

BROWNEGE ST MARY'S CATHOLIC HIGH SCHOOL



BEHAVIOUR AND DISCIPLINE POLICY

Approved by Governors (Name):

Date: November 2025

Pupil Discipline and Welfare Committee
(Committee):

Signature of Head Teacher/Chair of Governors:

Date: November 2025

Date of review:

September 2026

Policy devised by (Name):

Miss T Mault
Mrs Oddie

Date: November 2025

Governors' Statement on Behaviour and Discipline

This statement was drawn up by the Governing Body of the school following consultation with parents, pupils and staff. It signifies the importance that governors place on good behaviour being part of what makes a good school. It also stresses that the Catholic values of the school are distinct from some of the commercial values which dominate current society. This is reflected in the school's mission.

MISSION STATEMENT

If we love others, we live in the light. 1 John 2:10

Inspired by our Gospel

Values we have a shared responsibility to:-

- create an environment of welcome, love and respect for each member of our learning family.
- develop the unique gifts and talents of all, striving for excellence in everything we do.
- live out our commitment to love, service and justice in the local and global community.
- nurture the journey of faith and discovery for all.
- celebrate and reflect on the love of God, which is at the heart of all we are.

The purpose of this statement is to give guidance to the Headteacher in framing the school's behaviour and discipline policies by stating the principles which governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibilities under equality legislation. Namely that sanctions will be fair, just and equitable, balancing the needs of the individual with the needs of the common good.

These sanctions are intended to:

- demonstrate that misbehaviour is not acceptable
- express the disapproval of the school community
- deter other pupils from similar behaviour
- allow the individual to learn from his or her mistakes and improve future behaviour.

For this purpose, governors delegate the discharge of discipline to the Headteacher and those whom he/she delegates this authority to.

The Education Bill (2011) clarifies the law in relation to behaviour and discipline and extends new powers to schools. The Governing Body has charged the Head Teacher to embrace these changes in school policy.

These include empowering the Head Teacher (and other staff he/she chooses to authorise) to:

- **Discipline pupils outside of the normal school day**
This includes travelling to and from school and school trips; behaviour outside school which affects the orderly running of school, poses a threat to another pupil or which adversely affects the reputation of the school
- **Search pupils with and/or without their verbal consent if they are suspected of carrying or possessing a prohibited item**
- **Use reasonable force to control or restrain pupils in certain situation**

BEHAVIOUR AND DISCIPLINE POLICY

'United under one badge, worn close to our hearts'



Rationale

At Brownedge St Mary's, we strongly believe in the power of our school family. We pride ourselves on our love and care for each other, helping each other succeed and thrive by our ethos of 'let your light shine'.

We believe that the light within us comes from God's love, and by living by this ethos we see God's love in ACTION. We see within each other a reflection of God, and we must honour and respect this dignity as a divine gift. Created in the image and likeness of God we have, by our very existence, an inherent value, worth, and distinction, and with this held so highly we create an environment where everyone in our school family is allowed to succeed.

"If we love others, we live in the light." 1 John 2:10

Our aim at Brownedge St Mary's Catholic High School is to ensure students achieve the best they can, to let their light shine, and to equip them with effective attitudes to learning which will enable them to develop as individuals and as part of a team and exemplify Brownedge values throughout their life. We believe that students do their best when the whole school family understands and supports the expectation that students should behave well and respects each other's right to learn in a peaceful and calm environment.

At Brownedge St Mary's, we want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. These are the foundations upon which all our culture and behaviour systems are rooted.

We believe that praise and rewards underpinned by our Gospel Values and framed within our 'Growth Mindset' ethos crucially determine a student's self belief, good behaviour and resilience. We aim to give more attention to positive behaviours than unwanted behaviours. The governors support the staff in promoting good behaviour, self discipline and mutual respect, through the intelligent use of consistent rewards and sanctions.

The school believes that our expectations of positive behaviour for learning and attitude to learning need to be shared with students, and that all staff in the school have responsibility to contribute to this, through their own actions, such as the use of Talaxy, and by evaluating the consistency of use of rewards and sanctions.

Aim of the Policy

To explain the Gospel values and philosophy that shape the processes and structures that have been put in place in school, thereby helping ensure that all staff share common expectations of effective behaviour and attitudes to learning, through consistent responses to positive and negative behaviour.

Objectives

1. To enable us to live our mission statement: 'Let your light shine'.

2. To promote mutual respect between staff, students, and the school community.
3. To recognise, encourage, and reward good behaviour consistently.
4. To ensure pupils model their behaviour in line with our Gospel Values: Courage, Hope, Justice, Patience and Kindness.
5. To provide a safe environment for learning, within which every pupil is encourage to achieve a positive experience of school, and to ensure that students are able to work and develop effectively.
6. To ensure that staff are consistent in their interpretations of the school rules, applying rewards and sanctions in a fair and equitable way.
7. To ensure the health and well being of everyone in school.

