversation. All students are expected to remain for the full duration of the sanction. Failure to turn up for this will result in social time and 1-hour sanction after school the following day.

### Break and Lunchtime: 10 minutes/30 minutes (late to school)

Issued to students who are late to school before the register closes. Students should report to the centralised room where they will complete work about the importance of not being late for school. Alternatively, a class teacher or Head of Department may issue a break or lunchtime detentions for repeated C2 behaviours.

### After school: 1 hour (Whole School Sanction)

This sanction is reserved for students who persistently breach rules and sanctions. Students placed into this sanction will have often had several opportunities resolve their previous misdemeanors and behaviours. Students who fail to turn up for this sanction will be passed onto the Head of Year who will decide on the next appropriate action to take, which will include an escalation of sanctions.

### After School: 2 hours (Leadership Sanction)

Students who persistently avoid school sanctions or engage in serious breaches of the behaviour policy will be placed into this detention. This will be served with members of the Leadership Team and will last until 5pm each Friday. Only members of the leadership can refer students to this sanction and will always result in a phone call with the HOY to discuss the reasons. If students



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accumulate a significant number of this sanction during the course of one term, further sanctions may be applied at the discretion of the Head teacher. Students who misbehave or choose not to attend this sanction will then be placed into Internal Exclusion for one day and will require a meeting with parents before being allowed back into lesson.

## Internal Exclusion

Students may be excluded from lessons and social time for behaviour which is deemed serious. On such occasions, the student will be taken to the school Reflection Zone. If a student is placed in Internal Exclusion, their day will be extended until 4:00pm and a parental meeting will need to take place with the Head of Year or member of leadership at a mutually convenient time.

Whilst in Internal exclusion, the student will have the opportunity to put the incident right with the support from their Head of Year and the Behaviour Support Team. Should a student's behaviour not be what is expected then the sanction may be increased accordingly in line with the school's Behaviour for Learning policy. Depending on a student's individual needs in accordance with their learning plan, some students may complete Internal Exclusion in a different setting.

## The Headteacher's Power to Exclude

Only a Headteacher can exclude a student from school grounds, and this will be based on disciplinary grounds. Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a suspension may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply. The behaviour of pupils outside school can be considered as grounds for exclusion.

The Headteacher may withdraw an exclusion that has not been reviewed by the governing body. When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof i.e.: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. Headteachers and governing bodies must take account of their statutory duties in relation to Special Educational Needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

## Suspensions

Possible reasons that a student may be given a suspension could be:

- Smoking, vaping or drinking alcoholic beverages on site or whilst taking part in a school activity
- Tampering with fire alarms or fire extinguishers
- Vandalism
- Bullying or behavior that are hurtful/harmful to self or others including racist, sexist or homophobic behaviours
- Threatening others – physical or verbal or deliberate involvement or instigation of conflict
- Sexually inappropriate behaviours
- Stealing or possessing stolen property
- Fighting or physical aggression
- Willful disobedience or serious disrespect to an adult including swearing
- Bringing the school into disrepute
- All suspensions will be notified by phone call and letter, outlining the reasons for the

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suspension. All suspensions will require a return to school meeting with the Head of Year and/or a member of the Senior Leadership Team.

## Governors' Panel Meetings

Students may be referred to a Governors' Panel when a student has received one or more suspension or there have been serious breaches of the Behaviour for Learning Policy. Parents /Carers will be invited to attend the panel and discuss the concerns and way forward.

## Permanent Exclusion

The decision to permanently exclude is never taken lightly and incidents at Cardinal Newman Catholic School are rare. However, this decision is sometimes necessary and while the list of behaviours that lead to permanent exclusion are non-exhaustive the school does take a zero-tolerance approach to possession.

Permanent Exclusions will be referred to the Local Authority and the Governing Body. A hearing with the Governing Body will always take place within 15 working days of the first day of permanent exclusion to consider the decision and all stakeholders make representation before a final decision is confirmed.

