

St Katherine's School



St. Katherine's School

Pupil Behaviour Procedure

Next Review: September 2026

Signed : Justin Humphreys
Headteacher

Date:

Signed: William Harding
Chair of Governors

Date:

St Katherine's School

PUPIL BEHAVIOUR PROCEDURES

1. RATIONALE AND PRINCIPLES

- 1.1 St Katherine's behaviour procedure is centred around our three core values of Respect, Resilience and Responsibility. In order to enable the most effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. Our aim is for every child to reach their full potential and develop the skills that will support them as they move into adult life.
- 1.2 At St Katherine's, we aim to create an environment in which all members of the community are treated with respect, in which we approach challenges with resilience and in which we understand and take responsibility for our actions. This behaviour procedure seeks to support those aims.
- 1.3 Through an appropriate curriculum, effective teaching strategies, timely intervention and the support of the House system, we aim to keep the requirement to issue sanctions to a minimum. Rewards for, and recognition of, positive behaviour are a key part of our behaviour strategy at St Katherine's.
- 1.4 This behaviour procedure is based on two key principles:
 1. Recognition and praise - leading to the issue of rewards.
 2. Choice - instilling in our pupils a clear sense that they choose how to conduct themselves and that from these choices will come positive recognition or negative consequences.
- 1.5 The Governing Body, Headteacher and staff will ensure there is fair and equitable application of the behaviour procedure and related procedures taking into account the Equalities Act (2010) and the Disability Discrimination Act (2005). The school recognises that challenging behaviour may sometimes be a symptom of unmet needs.
- 1.6 All pupils are expected to follow this behaviour procedure. However, reasonable adjustments will be made for some individuals. In these instances, advice will be taken from the SENDCo and external agencies where appropriate. Any individualised differentiation to this behaviour procedure will be subject to regular review.

2. ROLES AND RESPONSIBILITIES

- 2.1 The Governing Body is responsible for:
 - supporting and challenging the school in implementation of this behaviour procedure;
 - monitoring and evaluating the impact of this behaviour procedure;
 - reviewing this behaviour procedure.
- 2.2 The Headteacher working with SLT is responsible for:
 - establishing positive behaviour in the school community through implementation of this behaviour procedure;
 - presenting this behaviour procedure to staff and monitoring its consistent implementation;
 - recommending changes to this behaviour procedure;
 - fulfilling statutory obligations in relation to this behaviour procedure.

- 2.3 All staff are responsible for:
- modelling positive behaviour;
 - following this behaviour procedure and associated procedures and applying it fairly and consistently;
 - recording behaviour accurately and promptly;
 - fulfilling statutory obligations in relation to this behaviour procedure;
 - creating a positive climate in school, setting high standards and expectations.
- 2.4 Parents and carers are responsible for:
- modelling positive behaviour;
 - supporting the school in the implementation of this behaviour procedure;
 - reporting any incidents of bullying or harassment endured or perpetrated by their child to the school;
 - supporting children to meet the Home School Agreement (appendix 1);
 - attending meetings with school staff to support their child's behaviour.
- 2.5 Pupils are responsible for:
- modelling positive behaviour to other members of the community;
 - following this behaviour procedure and other school rules;
 - reporting any breach of this behaviour procedure or other school rules to an appropriate member of staff;
 - Following the Home School Agreement (appendix 1);
 - reflecting on any incident of poor behaviour and learning from it.

3. STATUTORY POWER TO DISCIPLINE

- 3.1 St Katherine's School has a statutory power to sanction students for breaches of school rules, failure to follow instructions or other unacceptable conduct
- 3.2 The Headteacher may limit/extend the power to apply particular sanctions or rewards to certain staff
- 3.3 Any sanction will not breach any other legislation (for example in respect of special educational needs and disabilities (SEND), race and other equalities and human rights) and it must be reasonable in all the circumstances. Account must be taken of the pupil's age, any SEND they may have, and any religious requirements affecting them.
- 3.4 Staff may issue rewards or sanctions for any behaviour that takes place in school, or beyond the school gates when the pupil is:
- taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform or in some other way identifiable as a pupil at St Katherine's
- 3.5 Staff may issue sanctions for any behaviour whether in school or not and whether the conditions under 2.8 apply or not when a pupil's behaviour:
- could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school

In line with the Education and Inspections Act 2006, St Katherine's School uses disciplinary sanctions for three main purposes, namely to:

- Emphasise to the student that what he or she has done is unacceptable
- Discourage the student from repeating that behaviour
- Signal to other students that the behaviour is unacceptable and deter them from doing it

4. REWARDS

- 4.1 Pupils will be rewarded for behaviour that demonstrates the school values, shows their commitment to their studies or goes above and beyond that which we would normally expect.
- 4.2 All staff are expected to issue rewards to pupils when appropriate. These range from verbal praise to certificates, postcards home and celebration events. Rewards will be applied fairly and consistently by staff. For further details, please see the school's behaviour staircase (appendix 2).