Achieving Effective Attitudes and Behaviour for Learning

Governors will:

- Review the implementation of this policy each year by evaluating behaviour records collected by school ensuring the policy is implemented fairly and equitably
- Review this policy at least every three years

Senior leaders will

- Ensure that good lines of communication are in place within the school, with parents/, and with governors and the community.
- Encourage, develop and evaluate the partnership between home, school, pupils and outside agencies, using pupil and parent voice.
- Expect and maintain a consistently high standard of students' behaviour.
- Ensure that standards and the upholding of this policy are consistently applied throughout the school.
- Always support staff, providing that they have acted in line with the aims and practice of this document.
- Ensure that temporary staff are suitably inducted into the policy and its procedures.
- Encourage consistency of response to both positive and negative behaviour.
- Monitor evaluate and review this policy against the behaviours of students at the school using data, parent and pupil voice.
- Develop and review behaviour management in line with good practice.

All Heads of Faculty and Heads of House will

- Lead on supporting school expectations of behaviour, and support members of their faculty or year team to uphold good behaviour
- Monitor behaviour within their area and intervene when necessary using the school systems.
- Ensure that rewards and sanctions for behaviour are given consistently and fairly
- Evaluate the impact of faculty or House behaviour interventions in improving behaviour and follow up with support/parental contact as necessary.
- Ensure school expectations are on display and communicated to the students in their area.
- Promote and encourage an ethos of calmly dealing with misbehaviour.
- Work to build students' self esteem at the same time as holding them to account for poor behaviour.

Form Tutors will:

- Contribute to House systems to improve behaviour including Form detentions and home contact when appropriate

All members of staff working within the school will

- Be aware of, and adhere to, the behaviour and discipline policy.
- Display school expectations about good behaviour in their teaching area and reference with their tutees the behaviour for learning and Gospel values in the planner.
- Take responsibility for maintaining good behaviour throughout the school.
- Promote a calm atmosphere that enables students to complete their work.
- Provide positive role models for students that reinforce good behaviour and create appropriate professional relationships between staff and students, both in and out of the classroom.
- Promote the values of honesty, fairness, trust, politeness and respect for others.
- Accept that behaviour for learning is a skill that needs to be taught, and encourage growth mindset.
- Encourage students to make sensible choices about their own behaviour.
- Enhance student's self-esteem by addressing the behaviour and not the person, thereby rejecting the use of sarcasm or derogatory remarks.
- Use praise more often as they admonish.
- Make effective use of the rewards system for promoting behaviour for learning.
- Know & use the school systems for referring behaviour issues.

All students at the school will

- Know, accept and uphold the school's expectations of good behaviour.
- Be capable of making informed choices about their behaviour, understanding the consequences of making the wrong choice.
- Recognise that effective behaviour for learning will enhance their life chances.
- Respect the right of students to complete their work.
- Develop self-discipline, self-control and confidence in themselves as a valued member of the school.
- Show co-operation, consideration and common sense in their interaction with staff and other students.
- Develop the ability to resolve conflict in a rational way.
- Have the opportunity, if necessary, to access school intervention strategies to reinforce positive mindset, such as counselling and mentoring.

Parent/carers and other stakeholders will

- Be aware and confident that all students will receive support when needed.
- Feel welcome in school to discuss student's behaviour in a positive atmosphere.
- Support the school in its efforts to be consistent and fair in its approach to pupil behaviour.
- Be familiar with the policies existing in the school which provide the framework for behaviour for learning.
- Understand that the sanctions given to students by school are not negotiable nor can a parent/carer refuse their child to complete a sanction. They will be consistent and fair, in line with school policy
- Talk to their son/daughter about the importance of good behaviour for learning.
- Contact school if they have any concerns about behaviour.
- Check their son/daughter's homework planner regularly for messages from staff.

School Rules 2025-2026

General Rules

1. Treat others with respect and dignity remembering that those who have less than you are valued just as much as those who have more.
2. Make sure that your words and actions are always positive and that your own behaviour never prevents others from learning. (See Anti Bullying Policy)
3. Wear your uniform fully and with pride. You belong to a good school and you show your belonging by how you dress and how you behave.
4. Arrive at school, on time, ready to learn with all the books and equipment you need for your learning.
5. Travel to and from school safely and responsibly using the Pedestrian and Zebra Crossings on Station Road.

Specific Rules

1. Full uniform must be worn at all times, including to and from school.
2. Uniform should be worn in accordance with the expected standards of the school.
3. Trainers, leather jackets, denim jackets, “hoodies” and coats with prominent logos are not allowed. Coats, which should be plain and dark, should not be worn inside the building. Shoes must comply with the published list of acceptable footwear.
4. Extreme hairstyles, dyeing hair an extreme colour, extensions, braiding, tramlines and shapes cut into the hair or hair shaven down to the scalp are not permitted. For reasons of health and safety, long hair should be tied back in practical lessons (see school website for images for further guidance).
5. Extreme makeup, false eyelashes, false nails and nail-art, including nail varnish, are not permitted.
6. No jewellery may be worn in school. The only exception is for Year 11 who can wear a single plain stud in the lobe of the ear. This includes clear retainers/studs.
7. Mobile phones, if brought into school, MUST be handed into the Form Tutor at Registration to be locked in the mobile phone safe. Pupils caught with phones (whether they are on or off) will receive sanctions. (See the Behaviour and Discipline Policy.)
8. Valuable objects are not allowed in school. School is not liable for the loss of valuable objects brought into school.
9. All food and drink must be consumed in the dining room, hall or canopy. No food or drink can be taken on to the Astroturf and tennis courts. (In the summer term, when the weather is fine, hand-held food can be eaten outside as long as pupils keep the site tidy.)
10. Always put all litter in the bins provided
11. Walk, sensibly and quietly. Follow the school’s one way system when appropriate.
12. Chewing gum is not allowed in school.
13. No pupil is allowed out of school at break or lunchtime unless they have special permission agreed by the Head Teacher.
14. Smoking is strictly forbidden on school premises and whilst travelling to and from school. This includes all electronic cigarettes/vapes. (See Drugs Section in the Behaviour and Discipline Policy)
15. The possession, supply or taking of psycho-active drugs, or other illegal substances and items are strictly forbidden. (See the Drugs Section of the Behaviour and Discipline Policy). This includes drug paraphernalia.
16. The malicious use of the Internet (e.g. Facebook, WhatsApp, Snapchat, Instagram, texting, TEAMS etc.) against members of the school community will not be tolerated. This includes use out of school time. (See eSafety Policy)