Statutory guidance on factors that a Headteacher should consider before taking the decision to exclude:

A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy, and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision on whether to exclude is for a Headteacher to take. However, where practical, Headteachers should give pupils an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, Headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

## The power to discipline beyond the school gates (including incidents of cyber-bullying)

Cardinal Newman Catholic School takes seriously, any inappropriate behaviours which take place beyond the school gates and students understand that they may be subject to sanction where applicable. This is particularly true where the behaviour: results in online bullying; results in repercussions for the orderly running of the school; poses a threat to another student or member of staff; adversely affects the reputation of the school; occurs when the student is on a school led trip, a school-led activity or travelling to and from school; occurs when wearing the school's uniform. In all these circumstances, the Head teacher will consider whether it is appropriate to contact the police, if the behaviour is criminal or poses a serious threat to a member of the public. School buses are not operated by the school, but poor behaviour on the bus to or from school may result in the school requesting that a student is banned by the bus company or a school bus contract is signed by the parent and student.

## Power to search, confiscate and screen

Headteachers and staff authorised by them (at CNCS this is member of the Leadership team) have a statutory power to search pupils or their possessions, where they have reasonable grounds for suspecting that a student may have a prohibited item. A prohibited item would include anything illegal or are being used contrary to school rules. A designated member of staff may, in the

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presence of a witness, search a student or their belongings, for prohibited items without the students' consent if they are believed to be in possession of the student. The member of staff conducting the search must be of the same sex as the student being searched.

## **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

## **Screening**

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students. At Cardinal Newman Catholic School, a wand would only be used if staff suspected students to be in possession of a prohibited item.

## **Mobile phones**

Students who bring mobile phones, other audio devices and smart watches do so at their own risk. These devices should be switched off and put away out of site as soon as they come through the school gates and should only be turned back on once students are off school site unless they are in a designated zone where mobile phones, audio devices and smart watches are allowed.

Any mobile phones seen, will be confiscated and can be collected by students at the end of the school day. The sanctions for mobile phone confiscation are escalated according to the frequency of incidents in line with the school mobile phone policy.

Students may be given the opportunity to make urgent phone calls from student reception from a land line if their phone has been confiscated. Students will need to sign a mobile phone contract if their phone is confiscated.

Sixth Form students are able to use their mobile phone and audio devices in the library and sixth form area. They are not allowed to be used around site.

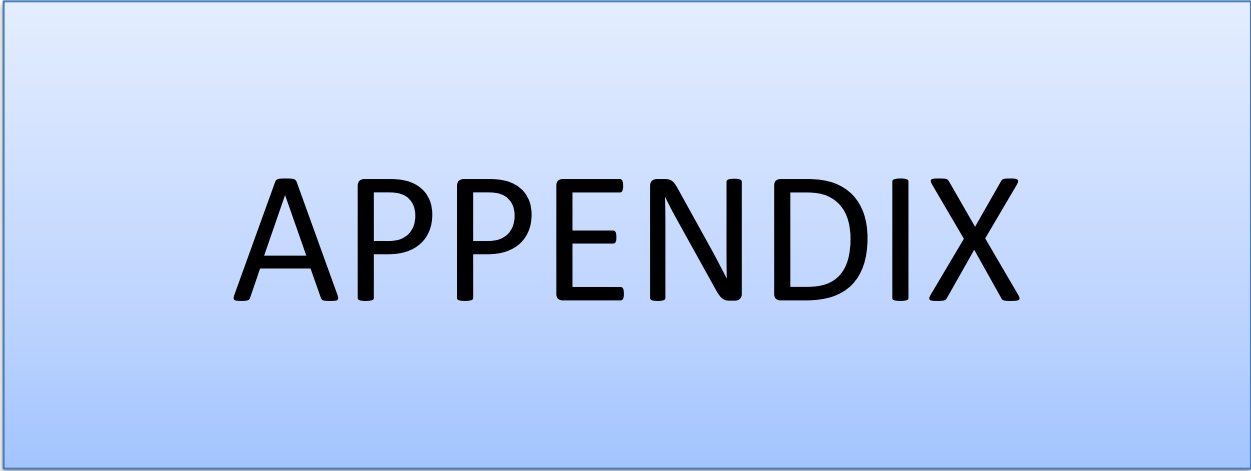
## **School Uniform**

Cardinal Newman Catholic School has a very smart uniform. Parents and carers agree to their child wearing our full uniform and follow the uniform policy when they accept a place at our school. All students in Y7-11 are required to follow the uniform policy. This includes:

- School blazer
- White shirt
- School tie
- Black tailored trousers (no skinny or tight-fitting trousers)
- Pleated black school skirt of appropriate length
- Black school shoes (no trainers, sports brands or canvas shoes or boots)
- A black or blue school coat. (No hoodies, sports tops, leather or denim)
- A good-sized school bag
- A sensible hairstyle (no extreme colours or patterns in the hair)
- No acrylic nails, false nails or nail varnish
- No make up
- No jewellery with the exception of a watch (no smart watches), and one small pair of stud earrings

Students who do not comply with the uniform policy will be sanctioned accordingly. Students do have the opportunity to rectify uniform issues by 8.35am without sanction at the Uniform Office.

