

Notre Dame Catholic College

180 Great Homer St,
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Behaviour Management Policy 2023 - 2024

Opening Hearts, Minds and Doors

Behaviour Management Policy

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Why do we have this policy?

At Notre Dame Catholic College, we strive to reflect Gospel values in all our relationships. The inherent quality and value of each individual pupil is recognised. This policy explains our approach to behaviour management and how it helps us make our school a community in which everyone is and feels safe by working with our core values Charity, Courtesy, Confidence and Courage, welcome and at home, so people can learn, discover, and achieve their potential

Our approach is based on helping everyone to be and feel safe, building relationships, understanding individual needs and supporting the development of self-regulation skills so everyone can achieve their potential in school. The policy applies to all adults and children in our school, and we ask parents, carers, our community, and other adults involved to support it.

At the heart of our community are the people and the relationships they build. To make our community work we show charity and courtesy to all and expect everyone to treat each other with respect, kindness, and compassion.

We know that meeting these expectations can be challenging. To help, we build a culture in which people can talk about how they feel, ask for help, learn from mistakes, put things right and get the support they need to manage their mental health, well-being, feelings and behaviours, so that they become confident, self-regulating adults and positive members of their community, who show charitable attributes through tolerance, respect and support for others.

We recognise that positive responses and affirmation are the means by which we can **maximise behaviour for learning and ensure all students can achieve great things at Notre Dame Catholic College**. In particular we have this policy to:

- ❖ Assist pupils to express themselves correctly and appropriately and to promote self-discipline and self-esteem, allowing them to develop the confidence to make the correct social decisions
- ❖ Encourage good **behaviour for learning** and respect for others by developing students' courage to make the correct choices
- ❖ Ensure equality and fair treatment for all, demonstrating charitable thoughts and respect for others
- ❖ Provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment by teaching the students to show respect and courtesy to each other and their environment
- ❖ Provide opportunities for pupils to develop the courage to take responsibility for their own behaviour for learning.
- ❖ Ensure that pupils' behaviour is acceptable to the community at large.
- ❖ Enable effective teaching and learning to take place by having good behaviour for learning in all aspects of school life
- ❖ Create an environment in which pupils feel safe and have the courage to demonstrate high aspirations
- ❖ Encourage pupils to have confidence to stand up for and show respect for their learning environment, facilities and equipment.
- ❖ Encourage pupils to be equipped for learning with the appropriate equipment.

The school acknowledges that behaviour can sometimes be the result of special educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are

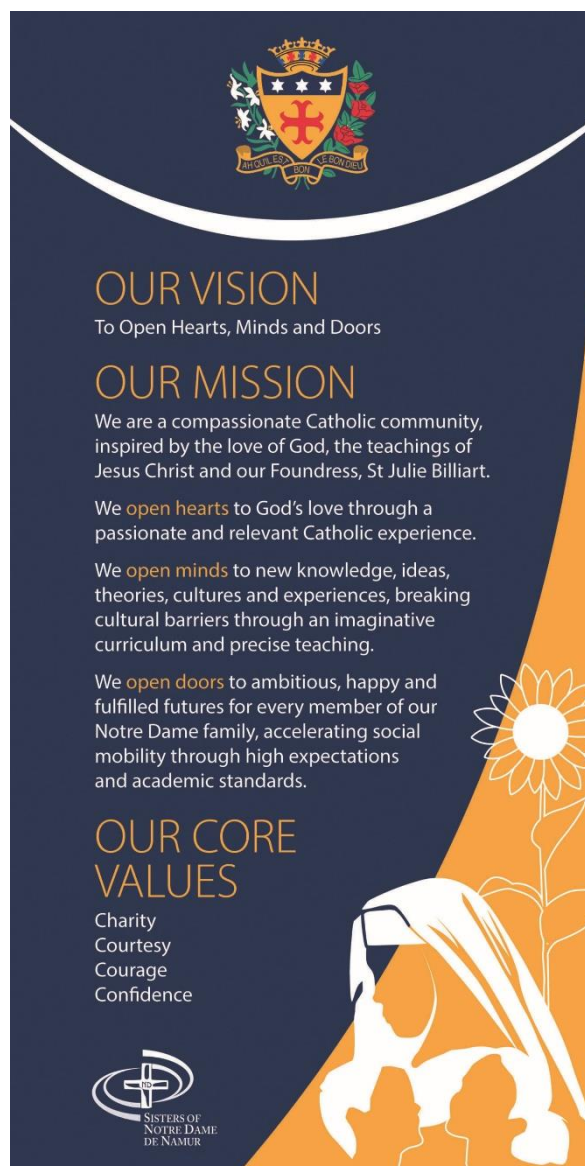
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promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment. Students are encouraged to develop the courage to make the correct decisions in difficult situations and show charity and courtesy to those around them regardless of origin.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing and develop the students' application of the core values Charity, Confidence, Courage and Courtesy as highlighted in schemes of learning This should have been marked in all dept schemes last year maybe request a few examples?
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing as well as promoting core values weekly externally through school newsletter in line with school internal assembly calendar
- Our school **culture** is based on core values of charity, courtesy, courage and confidence

