



CHRIST THE KING CATHOLIC COLLEGIATE



A Multi Academy Company



Behaviour for Learning Policy

Date: December 2016

Adopted: January 2017

Review: September 2018



Linked policies

SEND

Supporting pupils with medical conditions

Safeguarding policy

1. Introduction

The Behaviour for Learning Policy is underpinned by our Mission Statement where learners will have the opportunity to grow their values, motivations and moral imperatives that inform their choices and actions as people.

We aim to:

- Provide a well-disciplined Christian environment with rules which are meaningful and relevant;
- Encourage staff to work and pupils to learn, play and co-operate in an atmosphere of mutual respect and courtesy;
- Enable the children and staff to have a high level of personal self-esteem;
- Encourage the children to be aware of their responsibilities as members of a class and the school community;
- Enable the children to understand and accept the consequence of their actions;

- Reinforce positive behaviour and give children responsibility;
- Encourage children to take a pride in themselves, their uniform and their school;
- Recognise the effort and attainment of all pupils whilst also valuing their diversity both in academic and non-academic achievements.

1.1 It is the aim of the Christ the King Catholic Collegiate that every member of the Collegiate feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all based upon the guiding principles of our mission statement. This policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels, happy, safe and secure and to develop self-confident, caring learners who value themselves and others and take responsibility for their own learning through their attitude to work.

1.2 Our policy, which is based on Gospel Values, is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Whilst other values may be found within the four Gospels and New Testament it is the Beatitudes which depict the countenance of Jesus Christ and portray his charity.

The Beatitudes also reveal the goal of human existence, the ultimate end of human acts and as such are the objective 'values' given by Christ himself.

Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.

Faithfulness and Integrity

Blessed are those who mourn, for they shall be comforted.

Dignity and Compassion

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

Truth and Justice

Blessed are the merciful, for they shall obtain mercy

Forgiveness and Mercy

Blessed are the pure in heart, for they will see God

Purity and Holiness

Blessed are the peacemakers, for they shall be called children of God

Tolerance and Peace

Rooted in the teachings of Christ, these Gospel values should constitute the targets and outcomes of every Catholic school

2. Who is Responsible for the Positive Behaviour and Discipline of Pupils?

Christ the King Catholic Collegiate promotes a supportive climate at all levels and each member of the community is responsible for promoting positive attitudes to learning. All community members are responsible for promoting positive behaviours for learning including:

- Learners
- Parents
- Teaching and non-teaching staff
- Academy Directors
- Local academy representatives

3. Context

3.1 The behaviour for learning policy is underpinned by the schools' mission statements.

"My command is this "Love each other as I have loved you" John 15:11-13

3.2 Rationale

"The Catholic School loses its purpose without constant reference to the Gospel. It derives its necessary energy for all its educational work from Christ." (The Catholic School).

All behaviours exhibited by staff and learners in Christ the King Catholic Collegiate must always point towards and enhance positive learning opportunities. The establishment of calm and orderly learning environment in schools and in particular in the classroom is key to effective teaching and learning. Incentives and rewards are crucial in this process.

3.3 Across the collegiate we aim to:

- Provide a well-disciplined Christian environment with rules which are meaningful and relevant;
- Encourage staff to work and learners to learn and cooperate in an atmosphere of mutual respect and courtesy;
- Enable learners and staff to have a high level of personal self-esteem;
- Encourage learners to be aware of their responsibilities as members of a class, a school and a collegiate;
- Enable learners to understand and accept the consequence of their actions;
- Reinforce positive behaviour and give learners responsibility;
- Encourage learners to take pride in themselves, their uniform; their school and collegiate;
- Recognise the effort and attainment of all learners whilst also valuing their diversity both in academic and non- academic achievements.

4. Inclusion

- Our behaviour for learning system always maintains to be fair and consistent, however, there will be times where the system operates throughout the schools with

some adaptations for example with our youngest learners or learners with Special Educational Needs and those with disability.

- As within all schools there are some learners who have additional needs that require more personalised behaviour support in school, often supported by external agencies. We understand that individual behaviour plans may be produced to support their behaviours and thus promote inclusion in school.
- Each case is treated individually. Generally learners are made aware that they are responsible for their own actions and that breaking rules will lead to a consequences.

5. Responsibilities of Learners

Learners are expected to:

- Attend school and be punctual;
- To work hard and use their God given talents;
- To be courteous and well mannered;
- To act sensibly and appropriately;
- To show respect to everyone including themselves;
- To treat everyone and everything with respect;
- To listen to what they are being told;
- To let others work and feel comfortable;
- To seek reconciliation and forgiveness when disagreements arise;
- To accept responsibility for own actions and consequences of actions;
- To be positive in attitude;
- To avoid violence and seek peaceful solutions to problems.