How do we promote and educate pupils on good behaviours at Browndedge St Mary's?

We believe that as a school our role is to promote and educate pupils on good behaviour. This allows pupils to grow in God's love and exemplify Christian Values. It develops character and ensures pupils are equipped for future success and lifelong skills as kind and caring citizens. To ensure this we use a clear system of reward and sanction based upon our 5 Gospel Values; kindness, hope, courage, justice and patience. Teachers have statutory authority to discipline students for misbehaviour. The school recognises its responsibility to use these powers with discretion, and will always consider the welfare of the student, which must be balanced with the safety of the whole school family. **This includes the right to deal with behavioural incidents that take place outside school, including on school visits, including when students are travelling to and from school, wearing school uniform, or are in any other way identifiable as a Browndedge pupil. Students can also be disciplined for behaviour outside school which could have repercussions for the orderly running of the school.**

Teachers have the statutory authority to impose detentions outside school hours. Pupils will be informed and where possible given 24 hours notice to parents and carers for after school detentions (this does not apply to lunch time detentions). We are grateful that parents are supportive of detentions, although parental consent for detentions is not required by law. When a lunch time detention is imposed, the teacher will allow reasonable time for the student to eat and use the toilet.

Teachers have the right to confiscate students' property for a reasonable period of time, and, to enable teaching and learning to take place, this is sometimes necessary. The confiscation of mobile phones is subject to a separate policy. Confiscated property is taken to the front reception desk, where it is stored securely until collected by a parent or carer. Some confiscated property cannot be returned, and is required to be passed to the police: for example, illegal substances, offensive weapons, explicit images.

When the school imposes a sanction, we take account of the student's age, SEN/disability status, and any religious requirements affecting them. This may mean that a sanction is adjusted accordingly, this is at the discretion of school not the parent/carer.

Strategies used to promote Good Behaviours

The school positively reinforces good behaviour through a multitude of strategies. Examples of strategies in the three tiers can be seen below

<u>Tier 1</u>	<u>Tier 2</u>	<u>Tier 3</u>
<ul style="list-style-type: none">• Positive emails/telephone calls home• Zero hero• Attendance prizes such as early lunch passes, free chips• Lesson drop ins and spot rewards• Praise post cards• Praise letters• Positive Gospel Value Points rewards• Weekly Wonders	<ul style="list-style-type: none">• Half termly Posi focus rewards• Celebration assembly Certificate/prize• Attendance vouchers and badges• Rewards Trips• Positive report cards • Restorative conversations• Faculty and subject detentions• Whole School Detentions (including punctuality, N detentions, SSCO)• Tutor monitoring• Pastoral support plan	<ul style="list-style-type: none">• Shine Award• Browndedge Beacon Award• Annual Prize Night • The PoD• Suspension• Internal Suspension in another secondary school• Offsite Direction to another school• Alternative Intervention Placement• Permanent exclusion

<ul style="list-style-type: none"> • <u>Negative Gospel Value points</u> • <u>Lunch time isolation</u> • <u>Break or lunchtime detentions within subjects</u> • <u>Parent communication</u> 	<ul style="list-style-type: none"> • Inclusion/Intervention • Counselling • Early Help • Parent Meetings 	
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Restoration and reflection work to promote and educate on good behaviour

Brownedge firmly believes in the power of conflict resolution and restoration work when behaviours do not meet expectations, to correct behaviour patterns and repair relationships. We pride ourselves on our relationship as a school family and this work is an essential part of this. When families fall out or upset each other they apologise, learn from mistakes and move on in forgiveness and this is what we expect from all our school community. Following any instances of poor behaviour there will be a reflection opportunity. Pupils will be asked to complete some reflection activities and have restorative conversations with staff and pupils as appropriate. Following suspension or repeat behaviours pupils will engage in a programme of intervention to correct and repair.

External intervention and Early Help

Early help means providing support as soon as the need emerges, at any point in a child's life. Staff at Brownedge St Mary's recognise that any professional can provide early help and we will commission and engage in services to help support pupils in their behaviour choices. The DSLs and Behaviour SLT Link will take the lead where early help is appropriate and consent has been gained. This includes liaising with other agencies to support pupils in any poor behaviour. The local early help process will be followed as required to help provide the right, effective support at the right time. External Intervention can be commissioned without Early Help and as a distinct intervention as the school deems appropriate.