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

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Legislation

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2022) Behaviour in schools: advice for headteachers and school staff 2022
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2013) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2022) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units'

This policy should be used in conjunction with the following school documents:

- Uniform guidance
- Home-School Agreement
- Code of Conduct
- Exclusions policy

Definition

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

For the purposes of this policy, the school defines "**serious unacceptable behaviour**" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

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- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

How Does the School Respond?

Staff members will:

- Maintain a positive and well-managed learning environment.
- Use the school’s reward system and hierarchy of sanctions to promote good **behaviour for learning**.
- Use the rules and consequences clearly and consistently.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Record all behavioural events, both positive and negative, on the school’s **management information system**, ‘**Class Charts**’, by following the correct reporting procedure.

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- Raise any concerns regarding pupils' **behaviour for learning** with the relevant curriculum leader, form tutor or **head of year** or Director of Behaviour
- Take the necessary steps to effectively manage pupil behaviour.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Liaise with other members of staff, **Director of Behaviour** and the **senior leadership team (SLT)** in order to implement effective behaviour management.
- Organise detentions where appropriate.
- Intervene promptly when they encounter poor **behaviour for learning** (in classrooms or in communal areas) or unexplained absence.
- Immediately contact the Directors of Behaviour, a member of leadership or the headteacher when there has been a serious breach of the school's **Code of Conduct**.
- School governors will be updated on termly basis regarding the intent, implementation and impact of school behaviour, updates, policies and procedures.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child e.g. **via parent app, Class Charts, letters, phone calls etc.**
- Pastoral support is available to students whose behaviour is not meeting the expectations of staff and the school ethos. Interventions may include being referred to the Head of Year, Director of Behaviour etc. Support may include student mentoring or the development of a behaviour plan which may include reasonable adjustments. Monitoring of behaviours may include subject or pastoral based report cards.
- Act in accordance with the school's **Exclusion Procedure** when dealing with more serious breaches of school conduct.
- Monitor the attitude, effort and quality of the pupils' work.
- Make referrals to external agencies where necessary.
- Inform the **Director of Behaviour/SLT** of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date e.g. **class charts , cpoms etc.**
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.
 - ❖ Every member of staff has the responsibility to establish orderly conduct of pupils in school, both within lessons and around the school site, as well as implementing this policy both fairly and consistently
 - ❖ Every teacher should have a presence in the corridor, close to their teaching area, between lessons to encourage an orderly and punctual transition between lessons.
 - ❖ All staff have a responsibility to address incidents of poor **behaviour for learning** if they encounter them as they move about the school. In serious cases of unacceptable behaviour, or if a serious incident has taken place, staff should seek the assistance of a senior member of staff. The member of staff who witnesses the incident should then record this on **class charts**. Staff powers to discipline are at the discretion of the Headteacher;
- All staff will be positive ambassadors of the school at all times, through their professional behaviour and conduct.
 - ❖ The school uses the **Class Charts** behaviour management system to record incidents of positive and negative behaviour. The school will respond to feedback from parents/carers regarding information held in these management systems.
 - ❖ Heads of Departments, Heads of Year and Assistant Heads of Year should check the **Class Charts** system daily;

