



BEHAVIOUR POLICY

This policy applies across the College at all age ranges including Early Years, Prep and Senior Schools. It should be read in conjunction with the Anti-Bullying, Safeguarding, E-Safety (Students) and Exclusions policies and the Senior and Prep Codes of Conduct.

St. Columba's College is conducted in the educational tradition of the Brothers of the Sacred Heart. We advocate a discipline that is respectful of the dignity of the individual, is consistent and fair, and is based on a relationship of mutual trust and cooperation. We develop a concern for an orderly environment that goes hand-in-hand with friendly discipline and itself will predispose young people to respect authority, their fellow students, and themselves.

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Section 1 Introduction

The disciplinary policies and procedures of the College are established to ensure an orderly educational environment that respects the dignity of the individual. Good discipline is an essential aspect of a high-quality education and students are to be corrected in a way that does not destroy their self-esteem. Each teacher has an obligation to maintain a disciplined class and to assist in the overall discipline of the College. The College Rules establish an educational environment which reinforces Catholic values and encourages both good behaviour and the learning process. Maintaining high standards of behaviour is a way of keeping children safe, and as such, behaviour and safeguarding are inextricably linked.

Section 2 Statutory Obligations

The SCC Behaviour Policy pays regard to the following legislation and guidance:

- a. Behaviour Discipline in Schools – A guide for Head Teachers and School staff - DFE 2016
- b. Behaviour in schools: Advice for headteachers and school staff 2024
- c. Education Act 2011
- d. School Standards and Framework Act 1998
- e. Education and Inspections Act 2006
- f. The Equality Act 2010
- g. The Children and Families Act 2014
- h. Searching, Screening and Confiscation 2022

Section 3 Principles

Every staff member supports and enforces all College rules and regulations wherever they have contact with students, on or off the College site. Students are to be supervised on the College site or when undertaking College sponsored activities. On site, this includes in lessons, at break and lunch times, before and after school and also transitions between lessons.

Every teacher has responsibility for communicating and establishing high expectations of behaviour and learning in the classroom. The system of rewards and affirmation of student achievement comes before the application of sanctions. These procedures must be fair, firm, consistent, compassionate and respect the integrity of the individual student.

In correcting students or work, teachers avoid remarks or actions that humiliate, embarrass or ridicule. All corrective actions should be discriminate and proportionate; students should always be given the opportunity to explain their side of a situation and teachers must not administer discipline in anger. Physical correction is forbidden.

Teachers take the initiative to confer with students who are having difficulty or who are causing difficulties. Teachers also take the time to confer with parents. The administration of good discipline is linked to the pastoral system of the College, which ensures that parents are kept informed of their child's situation in disciplinary matters.

Teachers make efforts to know the students personally and to understand important background and family influences. Where students have additional needs or disabilities, these are considered and reasonable adjustments are made and support given to help them meet behavioural standards. Staff members have an obligation to seek to restore relationships with students who are disciplined.

Expected behaviours are shared with the students, both during Orientation at the start of the year and on an on-going basis. Routines are taught and reinforced so that they become habitual.

Behaviour issues which occur online or outside of school but which pose a threat or cause harm to a student, have repercussions for the orderly running of the school or could cause reputational damage are likely to be sanctioned by the College.

Except in very serious disciplinary circumstances, no student is dismissed from the College without reasonable notice and the chance to improve (please see the Exclusions Policy).

Section 4 Procedures

All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

Punctual attendance at school and lessons is required.

All absence from lessons must be explained and unexplained absence is followed up.

It is understood that there are variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

Through regular discussions at Staff/Heads of House, House/Year team and School Council meetings the school endeavours to ensure that staff apply all standards consistently and fairly.

Section 5 Rewards and Sanctions

All rewards and sanctions must be applied fairly and consistently. None of the College's punishments will be degrading or humiliating.

The rewards used by the College, specific to age groups, are:

- a. House Points, Attitude to Learning Points, Merits and Columban Points
- b. Subject and Subject Leader Awards, House and College Colours, Coindre Awards
- c. Head's Distinctions

Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

All staff must seek to ensure that punishments are proportionate to the offence and should enable pupils to make reparation where possible. Account is taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them (as per the Equality Act 2010). As far as possible the sanction applied should be as constructive as possible.

The following sanctions may be used in the College in appropriate cases:

- a. completion of work at home or extra work (in school or at home)
- b. carrying out useful tasks to help the College
- c. detention in school hours (outside school hours provided that the parents have been notified at least 24 hours previously),
- d. removal from the group/class or particular lesson. This will be as a result of serious misbehaviour or where other strategies have not worked. The period of time is likely to range from the remainder of a lesson to the remainder of the day, depending on the situation.
- e. withdrawal of break or lunchtime privileges
- f. withholding participation in educational visits or sports events which are not essential to the curriculum
- g. being placed on report (green/amber/red for different levels)
- h. Formal/ Final Warning
- i. Fixed Term Exclusion
- j. Permanent Exclusion

The allocation of both rewards and sanctions (including any for serious misbehaviour) are recorded centrally and analysed regularly, in order to identify any patterns and ensure all students received the affirmation and support they require.