Child Protection and Behaviour

The school will always consider whether the behaviour under review gives cause to suspect a Child Protection concern. In general, we strive to involve parents in any issue that causes us concern. If there is a concern, then the designated senior leader on child protection will be informed, and appropriate action taken. This may involve reporting to Children's Services and parental permission may on rare occasions not be required.

Child on Child Abuse

Child on Child Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age or another child under the age of 18; everyone directly involved in child on child abuse is under the age of 18. Child-on-child abuse can include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender based violence. This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between young people. Abuse is abuse and inappropriate behaviour between peers will be challenged. We will not tolerate abuse as "banter" or "part of growing up". After challenging the behaviour of 'banter', staff will record details on CPOMS and alert Heads of House who will identify patterns of behaviour of individuals or within groups.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.

- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Any form of this behaviour will NOT be tolerated at Browndage St Mary's where we have a zero tolerance approach to any form of child on child abuse. All cases will be dealt with in a timely manner, and in a manner appropriate to those involved and the nature of the incident. The overseeing of this will be done by the DSL, Behaviour Lead, Deputy Headteacher or Headteacher. Child on child abuse will be taken as seriously as any other form of abuse and will be managed under the school's Behaviour Policy as identified within this document.

Use of Mobile Phones in school

Research suggests that pupils sending and receiving messages while studying scored lower test results and were less effective at learning tasks. Mobiles and portable devices are now such a pervasive part of young people's lives, the researchers wanted to see how much pupils could really study at the same time as interacting online. It found that when pupils did not use mobiles and not face the interruptions on their internet-connected mobile phones, they were better at being able to recall information. The study stated "It is a common occurrence to observe students who are physically present, yet mentally preoccupied by non-course-related material on their mobile devices." When the students were tested on their ability to recall information and in multiple-choice questions, there were significantly better results for those who had "abstained" from using mobile devices.

In order to support this school rule pupils Mobile phones, if brought into school, MUST be handed into the Form Tutor at Registration to be locked in the mobile phone safe. Pupils caught with phones (whether they are on or off) will receive sanctions.

The sanctions are as follows:

- First offence: 2 days confiscation. Phone returned after 2 days or to parent if they come in.
- Second offence: 4 days confiscation and as above. Student must hand phone in as described in first offence.
- Third Offence: 6 days confiscation and as above.
- Fourth offence: 2 days in the The PoD (suspension)

Searching Pupils

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
- psychoactive drugs including THC
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigs/e-cig liquid/vapes
- Drug paraphernalia
- fireworks
- pornographic images
- material relating to radicalisation
- 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.

Where it is suspected that a pupil is concealing prohibited items about his or her person, he or she must be escorted by a member of staff to the Headteacher, Deputy Head, Assistant Heads or Head of House who will seek the voluntary production of the item, in the presence of a member of staff acting as a witness. In the event of a refusal, as stated above, the Headteacher or Deputy Head Teacher has the power to search without consent, including the use of a metal detector (See February 2014 DfE Guidelines). The Head Teacher or Deputy Head Teacher may sanction sending for the pupil's parents and/or the Police. There is no requirement for a parent/guardian to be present during a search. Parents/Carers will be informed that their child has been searched, for what reason and if any prohibited items have been found, and the appropriate documentation will be completed and filed in the pupils pastoral file.

Drugs

Because drugs and other substances that have a psycho-active effect are more prevalent in society today, we aim to support and educate our pupils and those associated with Browndedge St. Mary's, enabling individuals to make informed choices concerning the consequences of substance use and abuse. Close links between school, home and parish, which already exist, will be maintained in the issues of drugs education and incidents, so that vulnerable pupils who need extra help receive it, either in school, or through referral to other services.

We aim to contribute to the overall ethos of preparing pupils to take their place in our multi-cultural society and to foster the development of both staff and pupils through structured programmes of support and education. The policy applies to all staff/pupils, parents/carers, governors and partner agencies. School drugs policy includes: medicines volatile substances, alcohol, tobacco including cigarettes, e-cigs, e-cig liquid and vapes, illegal drugs, temporarily banned substances, and psycho-active substances including THC.

The Governing Body has a clear view on the punishments appropriate for pupils in possession, taking or supplying of illegal drugs within school. It has a zero tolerance towards the possession, use or supply of

drugs within school. It recognises that pupils need to be properly educated into the facts and dangers of drugs through a Drugs Education programme. It also recognises that parents have an absolute right to know that the school will protect their children from any persons giving or selling drugs in school.

For further details on sanctions please refer to Appendix One – Drugs and Illegal Substances Policy

Exclusions

The school wants to develop the unique needs of every individual; we recognise that school is a place where young people come to learn and the school accepts that they will sometimes make mistakes. Brownedge aims to be a forgiving and understanding institution. However, the school also has high expectations of the behaviour of students and must protect the dignity and interests of everyone in our school family. The use of exclusion will reflect the importance of good behaviour for the education and welfare of all pupils. The school has a flexible hierarchy of responses to bad behaviour. Exclusion from the school is the most serious response in the hierarchy.