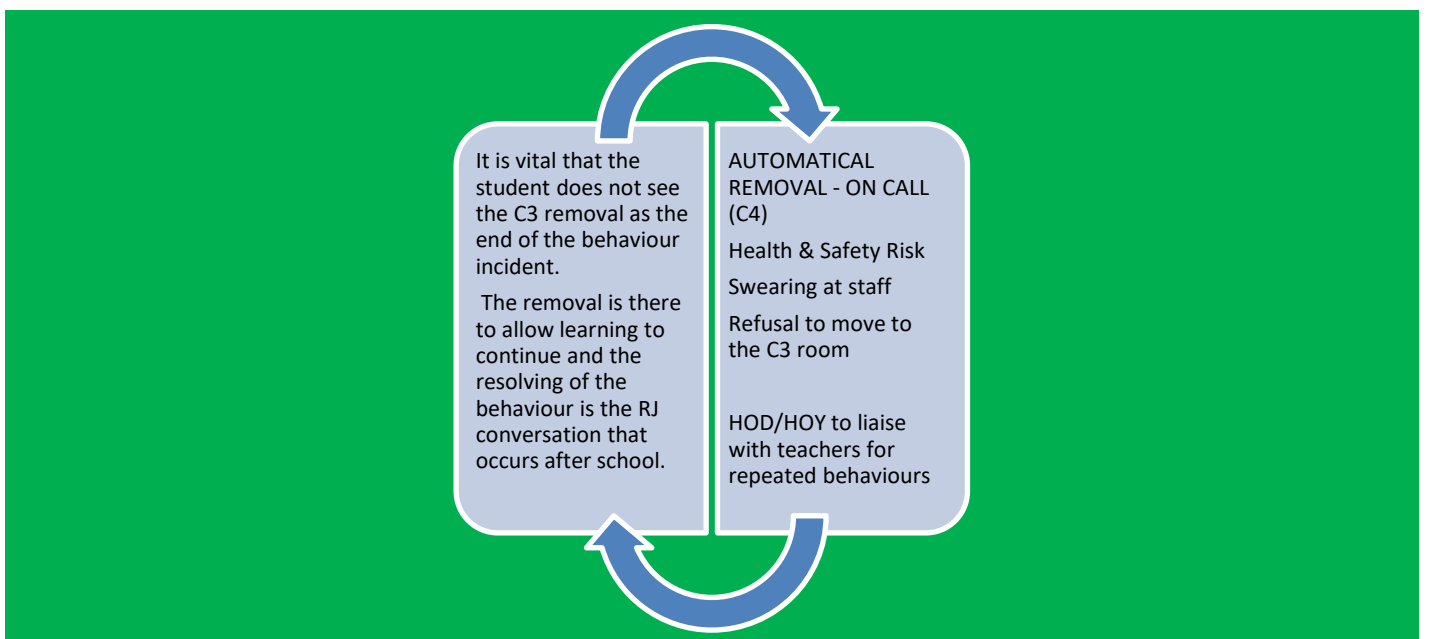
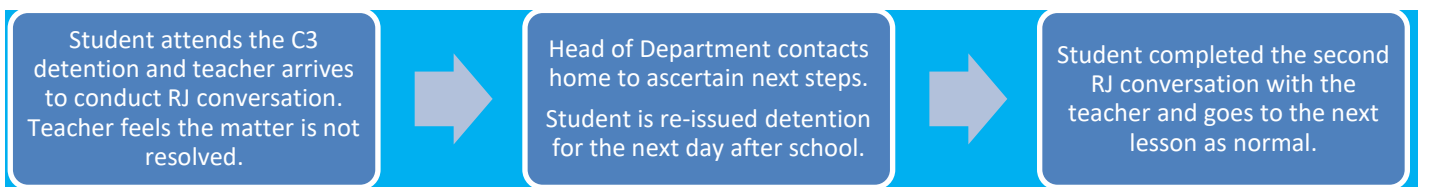
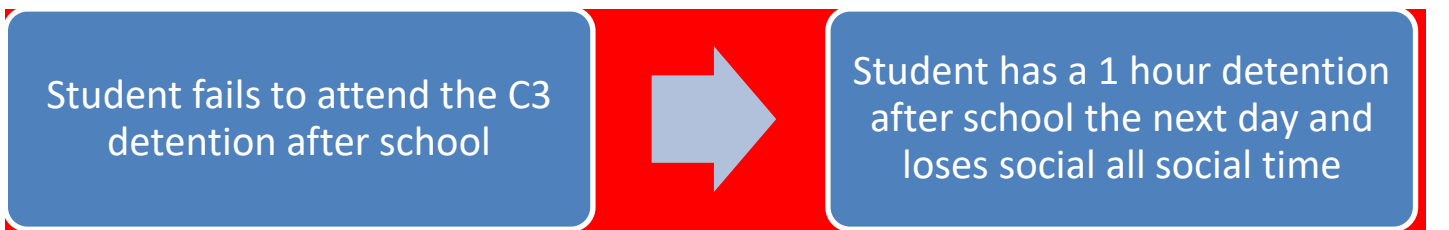