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- ❖ Every teacher has the responsibility to ensure that pupils follow the school code of conduct. Pastoral staff will follow the pastoral procedures for equipment checks and uniform infractions during form time.
- ❖ Pupils are to wait quietly outside the classroom until invited to enter by the teacher.
- ❖ Pupils should sit (in a seating plan) as directed by the class teacher.
- ❖ Class teachers must record a class seating plan on class charts
- ❖ **Behaviour for learning** deemed to be acceptable should be encouraged, affirmed and rewarded.
- ❖ When poor behaviour for learning is identified sanctions will be implemented consistently and fairly in line with this policy.
- ❖ **Behaviour for learning** which prevents others from learning and/or which is lacking in respect should be dealt with immediately and appropriately according to the current disciplinary procedures
- ❖ Disruptive pupils **should** be removed from a lesson and referred to the Head of Department or other designated members of staff using the buddy system or 'on call'. This would only be used as a result of persistent poor **behaviour for learning or serious misbehaviour**.
- ❖ Removal from lessons will only be used when necessary and once other behavioural strategies have been attempted, unless it is a serious incident of misbehaviour to warrant immediate removal.
- ❖ Removal from lessons following misbehaviour, in an internal suspension, will allow for the education of the child to be continued under supervision from a member of staff. Education will not differ from the mainstream classes.
- ❖ Staff may call for assistance or to have a pupil removed from the lesson. If a member of on call is not available teaching staff can send a student for support from a colleague if required.
- ❖ When a child has been removed from a classroom parents/carers should be informed on the same day by class charts and either a phone call home or letter.
- ❖ Removal from a classroom would be used under the following circumstances
 - To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
 - To enable disruptive students to be taken to a place where education can be continued in a managed environment
 - To allow the pupil to regain calm (regulate) in a safe space
- ❖ Staff will ensure the health and safety of the pupils and any requirements in relation to safeguarding and pupil welfare.
- ❖ Pupils who find it difficult to manage their own **behaviour for learning** will have the opportunity to take part in special programmes led by the SEN team/behaviour team/pastoral team or external agencies.
- ❖ The Headteacher and staff authorised by the Headteacher, in consultation with parent/carers, have the authority to work with other local agencies to assess the needs of pupils who display disruptive **behaviour for learning**.
- ❖ Where necessary, teachers will undertake INSET in order to be best placed to implement a variety of **behaviour for learning** management strategies.
- ❖ All departmental handbooks will contain specific reference to the appropriate disciplinary procedures.
- ❖ Staff may give a detention to a pupil without parental consent, but the member of staff must act reasonably when imposing a detention. **Parents will receive notifications of detentions via Class Charts. If a student does not attend their detention the detention may be upscaled.**
- ❖ Staff may search a pupil and their possessions, with their consent, for any item. If a personal search is considered necessary it is to be carried out by a person who is the same sex as the pupil involved and is to be witnessed by a person of the same sex.
- ❖ The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions without consent where they suspect the pupil has a prohibited item (knives and weapons, alcohol, vapes, illegal drugs, stolen items, tobacco or cigarette papers, fireworks, pornographic images, inflammatory materials of a religious, political, racist, homophobic or sexist

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nature, or any item that could be used to commit an offence, injury or damage to property). These items will be disposed of as seen fit by the school but never given back to the pupil. Knives, weapons, pornographic and/or any other illegal material will be handed to the police.