The school will endeavour to act in a way that is fair, proportionate and with a view to the best interests of the student concerned, other students, members of staff and the school. With this in mind exclusions will only be used where the Head teacher deems it to be a lawful, rational, reasonable, fair and proportionate sanction.

For further details on sanctions please refer to Appendix Two – Exclusions Policy

Behaviour Policy Sanctions - Examples

SANCTION	INCIDENT LEADING TO SANCTION	DETAILS OF SANCTION
During School Detentions		
Short Detention	Minor incidents and minor or one-off non –compliance with school expectations given by Class Teacher or Form Tutor.	Maximum of 10 minutes at break or 10 - 30 minutes at lunchtime. (No parental notice given)
Lunch Isolation	Misbehaviour at break or lunch time Inappropriate behaviour as directed by Head of House. Failure to follow school rules regarding uniform and appearance	Isolation Room for lunchtime period. Lunch will be eaten in the Isolation Room. (No parental notice given)
After School Detentions – pupils can be detained for a short period after school to allow conversations to take place between staff and pupils. This will normally be no longer than 10 minutes. Although it is legal to keep pupils behind after lessons for longer, we will aim to give 24 hours' written notice or telephone notice of longer detentions.		
Faculty or Head of House Detention	Failure to attend Class/Form Tutor detention. Persistent non-compliance with faculty expectations (e.g. homework, poor attitude to learning, disruptive behaviour in lessons etc.) Persistent non-compliance with school expectations (e.g. uniform etc.)	One hour detention unless otherwise notified by Head of Faculty or Head of House. (Parental notice given either by letter/phone/email)
Senior Staff Callout	One-off serious incidents or continued repeated disruption to learning during ONE teaching period	One hour detention. (Parental contact by email/phone on day of Callout, and detention served on that day where appropriate)
Punctuality Detention	More than 6 minutes late to either form or class time in one day.	Detention to make up the time will be after school depending on the number of minutes late and/or number of times late in one week. Length of after school detention is 30 minutes PLUS number of minutes late. (Parents informed by email/phone call by the attendance team)
Whole School Behaviour	N1 – more than 6 negatives over the period of a week N2 – more than 20 negatives over the period of a half term N3 – more than 30 negatives over the period of a half term N4 – more than 50 negatives over the period of a half term	One hour detention on a Tuesday One hour detention on a Friday Two hour detention on a Friday The PoD (For all above detailed detentions parents are informed by letter)
The PoD	<u>Physical aggression or fighting</u> <u>Serious disruption to a lesson, persistent disruption to more than one lesson in</u>	Between half a day and up to 5 full days depending on severity of incident. (Parents informed by letter/phone)

	<p><u>the same day, defiance or persistent poor behaviour.</u></p> <p><u>3 or more Senior Staff Callouts</u></p> <p><u>detentions in one week</u> or two in one day</p> <p><u>Forth mobile phone offence</u></p> <p><u>Incidence of serious bullying, assault or vandalism in or out of school.</u></p> <p><u>Possession and/or use of e-cigs/vapes and/or e-cig liquid in school or on the way to and from school or whilst in school uniform</u></p> <p><u>Possession and/or use of alcohol in school or on the way to and from school or whilst in school uniform</u></p> <p><u>Verbal abuse towards another pupil including sexualised and/or derogatory language or use of swear words</u></p> <p><u>Extreme rudeness towards a member of staff</u></p>	
Exclusions		
Suspension (1-44 days)	<p>The consequence of an incident that is so serious that the pupil needs to be separated from the rest of the school community for the safety and/or health of other pupils and staff.</p> <p>Persistent disruption to learning/persistent repeated behaviours where all other sanctions have been tried and proved unsuccessful.</p> <p>Failure to comply with the expectations during internal suspension (The PoD).</p> <p>A consequence of forth visit to The PoD in one term</p> <p>Verbal abuse towards a member of staff including sexualised and/or derogatory language or use of swear words</p> <p>Repeated Incidence of bullying</p> <p>Possession and/or use of e-cigs/vapes and/or e-cig liquid in school or on the way to and from school or whilst in school uniform (repeat offence as appropriate)</p> <p>Possession and/or use of alcohol in school or on the way to and from school or whilst in school uniform (encouraging others to use or repeat offence as appropriate)</p>	<p>Pupils excluded from school 1-5 days, will stay at home & work will be set.</p> <p>6 day + provision will be made (Parents notified by letter)</p>

	Any other reason deemed serious enough at the discretion of the headteacher	
Permanent Exclusion	<p>Will be considered for the following, or other critical incidents:</p> <ul style="list-style-type: none"> • Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour. • Suspension from, or termination of, an Alternative Behaviour Placement • Drugs related incidents (including alcohol, legal highs) where a pupil has used in school and/or has knowingly attempted to sell, persuade, promote or encourage other pupils to use or accept classified drugs, whether or not for financial gain. • Theft from a member of staff or from the school. • Action (including repeated online messages) which are against British values of tolerance and acceptance against any individual or group, including incitement to hate crimes. • Persistent behaviour or actions that are homophobic, transphobic, biphobic, racially motivated, anti-disabled or other forms of hate crime. • Arson or other similar violation of the safety of the school community. • Actual or threatened physical violence towards a member of staff. • Directed assault against another pupil of a sexual or other serious nature. • Representing a danger to pupils, staff or property. • Bringing onto the school site an offensive or illegal weapon or hostile intruders. • When the behaviour of pupils outside school is such that it can be considered as grounds for exclusion 	Please see separate related policies for more detailed information. (Parents notified by letter/telephone)

	<ul style="list-style-type: none"> Any other reason deemed serious enough at the discretion of the headteacher 	
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Rationale

In accordance with the Mission Statement of Browndedge St. Mary's RC High School, each and every person is valued and respected. This policy is based on the premise that the school disowns bad behaviour, not the person. It is our responsibility to provide a safe and purposeful environment where individuals are encouraged to develop self regard and self respect, such that self abuse would not be considered on school premises or outside the school.