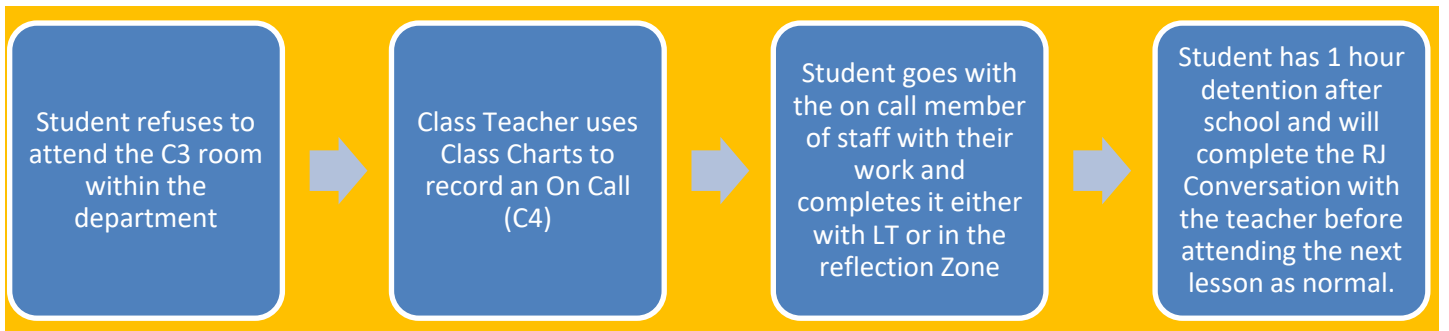
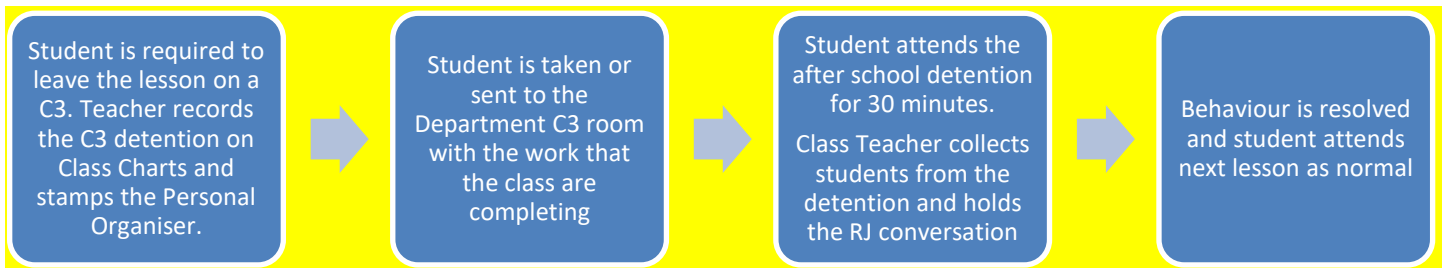
Sixth Form students must wear appropriate business dress.



