

# DE LA SALLE COLLEGE



## BEHAVIOUR POLICY

***“AND HE GAVE THE APOSTLES, THE PROPHETS, THE EVANGELISTS, THE SHEPHERDS AND TEACHERS.”***

**EPHESIANS 4:11**

Compiled by: The Head of College	Last Reviewed: June 2023
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De La Salle College recognises its responsibility under the UN Convention of the Rights of the Child to act as duty holders to protect the rights of the child.

As such this policy aims to treat every child fairly (article 2) and protect pupils rights to be safe (article 6) and to access their right to an education (articles 28 and 29). We aim to protect all students from any violence, abuse or neglect by those entrusted to look after them (article 19). Therefore, De La Salle College rejects the use of any form of corporal punishment.

## Confidentiality

In the College's endeavours to safeguard and protect all students within our community, the College cannot guarantee confidentiality in matters relating to Pastoral care. If any member of staff has any safeguarding concerns for your son, either through conversation or observation, they are duty bound to report the concern to the appropriate safeguarding lead at the College, in line with the College Safeguarding policy.

## POSITIVE BEHAVIOUR MANAGEMENT POLICY

De La Salle's Christian practice is reflected in the development of the Positive Behaviour Management Policy. Positive Behaviour Management is a clear set of rules defining conduct and behaviour that is explained to the children and understood by the staff. The staff model and teach pupils what is good to do, what is not good, what is safe, what angers or hurts, what pleases and what positive ways can be used to release anger and frustration.

The ultimate goals of Positive Behaviour Management is to teach children self-discipline and develop self-esteem, as well as giving them an understanding of the consequences of their behaviour. When children are self-disciplined and self-directed; their needs and interests become clearer to them and to others. From this, a child centred curriculum readily follows.

It is essential that Positive Behaviour Management is consistent as this minimises confusion and ensures that children are clear about what behaviour is expected from them and from each other. To do this the College aims to provide a warm, safe, happy and secure environment as a springboard from which learning can occur. To promote positive disciplinary procedures for children, the staff will use positive techniques of guidance, redirection and reinforcement rather than promote comparison, competition or criticism. When behaviour management is positive it does not damage self-esteem, but allows children to feel capable, competent and to experience pleasure from being around others. It takes into account the children's developmental understandings and abilities, recognising that needs and behaviours change as children grow and mature. Positive behaviour management praises and acknowledges caring, co-operative and desirable behaviours.

Staff should use positive language to direct children, for example, “walk inside” not “don’t run inside”. Language used does not label the child but labels the behaviour, for example, “the way you behaved was not kind” not “you are a horrible person”. Positive language can teach, give simple explanations and/or offer alternatives so that a child can make judgements and choices and thus, in time, wise decisions. It is based on self-control not coercion. It leads to self-discipline, recognising that this is often a long, slow process. While the need for sanctions is inevitable, it can be minimised by addressing possible causes of inappropriate behaviour through sensitive and individual programming.

Some causes of inappropriate behaviour include; anger and frustration, boredom, desire for attention, imitation, tiredness, excitement, jealousy, social clumsiness, high activity levels and too much choice or lack of choice. The techniques we use for behaviour modification depend upon the personality of the individual child, their developmental level and the probable cause of the behaviour. The staff aim to provide children with an understanding of the limits of acceptable behaviour, the reasons for these limits, consistency in the management of our behaviour, and to provide good role models for acceptable behaviour. If children exhibit socially unacceptable behaviour the staff encourage alternative ways that allows all children to feel safe and secure in their environment.

## Training and Strategies for Positive Behaviour Management:

Staff members should keep up to date with behaviour management techniques, there is a dedicated section on this in the PASTORAL folder which is available in the staff shared area. Mr Cook (Assistant Head – Pastoral) organise PBM workshops for members of staff and departments as required using external professional consultants in addition to personal one to one feedback. Mr Cook should also be proactively consulted in order to share other methods and techniques that will help enhance the positive learning atmosphere in the College.

In the Primary School Mr Coutanche (Headteacher) will provide the lead and support, drawing in other colleagues or external advisers, as required.

## At De La Salle School we believe that:

- Everybody has the **right to feel and be safe**
- Everybody has **the right to dignity**
- All teachers have **the right to teach**
- All students have **the right to learn**
- It is **the responsibility of everybody** to make sure that we can **all enjoy these rights**.