- ❖ Police searches of students (if required) would always be in the presence of school staff
- ❖ Pupils are strongly advised **not** to bring mobile phones/air pods to school. If pupils bring in any device to school it should be covered by home insurance as school staff take no responsibility for any accidental damage in the school building. The use of mobile phones/air pods/earphones connected to phones, by pupils, during the school day is not permitted. If a member of staff sees or hears a mobile phone or air pod it will be confiscated and may be collected at the end of the school day after 3:15 p.m. at student services.
- ❖ Staff are allowed to confiscate mobile phones or electronic devices without consent, and data or files can be examined if there is a good reason to do so, which may result in the need to erase files or data before returning the device, if it is felt they could cause harm, disrupt teaching or break the school rules. The Headteacher or staff authorised by the Headteacher will decide if this course of action is suitable. Staff must ensure, where possible, that another member of staff is present when an item is confiscated.
- ❖ Once a mobile device/air pod/earphones is confiscated it will be placed in a sealed envelope which is clearly labelled with the name of the pupil. The device will be returned to the pupil at the end of the school day after 3:15 p.m. Staff are protected from liability for damage to or loss of any confiscated items. The use of mobile phones/air pods/Bluetooth earphones by pupils is restricted unless authorised by the Headteacher
- ❖ Fizzy drinks or isotonic drinks will be confiscated and destroyed by staff
- ❖ Any pupil who brings drinks/confectionery, **in multiple quantities**, onto the school premises without the permission of the Headteacher, will have their goods confiscated and destroyed. **The selling of drinks/confectionery is strictly prohibited within the school grounds without the permission of the headteacher. Staff will use their professional judgement in deciding if a pupil's property needs to be searched for prohibited items.**
- ❖ Students are encouraged to use the toilet facilities before school, break time and lunch time rather than interrupting their lessons. Students with a medical note from a Doctor will be given a toilet pass to allow them permission to leave classrooms during lessons. If a toilet pass is used the student is expected to go directly to the toilets and then return to their lesson.
- ❖ **Toilet cubicles** - One student per cubicle at a time
- ❖ The standard of **behaviour for learning** expected will be included in the home-school agreement which parents will be asked to sign on their child's admission to the school.
- ❖ The school behaviour policy will be updated annually on the school website and app. Parents will be informed of the availability of the policy on the website/app and encouraged to read the document.
- ❖ Rules, standards and expectations regarding behaviour for learning will be communicated clearly to parents/carers, staff and pupils.
- ❖ Staff have the authority to discipline pupils for misbehaving (non-criminal bad behaviour and bullying) outside of the school premises that has been witnessed by a member of staff or reported to the school. This includes: school-organised or school related activity; travelling to and from school; while the pupil is wearing the school uniform, or in some other way, identifiable as a pupil of the school.

Behaviour and Exclusions

The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the school would consider serious enough to merit consideration of a suspension or permanent exclusion from school:

- ❖ Physical assault against pupils or adults;
- ❖ verbal abuse / threatening behaviour against pupils or adults;
- ❖ bullying;

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- ❖ racism;
- ❖ sexual misconduct;
- ❖ sexual harassment;
- ❖ use of vapes on school property;
- ❖ drug and alcohol misuse;
- ❖ damage to property;
- ❖ theft;
- ❖ persistent disruptive behaviour;
- ❖ any conduct that significantly harms the reputation of the school;
- ❖ bringing into school a prohibited item.
- ❖ persistent poor behaviour
- ❖ serious unacceptable behaviour
- ❖ any conduct which puts the safety of any member of the school community at risk;
- ❖ Not following instructions from staff;
- ❖ any conduct that facilitates, encourages or makes possible, any of the offences listed above;

Prohibited items are;

Knives or weapons or any object that might be perceived to be a weapon or threatening object
 Illegal drugs or paraphernalia
 Stolen items
 Tobacco and cigarette Papers
 Fireworks or bangers
 Pornographic images
 Alcohol
 Vapes

Any article that a member of staff reasonably suspects has been, or is likely to be, used to threaten or cause offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

In all these circumstances the Headteacher should consider whether it is appropriate to notify the police.

Should a pupil be suffering, or be likely to suffer, significant harm, staff should follow the school safeguarding policy.

Restraint of Pupils and the use of Force

Notre Dame Catholic College does not use corporal punishment. The guidance from the Department for Education, "Use of Reasonable Force" (May 2012) enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- ❖ Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- ❖ Causing personal injury to, or damage to the property of, any person (including the pupil themselves).

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All members of the teaching and support staff have a legal right to use reasonable force for the reasons outlined above and this power may be temporarily extended to people authorised by the Headteacher to take charge of pupils, such as unpaid volunteers or parents accompanying pupils on school activities.

Reasonable force will never be used as a punishment for a pupil – this is unlawful and unacceptable. The school also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled children or pupils with SEN.

Detailed written records of serious incidents, including those requiring physical intervention by staff, will be maintained by the school, recorded by staff on cpoms and reported to senior pastoral staff, including the Headteacher.

Staff at the school will liaise with parents/carers at appropriate stages in the discipline procedures and any complaints will be dealt with according to the complaints policy, including malicious accusations against school staff. Sanctions used for pupils who are found to have made malicious accusations will be at the discretion of the Headteacher and governing body.

Screening and Searching

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers or vapes
- fireworks
- pornographic images
- 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 to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

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(Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018)

Prevention Strategies and Sanctions for Unacceptable Behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive Teacher-Pupil Relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. Notre Dame Catholic College focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. All pupils have a form teacher and belong to a year group. Each year group have an Assistant Head of Year and a Head of Year to provide pastoral support.