6. Responsibilities and expectations of staff

Learners can expect staff:

- To be courteous, consistent and fair;
- To prepare engaging lessons and give constructive feedback;
- To be on time for lessons;
- To listen at appropriate times, to learners' explanations for behaviour;
- To recognise and reward good work and positive behaviour;
- To deal with inappropriate behaviour.

6.1 All staff are expected to deal with learners in a clear and consistent manner. In order to do this, they must:

- Support learners to understand that the expectations of high standards of behaviour for learning have a clear and direct impact on their progress and achievements;
- Utilise the correct communication systems and procedures to inform parents and staff of any issues;
- Put the rationale for communal standards and expectations into the context of the schools' mission statements;

- Ensure that learners are aware of what Behaviour for Learning entails and are reminded/ updated as appropriate;
- Readily act to promote health, safety and good order and ensure that learners understand these issues.

7. Recording information

All members of staff need to record information/ incidents in accordance with the individual Academies guidelines and procedures. This should be recorded as accurately and objectively as possible. The information should be in format that can be accessed by parents and so should not give details that identify other learners. This is in adherence to data protection laws.

8. Praise learners engaged in Behaviour for Learning.

8.1 Where staff have the opportunity, they should seek to affirm and to reward learners for good progress, exemplary work, and positive behaviour for learning, constructive behaviour for learning and cooperative behaviour in general. This should be done in the way that each school requires.

8.2 Staff should be proactive in encouraging positive behaviours. This will allow learners to strive to meet high expectations and create a positive environment in which praiseworthy behaviour is seen as the norm. Learners will also feel that their positive behaviour is valued within the school community. Rewarding learners and using a positive praise culture is key to ensuring learners achieve and meet their potential.

8.3 Praise should be one of the main elements of any good lesson. Praise should be given when it is deserved and learners always need to know if they have been rewarded in line with their school's expectations. Learners should understand why they have been rewarded.

9. If a learner fails to meet expectations.

9.1 If a learner fails to meet expectations it must be dealt with fairly and in line with the school's expectations and procedures.

9.2 Fixed Term Exclusion and Permanent Exclusion.

These are a last resort and can only be agreed by Headteachers. They are only used when all other avenues have been explored. Provision for appropriate work is always needed and if a fixed-term exclusion lasts for more than 6 days there is a statutory requirement to provide a venue; provision of work and assessment of the work completed.

10. Racism/ Verbal Abuse/ Physical Abuse.

"Treat others as you would like to be treated"

Matthew 7:12

11. Inappropriate Language

11.1 Learners are expected to speak to all other members of the school community with courtesy and respect. Inappropriate language is unacceptable in school.

11.2 If inappropriate language is used it needs to be dealt with according to Academy guidelines.

12. Possession of Prohibited Items.

12.1 If a member of staff is made aware that a learner maybe in possession of prohibited items (e.g. alcohol, illegal drugs, tobacco, weapons, lighters, matches, pornographic or other offensive materials) staff may be asked by the Headteacher to assist in or to witness a search with or without consent subject to current government advice and guidance.

12.2 In the case of a search it is important that, where it is practical, the staff involved should be of the same gender as the learner. The intention to carry out a search must be notified to the Headteacher or an allocated representative of the Headteacher. It is possible that certain staff are privy to information relating to child protection/ safeguarding issues that affect that particular learner so an alternative procedure may be required.

13. Uniform, jewellery and make-up.

13.1 Consistent support for and implementation of the expectations of uniform is the duty and responsibility of all staff and learners. All staff are expected to challenge infringements of the school's guidelines on uniform, make-up and jewellery. Jewellery can pose a safety hazard and this is why it is not allowed.

14. Bringing the Collegiate into disrepute.

Christ the King Catholic Collegiate expects that learners will show a high standard of behaviour beyond the school gates on the way to and from school. A high standard of uniform is part of the commitment.

14.1 Learners can expect to be punished if they do something that could:

- have repercussions for the orderly running of the school;
- pose a threat to another learner, a member of staff or of the public;
- adversely affect the reputation of the Multi-Academy.

14.2 This also applies to:

- an organised school trip when the learner was under the lawful charge and control of a member of staff;
- when a learner's action took place while travelling to and from school or wearing uniform in a public place;
- the behaviour of learners when using electronic media and social networking sites;
- sports fixtures representing the school or collegiate.

15. Evidence of behaviour process

It is important that the Behaviour for Learning policy is applied consistently by all members of staff. Recording of incidents must be done in line with each Academies expectation.

Addenda

- 1- St John Fisher – Behaviour for Learning Document
- 2- St Mary- Positive Behaviour and Discipline Document
- 3- St Teresa - Behaviour Document
- 4- St Thomas Aquinas - Positive Behaviour and Discipline Document