EST. 1914

THE CARDINAL VAUGHAN MEMORIAL SCHOOL

Amare et Servire

Behaviour Policy

All policies are updated regularly in accordance with statutory guidance.

THE CARDINAL VAUGHAN
MEMORIAL SCHOOL

RATIONALE

For the Cardinal Vaughan Memorial School, Christ and the teaching of his Church is the inspiration for all that we do. We all recognise that each of us is called to be Christ to other people. We strive to reflect this in every aspect of our school life. We are, therefore, committed to promoting the following principles:

- the unique God-given value of each individual
- the search for excellence in all things
- the service of others in Charity and truth
- love and service

These principles pervade all school policies.

PRINCIPLES

We are committed to promoting the well-being of our pupils in all areas of their life. We seek to achieve this in the context of the Gospel values of justice, forgiveness, respect and love for one another. We believe in the promotion of good behaviour by praise, encouragement and reward. We believe that pupils thrive within clearly drawn parameters, based on Gospel virtues, in which they are able to discern freely what is best for them and grow closer to God: He is the source of true growth for the individual. Our function as a Catholic school is to provide these parameters, that is, a place of prayerful peace in which our pupils may develop their potential to the utmost. For that reason, their behaviour and welfare lies at the heart of all that we do.

At the School, we employ a defined system of rewards and sanctions which helps other colleagues, parents and pupils to understand the School's ethos and expectations in the context of discipline and pastoral care. As a Christian family, we prefer to communicate our ethos by means of praise, encouragement and reward. Every opportunity should be taken by teachers and parents to express esteem for the pupils and their work. It is for this reason that the School is committed to offer training for staff in behaviour management strategies. When these strategies fail, however, we believe in firm, though not repressive discipline. Whatever the case, it is important that all members of the School's family, teachers, other colleagues, pupils and parents, should be clear as to what steps may be taken to celebrate a particular achievement or to discourage a particular offence. Such clarity will serve to strengthen the already solid partnership between School and home which is such a factor in the School's success.

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy complies with our funding agreement and articles of association and is based on the following legislation and guidance:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

PUPIL WELFARE

The School's pastoral systems are set up with the welfare of pupils in mind: the commonly understood structures of Form Teachers, Heads of Years, Heads of Upper and Lower Schools and the Headmaster himself provide a clear and intelligible framework in the service of pupils and parents alike. For those pupils with particular needs and difficulties, the School also has the following:

- An on-site Counsellor three days per week
- A Mental Health Support Team who are in School two days per week.
- A School Chaplain one day a week
- Mentors

Access to other external services is also available, based on an assessment of pupils' needs.

Given that we believe in the broad principle of personal responsibility for learning, we ask our pupils to complete a pupil survey every academic year so that we may discern their views on their welfare at school as well as their learning experience. There are well defined mechanisms to enable us to take their opinions into account – opinions which are informed and enhanced by our Junior Leadership Team, PSHE and Citizenship curriculum. Whole-school assemblies on issues relating to pupil welfare are also provided.

REWARDS

House points are awarded for pupils who embody the School's motto of love and service in the areas of work, conduct, attendance, punctuality, participation in co-curricular activities (such as sport, music and clubs) and any contribution made to the community. Individual totals are offset by any negative Behaviour points, which are deducted from their overall score. Parents are able to see the House points awarded on the Arbor app.

Once per term a House Holiday is awarded to boys:

- in the House with the highest overall score, provided a minimum threshold is achieved
- in other Houses who are in the top five in their year group
- who have not had any Behaviour points

Certificates are also presented to those pupils reaching certain totals.

A Headmaster's Commendation may be awarded on the recommendation of subject teachers for singular achievements in work, conduct, music, sport or service to the School or wider community.

In the Lower School, a Pupil of the Week award is given to one pupil per form per year group who has best encapsulated some aspect of the School's motto. They are presented with a certificate and badge in assembly in front of their peers, and acknowledged in the weekly School's Newsletter.

We also recognise outstanding achievement and hard work on the part of our pupils at our annual Speech Day.

SANCTIONS & PROCEDURAL ARRANGEMENTS

Teaching and learning is at its most effective when teachers and pupils (supported, of course, by their parents) work together towards the same goal.

We ask therefore three things from pupils in class:

- that they are attentive
- that they come to lessons prepared to learn with the correct equipment
- that they complete all homework.

Any pupil who does not meet any of those three expectations will be placed in a school detention on the same day, finishing at 4.15 pm; parents will be notified by an automatic email if this happens. With regards to disruptive behaviour, pupils will be given one warning before the detention is issued – this is defined as either talking when the teacher is, or when the teacher has explicitly asked for silence.

Repeated failure to meet these basic expectations will result in increasingly severe sanctions: a pupil who receives three referrals for the same reason over the course of a half-term will also be placed in a Friday detention; four referrals will result in a Saturday Detention, and five will entail removal from class for a period of time.