# PRIMARY SCHOOL BEHAVIOUR POLICY

Throughout the Primary school from Pre-Reception to Year 6 our behaviour expectations are as follows:

- 1. WE LISTEN**
- 2. WE DO AS ASKED STRAIGHT AWAY**
- 3. WE RESPECT AND WORK POSITIVELY WITH OTHERS**
- 4. WE WORK TO THE BEST OF OUR ABILITY**

These expectations form the basis of our positive behaviour management policy.

Copies are published in every classroom and in the "Setting out Booklet" received by every parent when their son enters the school.

As they are expectations, pupils are not generally rewarded for achieving them. They are referred to throughout the school by every staff member.

## Rewards/sanctions

### REWARDS

1. Pupils are recognised for making good choices in their day to day learning and living in the community.
2. Rewards can take many forms;

In **Pre-Reception** making good choices is linked to an individual sticker chart and a class "Happy Learning Weather" display which enables individuals to move from sunshine to thinking cloud, depending on behaviour. Verbal feedback and encouragement is always given and specific behaviours are identified and explicitly acknowledged: "Thank you for sharing your game with your friend", "Well done for taking turns" etc

From **Reception to Year 6** verbal feedback, stickers, raffle tickets for weekly class-based draws, house points (Years 3-6), being mentioned in the Superstar Spotting book (regularly read out in assemblies), mentioned in newsletters or notes home- celebrating good work or exceptional behaviour. Weekly achievement assemblies focus on 2 classes and comprise of certificates awarded for progress or achievement and a Leading Lasallian who is rewarded for epitomising Lasallian values. A Leading Lasallian lapel badge is awarded to these pupils. Exceptional pupils may receive a Lassallian Gold award for consistently exceeding all expectations in the school.

## SANCTIONS

1. Sanctions are always age and stage appropriate. At the Early Years and Foundation Stage (Pre-Reception and Reception) language about “good choices / not good choices” should be used to support pupil development and give the skills and maturity to make decisions about their behaviour. It should be recognised that some children may not yet have reached the developmental level of being able to understand the impact of their behaviour on others, and the focus should be developing that understanding and skill set. Some children with specific SEN or developmental needs may struggle to achieve this level, and discussion needs to take place with parents and specialist support teams in such instances. Across the school, sanctions would be imposed for not achieving our basic expectations and would always begin with a reminder of how to behave. If further reminders are needed the pupil may move down the “Happy Learning Weather” display, the class behaviour ladder or initials put on the board as a visual reminder/warning for that pupil. (depending on age and class system). Time out (within class) or reporting to the parallel teacher (where appropriate) may also be considered. Children may be required to speak to or take some “time out” with a senior member of staff. Parents may be informed via homework diaries or, if appropriate by phone call or at the end of the school day. **The Head teacher should only be involved after this process, unless the incident/behaviour is considered serious enough to involve parents.**
2. **Year 6** follow the above but, in addition, use coloured slips which is seen as a part of their effective transition to the merit system used in secondary school. “Exceptional Performance Slips” are stapled into diary and signed by parent/carer. Half term “Positive Postcards” are given out to boys who have worked consistently throughout the period. These are stapled in diary, to be signed by parent. If expectations are not met a verbal reminder is given, followed by pupil’s name written on the board. This is backed up with a reminder slip stapled into the diary and signed by parent/carer. If expectations are still not being met, a tick will be placed next to the name. A blue slip will be stapled into the diary to be signed by parent/carer. The consequence of this is a period of “Time out” at lunch time, being supervised by TA/Primary Teacher.
3. **Inappropriate Playground** behaviours are usually sanctioned by “Time Out” of the playtime where the pupil is required to stand for a period of time in a supervised area away from the play. The duration of the Time Out will depend on the behaviours observed or reported. Reconciliation may be required prior to a return to play. Persistent or serious inappropriate behaviour may be reported to the class teacher, senior member of staff or Headteacher, as appropriate.
4. **A Significant behaviour incident** – such as an assault, verbal or physical aggression to a pupil or member of staff, or significant destruction of property – may lead to suspension, as outlined in point 12 below.

# Secondary School Behaviour Policy

The Secondary School Behaviour Policy seeks to promote behaviour based on mutual respect between all members of the School community.