5. SANCTIONS

- 5.1 It is expected that with appropriate resources, curriculum and teaching strategies, and the support of the House system the requirement to implement sanctions will be at a minimum.
- 5.2 The school's behaviour staircase (appendix 2) lists some of the sanctions available to the school. Amongst these are detentions. Members of staff may place a pupil in a break, lunchtime or after-school detention. There is no obligation to notify parents/carers in advance of a child being placed in detention.

Section 91 of the Education and Inspections Act 2006 sets out the statutory power for teachers and other school staff to discipline students. This power extends to regulating students' conduct and disciplining students for their misbehaviour outside school premises. Whilst every incident is judged on the information available, we endeavour to ensure consistency and parity by using the school's behaviour staircase (appendix 2).

6. READY TO LEARN

- 6.1 St Katherine's school operates a 'ready to learn' system in our classrooms. This helps to ensure that both pupils and staff have the highest expectations of our teaching and learning.
- 6.2 Please see appendix 3 for details of our Ready To Learn procedures

7. INCLUSION

St Katherine's believes that students are far more likely to behave appropriately and positively if they feel included and valued within the school

- 7.1 Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point,

the school should consider whether additional internal or external support is required.

- 7.2 Planned adaptations to the Pupil Behaviour Procedure may be necessary for individual students. When adaptations are necessary they will not be considered a failure either of the behaviour procedure or the student. Any exceptions will be carefully planned, recorded, communicated (to students, parents and staff) and regularly monitored. Monitoring will ensure the planned adaptations continue to meet the needs of the individual student.
- 7.3 St Katherine's School celebrates diversity and includes all within the community. We will not tolerate any form of discriminatory behaviour. Any form of discrimination will be recorded appropriately (appendix 4) and reported to the headteacher termly.

8. MALICIOUS ALLEGATIONS

- 8.1 School staff will always listen to pupils and parents who raise a concern. In such cases, the school's safeguarding procedures may be activated. All incidents will be taken seriously and investigated to allow school leaders to form a judgement.
- 8.2 In very rare circumstances, there may be a reasonable belief that a pupil has made a malicious allegation. Such incidents will be treated extremely seriously due to the detriment caused to the school, waste of resources, the undermining of this behaviour procedure and the detriment to an individual's reputation. This will be dealt with on a case by case basis but may incur the most severe consequence of the school depending on circumstances, intent, response and attitude of the pupil and the precise nature of the malicious allegation.

9. SEARCHING, SCREENING AND CONFISCATION

It may be necessary to search a pupil where there is suspicion that they are in possession of an item prohibited by law or banned by the school rules.

- 9.1 Schools may search any pupil for any item with the pupil's consent
- 9.2 The Headteacher, or any member of staff authorised by the head teacher, may search a pupil without their consent if they believe the pupil to be in possession of any of the following items:
- Knives or weapons, alcohol, illegal drugs, tobacco, cigarette papers, fireworks, pornographic images or stolen items
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.
 - Any item banned by the school rules which has been identified as an item which may be searched for
- 9.3 Refusal to cooperate with a search is a serious disciplinary offence and will be dealt with as such.
- 9.4 Schools are under no obligation to inform parents/carers before a search is carried out. Although there is no legal requirement to inform a parent/carer that a search has taken place, St Katherine's will contact home unless there is good reason not to do so.
- 9.5 Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

- 9.6 Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- 9.7 Schools can require pupils 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 pupils.

10. USE OF FORCE

- 10.1 Under the Education and Inspections Act 2006, all staff have the power to use reasonable force. Staff may use reasonable force in the following circumstances:
- To prevent pupils from causing disorder
 - To prevent pupils causing injury to themselves or others
 - To prevent pupils causing damage to property
 - To carry out a search of a pupil without consent for any prohibited item
- 10.2 Force may never be used as a punishment

11. MONITORING AND REVIEW

- 11.1 This behaviour procedure is a working document – as St Katherine's grows and changes the behaviour procedure should grow and change alongside it
- 11.2 The use of sanctions will be monitored by age, ethnicity, gender, special educational needs (SEN), disability and other relevant differences
- 11.3 We aim to review the behaviour procedure biennially, involving:
- Governors
 - Student Council
 - Parents
 - All staff
- 11.4 Regular INSET time will be set aside to ensure all members of staff have a shared understanding of the Pupil Behaviour behaviour procedure

12. OTHER POLICIES

- 12.1 There are a number of further policies which may be cross-referenced when applying the Pupil Behaviour behaviour procedure; these are available upon request and are outlined below:
- Safeguarding policy
Anti-Bullying policy
Mobile devices policy

Drug, Alcohol and Tobacco policy
Exclusion policy
Physical Intervention policy
Equal Opportunities policy

13. Appendices

13.1 All appendices referred to in this behaviour procedure can be found using the following links:

[Appendix 1](#) (Behaviour Staircase)

[Appendix 2](#) (RTL procedures)

[Appendix 3](#) (Recording and reporting)