De-escalation Strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Referral rooms

Pupils may be moved to the referral room away from other pupils for a limited period. The school will only move pupils to referral where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time in the referral room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the isolation room will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in referral any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in referral. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

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Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Conclusion

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and the Children and Families Act 2014, in respect of safeguarding and in respect of vulnerable pupils and pupils with special educational needs and/or disabilities (SEND).

All staff at Notre Dame Catholic College will work together to ensure a common approach to the development of pupils' ability to manage their own behaviour. All members of the school community should be treated with respect and courtesy, and this behaviour should be extended to all those with whom we come into contact in our families and the wider community. Good behaviour and discipline should be the mark of all pupils of Notre Dame Catholic College.

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Home College Commitment



Notre Dame Catholic College Code of Conduct

As a student of Notre Dame Catholic College, the following Code of conduct is expected:

- I will play my part in making our school a safe and happy place in which all can learn and achieve
- I will work to the best of my ability in lessons and on homework tasks, ensuring that all work is completed punctually and to the best of my ability
- I will bring a bag to school containing all necessary equipment including a pen, pencil and a ruler
- I will take pride in my appearance and ensure I wear full school uniform at all times
- I will not wear jewellery
- I will not leave school without a written request and a signed permission slip from my Pastoral Leader
- I will follow all health and safety instructions displayed around the school
- I will not bring chewing gum, fizzy drinks or any other banned items onto the school premises
- I will keep my phone turned off and in my bag during the school day
- I will not bring onto school premises any drugs, weapons, replica or toy weapons knives or anything else that can be used as a weapon or is intended to hurt others
- I will listen to other pupils and value their opinions
- I will respect the rights of all members of our school community including social, cultural and religious differences
- I will use appropriate language whilst speaking to or about other students and staff
- I understand that toilet cubicles are to be used one person at a time - more than one person should not be in any toilet cubicle at any time
- I should only ask to use the toilet during lessons in an emergency - if given permission to go I must go directly to the toilet and return to lesson
- I will not bring Vapes into School or use a vape on the school premises
- I will follow the school uniform policy including not wearing an outdoor coat in the building

Inside the classroom, I will:

- Arrive on time for my lessons and enter the room quietly
- Come to lessons with all the necessary equipment
- Listen to and follow instructions the first time they are given.
- Raise my hand and wait until given permission to answer or speak
- Remain in my seat unless given permission to move
- Obey safety rules
- Treat others, their work and their equipment with respect
- Develop my ability to learn independently

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Outside the Classroom, I will:

- Go outside the building at break and lunch time
- Put rubbish in the bins provided
- Walk down the corridors
- Line up quietly in the corridor ready for lessons
- Conduct myself in an orderly manner in and around the college premises.

Student Signature: Date:

Name : _____

(Block Capitals)

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Parents' / Carers' Commitment

I/we are committed to my/our son/daughter being part of the Notre Dame Community and understand the high expectations and standards that the school demands. I/we accept the need to give full support and to work in partnership with the school to ensure that: -

- He/she attends every day
- He/she does not wear make-up, dye his/her hair or present extreme hairstyles
- He/she has full uniform, including blazer and black polishable/patent shoes, at all times;
- he/she will have the appropriate equipment for all lessons including P.E. kit and a school bag (at least A4 size)
- I/we will keep the school updated with accurate contact details.
- I/we support the vision and values of the school community
- I/we will work in cooperation with staff to resolve issues that might affect my child's work, health, behaviour, attitude, punctuality or attendance
- I/we will treat staff and students with courtesy and respect
- I/we will attend meetings arranged by the school including parents' evening and other appropriate occasions
- I/we will agree to my child's photograph or film/video footage being taken for use by Notre Dame Catholic College.

Parents are asked not to use social networking sites to discuss sensitive issues relating to the school. In particular, please do not discuss any matters of complaint on social networking sites.

If you have any complaint about the school, or a member of staff, you are encouraged to use the existing formal complaints process (details can be found on the school website) or contact Mr P Duffy, Headteacher, immediately.