Because drugs and other substances that have a psycho-active effect are more prevalent in society today, we aim to support and educate our pupils and those associated with Browndedge St. Mary's, enabling individuals to make informed choices concerning the consequences of substance use and abuse. Close links between school, home and parish, which already exist, will be maintained in the issues of drugs education and incidents, so that vulnerable pupils who need extra help receive it, either in school, or through referral to other services.

We aim to contribute to the overall ethos of preparing pupils to take their place in our multi-cultural society and to foster the development of both staff and pupils through structured programmes of support and education. The policy applies to all staff/pupils, parents/carers, governors and partner agencies. School drugs policy includes: medicines volatile substances, alcohol, tobacco including cigarettes, e-cigs, e-cig liquid and vapes, illegal drugs, temporarily banned substances, and psycho-active substances including THC.

Objectives

We hope to reduce the likelihood of drug abuse by:

- Implementing an open and positive Whole School Drugs Policy, which stresses the school's pastoral role and its proactive approach to drug and health education.
- Drug education will take account of pupils' views so it is appropriate to age and ability and relevant to particular circumstances.
- Using the curriculum i.e. Science, RE, History, Modern Languages, English, PE, Technology alongside a structured pastoral programme to discourage drug misuse among pupils by emphasising the benefits of a healthy life-style and enabling pupils to make informed, responsible choices to assist them to negotiate their way safely in a drug-using culture.
- Providing INSET time for staff and governors, thereby raising awareness in school of the issues associated with drug use and enabling drugs related issues that may be raised in any subject lesson to be addressed.
- Encouraging parental involvement by providing information for parents in the form of a leaflet.
- Being committed to the health and safety of all pupils, staff and visitors.
- Encouraging pupils, parents and staff to take a collective responsibility for preventing drug abuse.
- Involvement of pupils through the pastoral system making pupils aware of their shared responsibility for keeping our school safe and helping them to recognise and feel able to resist peer influence.
- Co-operating and working with outside agencies to assist in the education and support of individuals within the school e.g. Addaction and online support such as Frank (T: 0300 123 6600) <http://www.talktofrank.com/>.
- Fostering an atmosphere of trust in which individuals feel able to approach a member of staff and be confident of a sensitive response which preserves their confidentiality within the bounds of the policy

Procedures for managing drug incidents

Brownedge St. Mary's has a 'No Smoking Policy' on the premises affecting all individuals - adult and child. Any pupil found smoking on the school premises or in the vicinity will be reported to the Head of House, when appropriate action will be taken.

Medicines to be used by pupils during the school day should be kept in the school office.

If it is suspected that a pupil is suffering from drug or alcohol abuse in school, the Head of House, Deputy Head or Headteacher must be informed immediately. The senior member of staff will remove the child from class and provide medical attention/First Aid as appropriate and inform parent/guardian except where this would jeopardise pupil safety. The first concern in managing drugs is the health/safety of the school community and meeting pupils' pastoral needs.

Staff or pupils who suspect or have been informed that a pupil has:

- taken or supplied drugs
- is under the influence of drugs, or
- is in possession of drugs

They should contact the Head of House, Deputy Head or Headteacher immediately when the matter will be investigated and appropriate action taken and a full record made of the incident.

Searches may be considered appropriate where the health and safety of pupils is considered at risk.

Confidentiality is vital - this matter should not be discussed with persons other than those mentioned above. In all cases it is important that a written record of the incident and action taken is given to the Head of House, who can then monitor the pupil.

If a pupil admits to using, possessing or supplying drugs, or where there is proof that this has taken place, parents will be informed at the earliest opportunity, according to the Headteacher's discretion. There is no statutory obligation to inform the Police, but the Headteacher will have regard for the fact that they may be able to offer help and support.

If there is credible evidence that students are using illegal substances out of school, then the Headteacher has a duty of care to pass that information on to parents/carers.

Where it is suspected that a pupil is concealing illegal drugs about his or her person, he or she must be escorted by a member of staff to the Deputy Headteacher or Head of House who will seek the voluntary production of the substance, in the presence of a member of staff acting as a witness. In the event of a refusal, the Headteacher or Deputy Headteacher has the power to search without consent (See February 2014 DfE Guidelines). The Headteacher or Deputy Headteacher may sanction sending for pupil's parents and/or the Police. There is no requirement for a parent/guardian to be present during a search. Every effort should be made to keep the pupil under constant supervision and in the presence of a witness.