## **Basic Classroom Rules (these apply to all year groups from year 7 – year 13):**

1. Uniform is checked as students enter the room and jackets / coats should be removed.
2. Students enter the classroom in an orderly manner.
3. Students are seated alphabetically. (unless specific arrangements have been agreed in consultation with the HOD and HOH due to individual needs).
4. All lessons begin with a 5 minute silent starter activity.
5. Students raise their hands to ask questions and remain in their places unless given permission to move.
6. The students leave their bags in their locker during the school day.

## REWARDS

As they develop and mature, pupils are encouraged to move away from a need or desire for 'extrinsic rewards', and towards the 'intrinsic ones of pleasure and self-satisfaction' in a job well done. That encouragement notwithstanding, any significant achievements and/or efforts may be rewarded by the work in question being put on display. Departmental teachers are encouraged, as part of their professional demeanour, to recognise and realistically praise all the genuine achievements and efforts of their pupils. Teachers are also encouraged to write notes to parents in the pupil's Homework Diary or send a positive email home, as well as displaying examples of work as a more tangible reward.

Teachers award merits to all boys in year 7 to 11 for good behaviour or achievement. These are recorded on the student manager and contribute to various individual and year group rewards. Parents will receive an email notification every time their child receives a total of ten merits.

## MERITS WILL BE AWARDED FOR:

1. Excellent effort and achievement on a particular piece of work.
2. Behaviour that is beneficial to the community or another individual.
3. Carrying out specific extra duties to a high standard, for example – Class Representative, House Captain or Form Monitor.

**Please note: Merits should not be awarded for complying with our basic classroom rules; this is the minimum expectation of every pupil.**

## REWARDS & SANCTIONS – KEY STAGE 3

### REWARDS

Everyone works better when the good work they do is recognised. Your child's teachers will praise enthusiasm, effort and achievement in a variety of ways by speaking to the student in class, by writing comments on their work and by giving good marks. Recognition of achievement is open to all students of all ages and all abilities. It will reflect effort and achievement related to the student's individual ability.

To reward good effort and achievement on a particular piece of work, or over a period of time, teachers will use the College Award System. Recognition may also be earned for anything which is done that sets a new standard for the student personally, or for others to follow, for example – good conduct, helpfulness, leadership and other qualities which make a genuine contribution to College and community life.

We run a different Reward and Sanction system for students in Key Stage 3 (Years 7, 8 and 9).

1. Each time your child earns a Merit, the teacher will log this on the 'Student Manager' system and parents will receive an email notifying them each time their son receives 10 merits across the school. The Head of House will also receive this information.
2. When your child has achieved 20\* Merits in one term, the House Tutor (HOH to co-ordinate) will send a letter home at the end of term.
3. When your child has achieved 40\* Merits in one term, the HOH will send a letter home at the end of term and present your child with a Merit Pen.
4. When your child has achieved 60\* Merits in one term, the Assistant Headmaster will send a letter home at the end of term and your child will be granted a non-uniform day.
5. The 12 boys with the most Merits in a year group will also receive a Merit Badge (3 students from each House group) and will be invited to attend a reward afternoon e.g. bowling.

\*Totals are subject to change, depending on fluctuations in total number of merits awarded to KS3

## REWARDS & SANCTIONS – KEY STAGE 4

### REWARDS

Everyone works better when the good work they do is recognised. Your child's teachers will praise enthusiasm, effort and achievement in a variety of ways by speaking to the student in class, by writing comments on their work and by giving good marks. Recognition of achievement is open to all students of all ages and all abilities. It will reflect effort and achievement related to the student's individual ability.

To reward good effort and achievement on a particular piece of work, or over a period of time, teachers will use the College Award System. Recognition may also be earned for anything which is done that sets a new standard for the student personally, or for others to follow, for example – good conduct, helpfulness, leadership and other qualities which make a genuine contribution to College and community life.

We run a different Reward and Sanction system for students in Key Stage 4 (Years 10 and 11) than the Merit system of Lower School.

1. Each time your child earns a Merit, the teacher will log this on the 'Student Manager' system and parents will receive an email notifying them each time their son receives 10 merits across the school. The Head of House will also receive this information.
2. When your child has achieved 15\* Merits in one term, the House Tutor (HOH to co-ordinate) will send a letter home at the end of term.
3. When your child has achieved 25\* Merits in one term, the HOH will send a letter home at the end of term and present your child with a Merit Pen.
4. When your child has achieved 35\* Merits in one term, the Assistant Headmaster will send a letter home at the end of term and your child will be granted a non-uniform day.
5. The 12 boys with the most Merits in a year group will also receive a Merit Badge (3 students from each House group)\*\*



6. In order to raise achievement and attainment in Years 10 and 11 we operate a prize draw once a term that has a number of prizes to be won.
7. When your child has achieved 10 Merits in one term, he will receive one entry in to the end of term prize draw. 20 Merits equals two entries and so on. There is no limit to the amount of entries that one student can have.
8. Each raffle will take place at the start of the following term in the School Achievement Assembly.