Exclusions

Please see the Exclusions Policy.

Corporal Punishment and Restraint

In accordance with the law, corporal punishment is neither practised nor threatened by the College.

Reasonable Force

The Head has authorised all teaching staff to use reasonable force in these defined circumstances to prevent a pupil from:

- a. committing an offence.
- b. causing personal injury or damage (including to themselves).
- c. engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

If physical intervention is used then it is recorded and parents informed at the earliest opportunity. Please see the Physical Restraint Guidance for further details.

Searching, Screening and Confiscation

In line with Government guidance, the College has the authority to search a pupil or their possessions where there are reasonable grounds to suspect that they have a prohibited item. More details as to process and prohibited items are included in the Code of Conduct.

Malicious Allegations against Staff

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy. Where parents have made a deliberately invented or malicious allegation, the Head will consider whether to require the parents to withdraw their child or children from the School on the basis that they have treated the College or a member of staff unreasonably. In accordance with the DfE's guidance Keeping Children Safe In Education, the College will consider a malicious allegation to be one where, on the balance of probabilities, there has been a deliberate act to deceive and the allegation is entirely false.

Section 6 Behaviour Support Systems

The College has a number of programmes and techniques for supporting behaviour management. These include:

Involvement of Parents

Parents are involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without informing the Head/Deputy Head of House (Senior) or Deputy (Prep). Parents are also encouraged to support good behaviour and positive habits in their children.

Involvement of Staff

The working of the College's policies and procedures are discussed regularly at staff meetings. Staff are involved in discussions with pupils in form/tutor group time. Staff are also called upon from time to time to identify problems that may be behind any bad behaviour and to suggest possible courses of action. Training in behaviour management is provided as appropriate.

Involvement of Students

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views. The College Student Councils are involved in reviewing the school's numerous aspects of school life, including anti-bullying and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns.

Prep School

In the Prep School the pupils relay their views during tutor group time (the Pastoral Programme). There is also a Prep Student Council. The Deputy Head, Wellbeing Lead and

PSHE Subject Lead are responsible for ensuring the positive contribution of pupils across age groups. The needs of SEND pupils are also considered by all staff and overseen by the SEND Coordinator.

Senior School

Discussions in Tutor group time (the Pastoral Programme) inform the deliberations of the Student Voice group, which meets on a regular basis. The College encourages diversity and inclusivity within this group. The Prefect Team also meet regularly and their views are shared with the Senior Leadership Team through scheduled meetings with the Senior Four. Behaviour and other aspects of school life are debated and student feedback is considered carefully and acted upon where appropriate.

The Deputy Head is responsible for ensuring the positive contribution of students and for overall management of behaviour. On a day-to-day level, the form tutor monitors their tutees behaviour, working closely with the Head of House to put in place any necessary interventions.

In particular, the Head of Academic Support ensures that the needs of SEND pupils are properly considered, and their participation in the consultation process is assured.

Involvement of other agencies

The College seeks the advice of the Local Safeguarding Children's Partnership or other relevant agencies, if required, in matters relating to behaviour and discipline where there are safeguarding implications.

Staff and Training

Training needs are assessed periodically. The nature and intensity of training required depends upon the number and type of behavioural issues experienced by the College. Staff receive training on behaviour management and systems on induction.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the College's Equal Opportunities policy. As such, those students with identified learning needs or disabilities may have responses to behavioural issues treated in different manner to include adjustments to the sanctions which may ordinarily be applied.

Associated Resources

Link to Behaviour guidelines

[Behaviour in schools: sanctions and exclusions: School behaviour policy - GOV.UK](#)

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies

[Use of reasonable force in schools - GOV.UK](#)

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies

[Searching, screening and confiscation in schools - GOV.UK](#)

Link to Exclusions Guidance

<https://www.gov.uk/government/publications/school-exclusion>

Link to SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Legislative links

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

The Equalities Act 2010

[Equality Act 2010 \(legislation.gov.uk\)](http://www.legislation.gov.uk/ukpga/2010/15/contents)

The Children and Families Act 2014

[Children and Families Act 2014 \(legislation.gov.uk\)](http://www.legislation.gov.uk/ukpga/2014/6/contents)

Education Act 2011

<http://www.legislation.gov.uk/ukpga/2011/21/notes/contents>

Behaviour and Discipline in Schools 2016

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx](#)

Behaviour in schools: Advice for headteachers and school staff

https://consult.education.gov.uk/school-absence-and-exclusions-team/reviced-school-behaviour-and-exclusion-guidance/supporting_documents/Behaviour%20in%20schools%20%20advice%20for%20headteachers%20and%20school%20staff.pdf