# APPENDIX

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 1 – Department Removal Flow Chart



# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 2: Behaviour Stages

<u>Stage</u>	<u>Behaviours</u>	<u>Sanctions</u>	<u>Interventions</u>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Arriving late to lessons</li> <li>• Not properly equipped</li> <li>• Uniform breaches</li> <li>• Low level disruption to own learning</li> <li>• Poor performance in lessons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> C1 Warnings</li> <li><input type="checkbox"/> C2 Behaviour Points</li> <li><input type="checkbox"/> Late detentions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Subject teacher intervention</li> <li><input type="checkbox"/> Tutor intervention</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>• Persistent Stage 1 behaviours</li> <li>• Disruption to others learning</li> <li>• Rare home learning fails</li> <li>• Immature behaviour around school</li> <li>• Failing to follow school expectations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> C2 Behaviour Points</li> <li><input type="checkbox"/> C3 RJ Detentions</li> <li><input type="checkbox"/> Late detentions</li> <li><input type="checkbox"/> HL2 Detentions</li> <li><input type="checkbox"/> Pastoral Detentions</li> <li><input type="checkbox"/> Loss of social time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Subject teacher intervention</li> <li><input type="checkbox"/> Tutor intervention</li> <li><input type="checkbox"/> HOD intervention</li> <li><input type="checkbox"/> Parent contact</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>• Persistent Stage 2 behaviours</li> <li>• Persistent disruption to learning</li> <li>• Disruption to school life</li> <li>• Dangerous behaviour</li> <li>• Routine home learning fails</li> <li>• Anti-social behaviour around school</li> <li>• Failing to attend school sanctions</li> <li>• Use of Foul language</li> <li>• Truancy</li> <li>• Graffiti/damage to property</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> C3 RJ Detentions</li> <li><input type="checkbox"/> Late detentions</li> <li><input type="checkbox"/> HL2 Fail Detentions</li> <li><input type="checkbox"/> Extended loss of social time</li> <li><input type="checkbox"/> Pastoral Detentions</li> <li><input type="checkbox"/> On calls</li> <li><input type="checkbox"/> SLT detentions</li> <li><input type="checkbox"/> Community Service</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HOD intervention</li> <li><input type="checkbox"/> Tutor intervention</li> <li><input type="checkbox"/> HOY intervention</li> <li><input type="checkbox"/> Parent contact &amp; meetings</li> <li><input type="checkbox"/> Behaviour Support Team referral</li> <li><input type="checkbox"/> Student Support referral</li> <li><input type="checkbox"/> Attendance Officer referral</li> </ul>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>• Persistent Stage 3 behaviours</li> <li>• Abusive language (incl: swearing at staff)</li> <li>• Bullying</li> <li>• Bringing the school into disrepute</li> <li>• Violent conduct</li> <li>• Fighting</li> <li>• Risk to health and safety of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Any stage 1 to 3 sanction</li> <li><input type="checkbox"/> Internal Exclusion</li> <li><input type="checkbox"/> Suspension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dept. Line Manager intervention</li> <li><input type="checkbox"/> HOY intervention</li> <li><input type="checkbox"/> Referral to Assistant Headteacher</li> <li><input type="checkbox"/> Ed Psych referral</li> <li><input type="checkbox"/> Parent contact &amp; meetings</li> <li><input type="checkbox"/> Anger management</li> <li><input type="checkbox"/> Counselling</li> <li><input type="checkbox"/> CAMHS referral</li> <li><input type="checkbox"/> Probation with Leadership Team</li> </ul>
<b>Stage 5</b>	<ul style="list-style-type: none"> <li>• Excessive and repetitive Stage 4 behaviours</li> <li>• Aggressive &amp; threatening behaviour to staff</li> <li>• Possession of a bladed article</li> <li>• Unprovoked assault</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Any Stage 1 – 4 sanction</li> <li><input type="checkbox"/> Suspension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Referral to Deputy Headteacher</li> <li><input type="checkbox"/> 6-week placement</li> <li><input type="checkbox"/> KS4 College placement</li> </ul>
<b>Stage 6</b>	<ul style="list-style-type: none"> <li>• Significant Stage 1 to 5 behaviours over time</li> <li>• Possession of a controlled substance</li> <li>• Malicious possession of a bladed article</li> <li>• Malicious wounding of a fellow student</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Permanent Exclusion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Supported Transfer</li> </ul>

\* This is a non-exhaustive list

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 3: Interventions

The school will use a range of interventions, as listed, to help any student remedy their behaviour choices. Some additional interventions might include:

### **Stage 1 – 3:**

- Form tutor or Head of Year report – student will be given some bespoke targets to focus on over a 2-week period initially.
- Subject Report - student will be given some bespoke targets to focus on over a 2-week period initially.
- Head of Year Report- student will be given some bespoke targets to focus on over a 2-week period initially.
- Head of Department Report - student will be given some bespoke targets to focus on over a 2-week period initially.
- ASPIRE Report – a motivational report that acknowledges demonstration of improved attitude and character around school.
- SLT Report
- Intervention with the Behaviour Mentors, Pastoral Managers or another member of the Pastoral Team.
- Tutor mentoring – targeted intervention by tutor to include fortnightly review meetings
- Counselling
- Referral to outside agencies/multi-agency assessment
- Personalised curriculum plan
- If a student is on the SEND register, report to the SENCO or Deputy SENCO
- One to One mentoring sessions

### **Stage 4:**

Probation periods may be put in place by members of the Leadership to any student who has been suspended. This entails a fortnightly review meeting with the member of leadership team and a follow up meeting with parents within 4/6weeks.

### **Stage 5:**

Six-week placement: This would involve the student attending another local school for 6 weeks. This provides respite for the home school, an opportunity for the student to review their behaviours in an alternative setting and a chance to reflect on whether the student truly values their place in their home school.

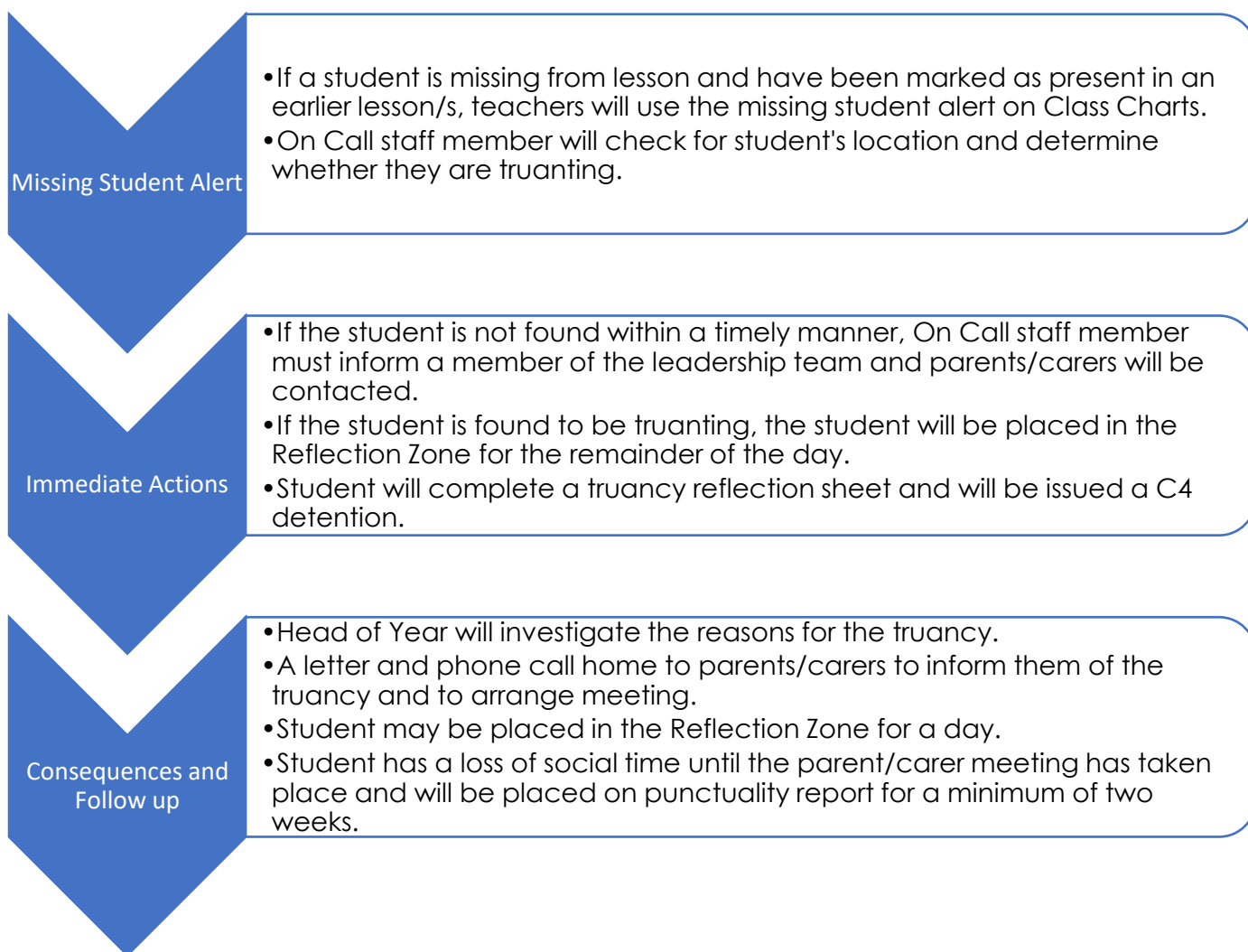
Alternative Provision placement: these are used sparingly (predominantly in KS4).