For all other issues, when teachers impose any sanction, they should inform the parents by recording the detention in the pupil's' diary. This will be accompanied by a referral submitted on Arbor. In the Lower School, a detention will typically last forty-five minutes and will not exceed one hour, except in the case of the Friday detention, which lasts for ninety minutes. In the Upper School, detentions are of one hour's duration, with the exception of Friday detentions, which last for two hours.

Parents can see any referrals made on the Arbor app, as well as any detentions that have been set apart from teacher detentions which will only be recorded in a pupil's diary.

Other sanctions include:

- Punishment work – extra work or useful tasks should be set
- Teacher detentions – these should last no longer than one hour.
- Reporting to the Head of Year for a set period
- Friday detentions – this lasts ninety minutes in the Lower School and two hours in the Upper School
- Saturday detentions – these last two hours
- Placement in the Behaviour Support Room or Learning Support Unit

All sanctions must be recorded in the pupil's diary. Friday detentions and Saturday detentions may only be imposed by the Heads of Year and members of the SLT, and represent an escalation int the school's response to a pupil's behaviour.

Sending pupils out of class

Pupils may be sent out of class **only** on the following conditions:

- Not more than one pupil may be sent out at any one time.
- No pupil may be sent either to Private Study or to reception.
- Pupils should remain immediately outside the classroom to enable supervision.
- No pupil should be left outside a class for more than five minutes.

Behaviour Support Room

Only members of the SLT may place a pupil in the Behaviour Support Room for, among others, the following reasons:

- persistent homework offences
- insolence to members of the staff

- disruptive conduct
- disobedience
- fighting
- bullying
- vandalism
- failure to observe regulations concerning uniform and/or haircuts

In the Behaviour Support Room, the pupils will follow their usual timetable and complete the same work which will be provided on Teams. The only difference is that the school day will finish at 4.15 rather than 3.30.

Achievement Review Cards

Heads of Year may also place pupils whose behaviour consistently falls short of the School's expectations on an Achievement Review Card which is designed to promote and accentuate the positive aspects of a pupil's behaviour. The card must be brought to every lesson and signed by every teacher. At the end of the day, the card will be brought home for the parents to sign so that they can monitor their son's progress. At the end of the week, the Head of Year will review the card and award House Points. They will also decide whether to keep the pupil on the card or to take them off.

LEARNING SUPPORT

We acknowledge that the link between good behaviour and academic progress is a strong one. For this reason, the School has a Learning Support Unit, the better to meet the individual needs of our pupils. In cases when pupils experience difficulty in their work or behaviour at School, they may be referred by designated members of the Senior Leadership Team to the Learning Support Unit to work, following a specially designed programme of study. This constitutes an attempt on the School's part to provide help closely tailored to the needs of the pupil in question.

The School, via its Learning Support procedures, aims to:

- raise pupils' expectations of themselves and hence their attainment;
- monitor, record and assess each pupil's progress in keeping with the whole school policy;
- raise pupils' attainment by using assessment in order to evaluate past performance;
- identify strengths and weaknesses, set fresh targets and put the necessary strategies into action;
- provide data to enable the most effective allocation of resources to support individual pupils' needs;
- provide data that can be used to monitor and promote inclusion for all pupils; and
- reintegrate pupils into mainstream classes as soon as it is in their best interests to do so.

In sum, to actively reinforce and promote inclusion at the School, the Learning Support staff work closely with subject teachers and the relevant Heads of Year, Heads of Department, including the Head of Learning Support, and members of the SLT to ensure that these aims are met.

INDIVIDUAL BEHAVIOUR PLANS

Any pupil who finds it difficult to conform to the School's disciplinary expectations, and for whom the system of rewards and sanctions has proved ineffective, will be placed on an Individual Behaviour Plan, which entails focussed support in meeting targets set jointly by parents and the School to address the difficulties which have arisen. A member of SLT is responsible for setting and reviewing these targets in partnership with parents, whose support and involvement is of integral importance to the process. The pupil in question is supported in meeting these targets by regular reviews after seven and fourteen weeks, by referral to the School Counsellor, and will be assigned a mentor. These support mechanisms are designed to help to improve the behaviour of the pupil in question. Depending on the outcome of the fourteen-week review, the pupil's time on the Individual Behaviour Plan will be ended or may be extended, as circumstances dictate.

Should, however, the pupil fail to meet the targets set for them at the end of the fourteen-week period, or if there is a serious misdemeanour at any point in the duration of the Individual Behaviour Plan, they will be referred to a Managed Intervention Centre for a five-week period. This referral, non-punitive in nature, is designed to allow the pupil in question time to reflect under the guidance of specialised teachers, in a structured environment (which is separate from, but linked to the School), on the causes and possible consequences of the type of behaviour which has led to this situation, thereby raising the chances of successfully addressing it upon returning to the School. During this time, they will also complete work set by the school.

When this placement ends, the pupil will return to school and will once more be placed on an Individual Behaviour Plan which follows the same structure as above. This time, however, should the targets not be met, or should there be a serious misdemeanour, the Headmaster will consider other strategies.