Whenever a suspected illegal drug is found on a pupil or on the school premises, it must be handed over immediately to the Deputy Headteacher or Headteacher who will keep it securely and hand it over to the Police as soon as possible. No substance should be tested or tasted before handing it over to the Police.

The Governing Body has a clear view on the punishments appropriate for pupils in possession, taking or having taken or supplying of illegal drugs whilst at school. It has a zero tolerance towards the possession, use or supply of drugs within school. It recognises that pupils need to be properly educated into the facts and dangers of drugs through a Drugs Education programme. It also recognises that parents have an absolute right to know that the school will protect their children from any persons giving or selling drugs in school.

The term “drugs” given by the United Nations Office on Drugs is:-

“A substance people take to change the way they feel, think or behave”;

- All illegal drugs (those controlled by the misuse of Drugs Act 1971).
- All illegal drugs including alcohol, volatile substances (those giving off a gas or vapour).
- All prescription medicines and tablets.

The term school includes: journeys to and from school, work experience, residential trips, and college courses.

The following disciplinary procedures will be employed in all cases:

- **Possession and/or consumption and/or intoxication of alcohol and/or Class C Drugs**

For example: Anabolic steroids, benzodiazepines (diazepam), gamma hydroxybutyrate (GHB), gamma-butyrolactone (GBL), piperazines (BZP), khat

1st offence: parents contacted; suspension up to 5 days. Referral to a support programme such as We are with you.

2nd offence: parents contacted; up to 11-15 day suspension; possible behaviour/health intervention from other agencies. May lead to permanent exclusion.

3rd offence: Permanent Exclusion.

- **Possession and/or consumption and/or intoxication of cannabis, temporary class drugs*, and other Class B Drugs**

For example: Vapes containing THC or similar, Amphetamines, barbiturates, cannabis, codeine, ketamine, methylphenidate (Ritalin), synthetic cannabinoids, synthetic cathinones (eg mephedrone, methoxetamine). Temporary class drugs (for example: Some methylphenidate substances (ethylphenidate, 3,4-dichloromethylphenidate (3,4-DCMP), methylphenidate (HDMP-28), isopropylphenidate (IPP or IPPD), 4-methylmethylphenidate, ethylphenidate, propylphenidate) and their simple derivatives) are treated by the police as Class B drugs; the government can ban them for a year under a temporary order until a decision on classification is made.

1st Offence: Substance confiscated; parents and police contacted. Referral to a support programme such as Addaction. Suspension of 10 – 15 days pending investigation and possible substance identification. If it found to be a Class A drug, this will almost always lead to Permanent Exclusion.

2nd Offence: Permanent Exclusion

- **Possession and/or consumption and/or intoxication of class A Drugs**

For example: Crack cocaine, cocaine, ecstasy (MDMA), heroin, LSD, magic mushrooms, methadone, methamphetamine (crystal meth)

1st offence: Permanent Exclusion.

- **Social supply of an illegal drug in school**
1st Offence: 10-25 day suspension which may be made permanent. Parents and Police contacted.
2nd Offence: Permanent Exclusion
- **Dealing for profit, selling, exchanging drugs for other items**
1st Offence: Almost always will lead to Permanent Exclusion.
- **Psycho-active substances. For example: laughing gas, (whippits, hippie crack, chargers)**
1st Offence: parents contacted; suspension up to 5 days.
2nd Offence: parents contacted; up to 11-15 day suspension; possible behaviour/health intervention from other agencies; contractual agreement on return of pupil and appearance at Governors' Pupil Discipline and Welfare Committee.
3rd Offence: Permanent Exclusion

The length of exclusion in all the above circumstance will be determined on a case-to-case basis and in the best interest of all parties involved.

CURRENT DRUGS PROGRAMME

Aspects of drugs, alcohol and smoking etc are discussed with and by all year groups in PSHE, Learning for Life (L4L) lessons.

Multiagency protocols are used together with school health team including Child Protection and safeguarding for substance misuse.

Lists of useful organisations and web sites are held by SLT, the Intervention Team led by Miss Mellor, and HOHs. The school works proactively with We are with you, Police and Young Peoples' Services, and other agencies as appropriate. Guest speakers from these organisations are invited into assemblies to offer advice, and improve awareness.

Rationale

This policy is underpinned by the commitment of all at Browndedge St Mary's Catholic High School to ensure the safety and well-being of the whole school community and to create an environment of welcome, love and respect for each member of our learning family. In order to do this it is paramount that we develop an appropriate educational environment in which all can learn and achieve.

The Principles of the Exclusion Policy

The school wants to develop the unique needs of every individual; we recognise that school is a place where young people come to learn and the school accepts that they will sometimes make mistakes. The school aims to be a forgiving and understanding institution. However, the school also has high expectations of the behaviour of students and must protect the dignity and interests of everyone who works in our school. The use of exclusion will reflect the importance of good behaviour for the education and welfare of all pupils. The school has a flexible hierarchy of responses to bad behaviour. Exclusion from the school is the most serious response in the hierarchy.

The school will endeavour to act in a way that is fair, proportionate and with a view to the best interests of the student concerned, other students, members of staff and the school. With this in mind exclusions will only be used where the Head teacher deems it to be a lawful, rational, reasonable, fair and proportionate sanction.