Name(s): (Block Capitals) _____

Signed: _____

Date: _____

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College's Commitment

The school is committed to providing the best possible education for all its students and will work in partnership with parents and carers to achieve this goal. Therefore, we will:

- Provide a friendly and welcoming environment for your child and a secure, stimulating and caring place in which they can learn
- Ensure that your child is valued for who they are and support them to make progress in their spiritual, moral social, emotional, physical and intellectual Development
- Provide a broad and balanced curriculum that is well taught and relevant to their needs and ability
- Work in cooperation with parents/carers to resolve any issues or concerns that may arise
- Contact you promptly if there are any concerns regarding your child's health, punctuality, attendance, behaviour or attainment
- Reward good behaviour, effort and achievement
- Listen and respond quickly to any concerns that you raise

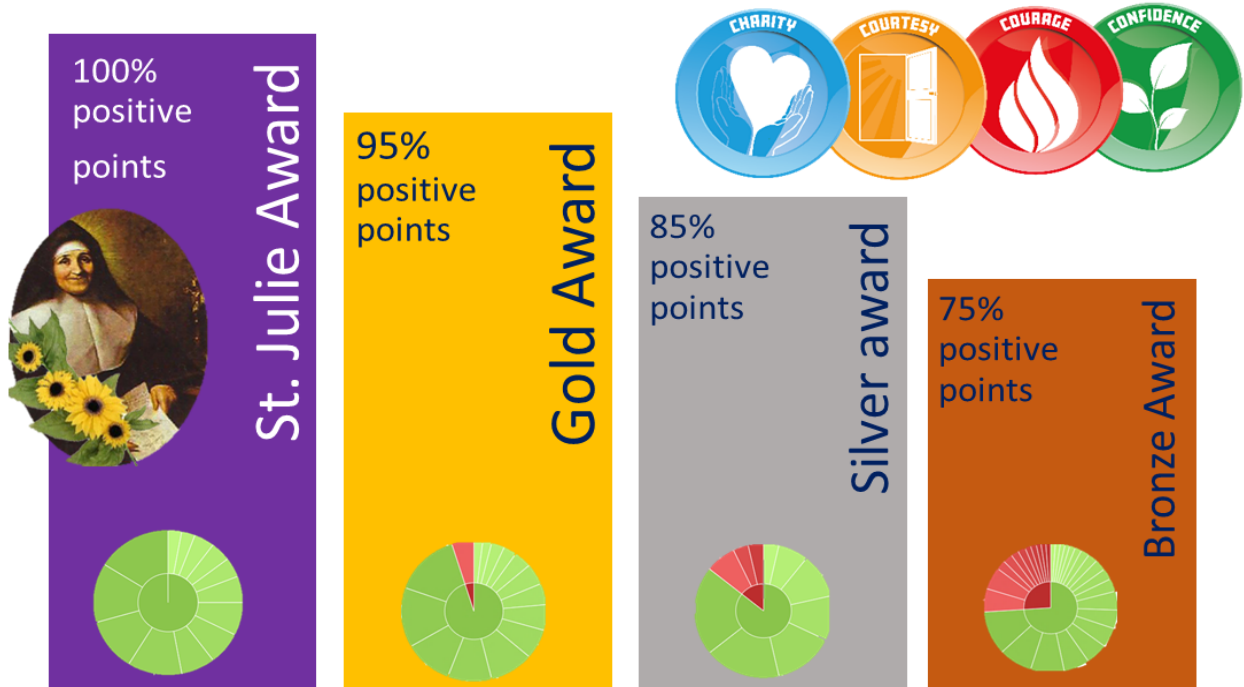
Senior Teacher: _____

Date: _____

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The Notre Dame Way

Opening Hearts, Minds & Doors



Our expectations in terms of behaviour both in and around school are very clear. These are designed to ensure that students and staff at Notre Dame Catholic College can enjoy coming to school, can be very successful in school, and can be proud of our school. We place a great sense of importance on the use of rewards.

Being positive with people and encouraging them builds confidence, reduces the fear of failure and develops resilience. This responsibility lies with students, teachers and parents.

To ensure that students achieve their full potential, we reward students through, positive points on Class Charts, awards, progress badges, positive postcards, Recognition Boards, telephone conversations with parents/carers, certificates, Head Teachers breakfast and other methods.

Students can track their positive points using Class Charts, the chart above shows how students will be rewarded for their efforts. The higher the percentage of positive points, the greater the reward.



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