\*Totals are subject to change, depending on fluctuations in total number of merits awarded to KS4

## BEHAVIOUR PROTOCOLS – ALL STUDENTS

### SANCTIONS – Forgetting equipment

If a student fails to bring to a lesson his homework diary, pen, exercise book or text book then the pupil should receive a warning.. If he continues to fail to bring the correct equipment he may be issued with a demerit on the student manager which will in turn notify parents of the misdemeanour.

### SANCTIONS – Behaviour

Under normal circumstances, problems with pupils' work or behaviour in the classroom should initially be dealt with by the class teacher, and then, if necessary, by the Head of Department (HOD). The class teacher may use any of the following sanctions. **The order of progression through the sanctions should be as follows unless professional judgement has been used in consultation with HOD and or HOH:**

#### Subject Teacher in the classroom:

1. **Name written on board.**
2. **Tick placed next to name (KS3 only).**
3. **Demerit.** These are completed by the classroom teacher on the 'Student Manager System.' An email is sent to the parents of the student at the end of the school day, detailing the cause of the Demerit and indicating the consequence of his poor behaviour. This may be;
  - **Break time detention**
  - **Lunch time detention**
  - **30m after-school detention**
  - **1Hr after-school detention**

- **1Hr after-school detention (HOD)**
- **1Hr after-school detention (HOH)**

The Head of Department should be available to the classroom teacher to provide solutions to behavioural issues as required by the classroom teacher/pupil. They may decide to issue:

4. **Department sanction**, for example a one hour after school detention (as noted above).
5. **Parents are contacted after consultation with the Head of House. A note of the telephone conversation should be logged on Eportal by the HOH.**
6. **Target Sheet** - This will be actioned when a student receives a total of 6\* demerits in one term. The Head of House may place a boy on a Target Sheet that will monitor performance in a specific area.
7. **The Head of House may issue an after-school detention.**
8. **Report Book** - This will be actioned when a student receives a total of 12\*\* demerits in one term– if a pupil has received a number of Head of Department or Head of House detentions he may be placed on a report book. The relevant Head of House will communicate this with parents.

\*HOH will use their professional judgement on instances where a target sheet may be required before the 6 Demerit mark is reached by a student.

\*\*HOH, in consultation with the Assistant Head (Pastoral), will use their professional judgement on instances where a report book is required as a behavioural intervention for a student before the 12 Demerit mark is reached.

- ◆ Whilst on report students must:
  - Hand the Target sheet / Report Book to the teacher at the beginning of each lesson. The teacher will write any comment and return it at the end of the lesson.
  - Show it to his parents and have it signed.
  - Show it to his tutor every House Period and have it signed.
  - Show it to his Head of House at the end of every day.
  - At the end of the report session meet with his Head of House to discuss his future conduct.
  - Report Book filed in pupil folder.

### Assistant Head Teacher (Pastoral)

On occasions, when the above sanctions have not worked, or for a more serious behavioural incident, the pupil will be referred to the **Assistant Head Teacher (Pastoral)**. The following sanctions may be considered:

10. **Assistant Head (*Pastoral*) detention**, which will take place after school on a Friday.
11. **Head of College detention** and at this point parents will be involved. Normally, such a move should only be contemplated after the imposition of other and less drastic sanctions has not brought the desired result. Saturday detentions will only be issued by the Head of College, Deputy Head or Assistant Head.
12. **Suspension.** In certain serious cases it may be appropriate for a pupil to be suspended from their lessons. ***Assistant Head (Pastoral) or Primary Headteacher will sanction internal suspension and*** Mr Turner will make a decision when it is necessary for an external suspension. In an instance where a suspension is deemed appropriate, the matter will be dealt with in accordance with the Disciplinary Policy. At this point, parents will be notified, by the relevant Head of House in Secondary or the Headteacher in Primary, that a serious incident has happened and an investigation is underway. Please see the Disciplinary Policy for further details. Where a decision to suspend has been made the parent will be informed by telephone and offered a face to face meeting if desired.