The school will take care to ensure that a decision to exclude does not involve any kind of discrimination as defined by the Equality Act 2010. The school will always have due regard to its public sector equality duty. We will not exclude any pupil for non-disciplinary reasons. Exclusion will never be used informally or unofficially. The Head teacher does, however, have the right to direct a pupil for education off-site to improve behaviour, or to arrange a 'managed move' for the same reason, but this will only be considered when there has been full consultation and agreement with parents and the receiving institution.

The behaviours of pupils outside school can be considered as grounds for exclusion. This includes travelling to and from school, school events and trips. In exceptional circumstances where behaviour out of school impacts upon the smooth running of school, exclusion can be an appropriate sanction. This will be a matter of judgement for the head teacher in accordance with our school's published behaviour policy.

For the purpose of this policy 'school' is defined as travelling to and from school, school itself and school organised trips and activities inside and outside school time.

Investigations leading to exclusion

The school will make every effort to be fair in making decisions regarding exclusions. The student will have the opportunity to make a full written statement as soon as possible after the incident; members of staff and other students will also be asked to give their accounts of the incident(s).

The Head teacher will then review the evidence and decide whether an exclusion is necessary and, if so, how long it will be. When there is contradictory or uncertain evidence, the Head teacher must decide 'on the balance of probability' which account of the incident(s) is most likely to be correct.

In considering whether to exclude a pupil, the Head teacher will weigh up the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding the pupil on the school as a whole and the integrity of our school's behaviour policy. The Head teacher will also consider the pupil's record of behaviour prior to the last incident.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period.

Suspensions

The school will sometimes exclude a student for a fixed number of days (to be determined by the Head teacher on the basis of the seriousness of the incident, the previous behaviour of the student and other relevant circumstances). Suspension will occur when

- the consequence of an incident that is so serious that the pupil needs to be separated from the rest of the school community for the safety and/or health of other pupils and staff.
- Persistent disruption to learning has taken place where all other sanctions have been tried and proved unsuccessful.
- Failure to comply with the expectations during internal suspension.

The school may exclude a student while an investigation takes place (if the student's presence at school would be detrimental to the investigation or if the incident being investigated is very serious); under these circumstances, the length of the exclusion will not necessarily be known at first. Similarly, if additional information becomes available after the length of the exclusion has been decided, the Head teacher may shorten or extend the suspension, or convert it to a permanent exclusion.

Where an suspension is of five or fewer days the school will expect parents to assume responsibility for an excluded child during school hours. Where a suspension is of six or more days the school will assume responsibility for ensuring the child receives an appropriate education from the sixth day. Arrangements will be made on a case by case basis.

Permanent Exclusion

The school will, where appropriate, consider the permanent exclusion of a student. This decision will only be taken in response to

- A serious breach, or persistent breaches, of the school behaviour policy and
- where allowing a pupil to remain in school would be seriously detrimental to the education of other pupils, to the welfare of other pupils, staff or of the pupil him/herself.

Permanent Exclusion will be considered for the following, or other critical incidents:

- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.
- Drugs related incidents (including alcohol, legal highs) where a pupil has used in school and/or has knowingly attempted to sell, persuade, promote or encourage other pupils to use or accept classified drugs, whether or not for financial gain.
- Theft from a member of staff or from the school.
- Arson or other similar violation of the safety of the school community.
- Actual or threatening physical violence towards a member of staff
- Directed assault against another pupil of a sexual or other serious nature.

- Representing a danger to pupils, staff or property.
- Bringing onto the school site an offensive or illegal weapon or hostile intruders.
- When the behaviour of pupils outside school is such that it can be considered as grounds for exclusion

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgment that exclusion is an appropriate sanction.

Action Following Any Exclusion

Following exclusion parents/carers are contacted immediately where possible. A letter will be sent by post giving

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- the parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

During the course of a fixed term and permanent exclusion where the student is to be at home, parents/carers are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.

A 'return to school' meeting will be held following the expiry of the suspension and this will involve the student, parent/carer, a member of the Senior Leadership Team and other staff where appropriate. It is school practice to monitor behaviour and work of the student very closely for the period following suspension. This may mean placing the pupil on report or close support by staff. There is also an expectation that the pupil engages in any external support as directed by the school to prevent repeat behaviour.

If the suspension is greater than five days or an accumulation of suspension exceed five days, a Pastoral Support Plan may be drawn up. This needs to be agreed with the school, student, parents/carers and any agencies involved.

The school is responsible for setting and marking work during first five days of a suspension and we will take reasonable steps to do this. The school will make work available for collection by a person other than the excluded student at the school office. This work will normally be available within a day of the start of the suspension.

The school will make arrangements to provide suitable full time education from the sixth day onwards for pupils who have been given a suspension lasting longer than five days. Once alternative provision has been arranged from the sixth day of the suspension, the school will inform the parents the start date, times and venue of the provision. This must be done no later than 48 hours before the alternative provision is to start.

Parents must be informed where a suspension has been extended or converted to a permanent exclusion. In such cases, the Head teacher must write again to the parents explaining the reasons for the change and providing any additional information required.

Informing the governing body and local authority about an exclusion

The Head teacher will, without delay, notify the governing body and the local authority of:

- a permanent exclusion;
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the Head teacher will notify the local authority and governing body once a term.