OFF SCHOOL PREMISES

The School will take steps to ensure good behaviour off school premises with the aim of:

- maintaining good order on educational visits or on other placements such as work experience;
- protecting the reputation of the School;
- ensuring, as far as possible, that out of School, pupils behave in a way which does not harm others.

Sanctions may be issued therefore in response to misconduct when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- identifiable in any other way as a pupil of this School
- online

Even when none of the above apply, sanctions may also be issued where a pupil has misbehaved off-site if their conduct:

- poses a threat to another pupil
- could affect the reputation of the school

It should be noted that the School will show zero tolerance for counterfeiting human likeness, be that image, video or audio, or whether or not such activity takes place within school or out of it.

CONFISCATION OF PROHIBITED ITEMS

Prohibited items include: large packets of sweets/biscuits/chocolate, fizzy drinks, vapes, cigarettes, other tobacco products, lighters, fireworks, illegal or inappropriate material of any description (print or electronic), alcohol, harmful items and substances, weapons or any item that could be used as a weapon or looks like a weapon, legal highs, illegal drugs and drug paraphernalia such as cannabis grinders. This list is not exhaustive.

School staff are permitted to confiscate any prohibited items brought into the School by pupils.

In the case of illegal drugs, drugs paraphernalia such as cannabis grinders, knives or weapons, any such items will then be handed over to the police, who may decide to pursue criminal prosecutions in addition to any action taken by the School. With regard to other prohibited items, these will either be disposed of or returned to parents at the school's discretion.

Any pupil who brings in a prohibited item into school will receive an appropriate sanction, up to and including permanent exclusion from the School.

MOBILE PHONES & SMART DEVICES

Pupils in the First to Fifth Forms are not allowed smartphones in School. Any smartphone brought into School will be confiscated and kept at least for the rest of that half-term. Pupils are permitted, however, to bring a 'brick' phone to School. In this case, it must be switched off upon entering the School grounds. Pupils who are seen on their brick phone anywhere in the School will receive a sanction.

Pupils in the Sixth Form are allowed to bring smartphones to school and may use them outside of lessons in Addison Hall only. If any pupil in the Sixth Form is seen with their smartphone on the New Building site, it will be confiscated.

Smart glasses i.e. glasses which include built-in cameras, microphones, and internet connectivity can record, live stream or share content which poses a clear risk to pupils, staff and visitors. They are therefore not permitted in school and will be confiscated if found.

Similarly smart watches and rings are not allowed in school and will also be confiscated if brought in.

Exceptions may be agreed for individual pupils, for example where a phone or watch is needed to manage a medical condition (such as glucose monitoring for diabetes), to support a hearing aid or other assistive technology, or because of a young carer's responsibilities. Exceptions must be agreed in writing with the DSL or the Headmaster and recorded in the pupil's individual healthcare plan or support plan, and shared with relevant staff.

OFF-SITE DIRECTION AND MANAGED MOVES

An off-site direction is when a pupil is required to attend another educational setting. It is a temporary measure, the purpose of which is specifically to improve the pupil's behaviour when other interventions and targeted support have failed. It is therefore time-limited and the pupil is dual registered for the duration of the placement.

Parents will be informed about any such off-site directions: the duration of the placement will be made clear, as will its objectives and monitoring and review processes. Given that the aim of the off-site direction is to improve the behaviour of the pupil in question, it will most often be used when he or she is at risk of permanent exclusion. It is important to bear in mind that this is a supportive measure, not a punitive one.

A managed move is the process through which a pupil moves permanently to another school or educational setting. This process is voluntarily entered into by the parent(s) and agreed by all parties and will be used as a preventative measure to suspension or permanent exclusion. Managed moves cannot be trials but may follow an off-site direction.

SUSPENSION / PERMANENT EXCLUSION FROM THE SCHOOL

The behaviour support strategies outlined above are designed to prevent suspension or permanent exclusion from the School. However, their existence does not affect the Headmaster's right to suspend or permanently exclude any pupil from School where he deems the gravity of the offence sufficient to warrant such a step, or where a pupil's record of persistent misconduct indicates that suspension or permanent exclusion from School is warranted. The Headmaster will apply the civil standard of proof, that if something is more likely than not to have occurred ("on the balance of probabilities") then the standard is met, when establishing the facts in relation to a suspension or permanent exclusion from school.

In cases of the possession, use or supply of illegal drugs – including edibles and 'legal highs' – the Headmaster, after weighing the particulars of the situation, will normally impose a permanent exclusion.

In cases of the possession, use or supply of weapons or any item that could be used as a weapon or looks like a weapon, the Headmaster, after weighing the particulars of the situation, will normally impose a permanent exclusion.

For further information please see the Suspension and Permanent Exclusion policy

MONITORING ARRANGEMENTS

The local governors are responsible for monitoring this policy.

OTHER RELEVANT POLICIES

Safeguarding and Child Protection
Anti-Bullying
Drugs
Equality Policy
Force to Control or Restrain Pupils
Online Safety
Suspension and Permanent Exclusion