### **Stage 6:**

Supported Transfer – These are 12-week placements at another school (parents have a degree of choice of which school). These are put in place as an alternative to permanent exclusion. If the placement is successful the new school will take the student on roll.

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 4 – Missing Student in school





# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 5 – Expected Behaviour in the Classroom

At the start of the lesson, students are expected to:

- Follow the Sharp Start principles
- Arrive on time to the lesson, calmly, quickly and in a sensible manner – using the digital clocks located on the school site for guidance
- Enter the classroom quietly and sensibly and sit in the designated seating plan seat
- Remove coat, bag and place on the back of the chair/floor (This will differ in practical lessons and science)
- Place the personal organizer and class equipment on the desk
- Put the date, learning outcome and 'classwork' into the exercise book and get ready for Rapid Recall
- Answer the teacher during the register – Yes miss or Yes sir
- Complete the work in silence until the teacher gives directions to talk

In every lesson, students are expected to:

- Sit up
- Listen carefully, tracking those that are speaking
- Have all necessary equipment
- Remain in the seating plan seat unless directed otherwise
- Complete the work to the best of their ability at all times
- Follow instruction, first time, every time
- Never interrupt learning
- Be prepared to answer questions and ask questions

At the end of the lesson, students are expected to:

- Remain seated until instructed otherwise
- Pack all personal belongings into bags
- Stand behind their chair when instructed to do so by the teacher
- Wait to be dismissed and then walk calmly and quietly to the appropriate exit
- Use the correct entrance and exit to all blocks

Behaviour around side, students are expected to:

- Treat everyone with respect and courtesy
- Queue in the canteen politely
- Not take food or drink out of the canteen
- Use the rubbish bins provided
- Follow the 'no hands' policy and be respectful of others' personal space
- Treat the school environment with respect
- Stay in the relevant zones for the year group
- Use the toilets in your Year group zones
- Not enter any classrooms unless given permission.

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 6 – Home/School Contract

***Our mission is to ensure that Jesus Christ is made known to all our students by placing Christ and the teachings of the Catholic Church at the centre of all our students' lives.***

It is the responsibility of all our community to ensure that good behaviour is shown in school and in our local community. At Cardinal Newman Catholic School, we strongly believe that it is not acceptable for learning to be disrupted and that all students have the right to learn in a calm and purposeful environment, that all of our community should strive to meet our ASPIRE values.

### **As a parent/carer, I agree to:**

- See that my child attends school regularly, on time, in the correct uniform and properly equipped for all lessons (pencil case with pens, ruler, calculator, pencils and a reading book etc)
- Make the school aware of any concerns or problems that might affect my child's work or behaviour
- Notify the school each day by 9.30am of any absence
- Ensure holidays are not arranged during term time
- Ensure medical and dental appoints are scheduled out of school hours wherever possible
- Support the school's policies and guidelines for behaviour and bullying
- If rules are broken, I accept the sanctions of the school – these may include detentions, school environment work or extra school duties
- Ensure my child completes homework by checking and signing the student personal organizer each week
- Attend all consultation evenings and any other necessary meetings for my child's benefit.

### **As a student, I agree to:**

- Attend school regularly and be punctual at all times
- Wear the correct uniform with pride, and bring the correct equipment to all lessons e.g. pencil case, reading book, personal organiser in a school bag
- Be polite and respectful at all times
- Complete all work to the highest of standards – both class work and homework
- Respect the school environment and keep the school free from litter etc

**I agree to this home/school contract and the school rules laid out in the information provided by the school.**

Parent/Carer(s):.....Student: .....Date:.....