

# Holy Family Catholic High School & 6<sup>th</sup> Form



## Behaviour Policy

Date of policy: November 2021

Review date: November 2022

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school which derives from the injunction of Jesus to love our neighbours as ourselves. All pupils, teaching and non-teaching staff have a part to play in living and working according to the values of Christ.



## Holy Family Catholic High School & Sixth Form Centre



# Mission Statement

Inspired by the spirit of God:

**H**oly Family aspires to be a caring Catholic community,

**F**ollowing the example of Jesus,

**C**elebrating our talents and achievements,

**H**aving the ambition to be the best we can be,

**S**upporting each other in a secure and safe environment.

## P.R.I.D.E

Pupils at Holy Family are expected to behave responsibly, safely, politely and with respect and common sense at all times, and to take full responsibility for their actions. Pupils are also expected to take responsibility for their learning and progress. This approach is best captured in the acronym P.R.I.D.E.

**Progress:** Work hard in school and at home.

**Respect:** Treat others with respect. Think about how you come across to others. Don't slow the learning down. Be nice!

**Involved:** Answer questions; try hard in group work.

**Determined:** We only learn when we struggle. Sometimes you need to keep going when the going gets tough.

**Equipped:** Get organised for school the night before. It takes a few minutes, but it's worth it.



## Notes

Those members of staff who are authorised by the Headteacher as being in control or in charge of pupils are:

- Any teacher who works at the school
- Any other person whom the Headteacher has authorised to have control or charge of pupils.

This includes:

- Support staff whose job normally includes supervising pupils.
- Teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
- Teach First, School Direct or PGCE students under the guidance of their mentors.
- People to whom the Headteacher has granted temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits).
- Teachers and other senior, qualified professionals who are present in the school or who are in attendance at events at which Holy Family pupils are present.

The policy applies where pupils are on the school premises, or elsewhere in the lawful control or charge of the staff member (for example, on a school visit).

**The policy also applies in circumstances where pupils are in the school's community and identifiable as a pupil of the school, but not on the premises of the school or when they are not under the control of an authorised person such as travelling to or from the school, or a school event (such as a sporting fixture).**

The school's expectation is that when off premises all pupils should conduct themselves in an appropriate, responsible and considerate manner. Anti-social behaviour in the community will not be tolerated.

The policy also applies where a pupil's behaviour outside the school has an impact, or is likely to have an impact, on the orderliness of the school's learning environment (either directly or indirectly). Examples of this are:

- involvement in community based anti-social behaviour which may cause offence/has caused offence to others and which may/has led to conflict.
- posting of electronic messages (e.g. by social media or by text or email) which may cause offence/has caused offence to others and which may/has led to conflict.
- bringing the school into disrepute or acting in a manner which is likely to bring the school into disrepute by acting in a disorderly or anti-social manner and being identifiable as a member of the school community either through the wearing of the school uniform, through the wearing or display of the school logo or through being known by 'common association' with the school within the community.

The sanctions for behaviours where pupils are not on the school premises will be proportionate with those outlined in this policy for misbehaviour whilst in the school.

## RESPONSIBILITIES

**The Governing Body** will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review, in relation to safeguarding. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Governing Body, Headteacher and staff will ensure there is no different application of the policy and procedures on any grounds particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will ensure that the concerns of pupils are listened to and appropriately addressed.

**The Headteacher** is responsible to the Governing Body for the maintenance of good order and discipline through the implementation of the policy.

**The Senior Leadership Team** is responsible for the maintenance of good order on a day to day basis.

**Subject Leaders** are responsible for the maintenance of good order and discipline in lessons within their departments.

**Progress Leaders** are responsible for supporting good order and discipline through the use of positive reinforcement and the implementation of the policy.

**Subject Teachers** maintaining good order and discipline within their lessons, in line with school policy and procedures.

**Form Tutors** are responsible for supporting good order and discipline through involvement with the Progress leaders and positive reinforcement of the policy.

**All Staff**, including teachers and all support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is essential. They have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy consistently.

**Parents** will be responsible for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist in the maintaining of high standards of behaviour and will have the opportunity to raise any issue from the operation of the policy. They will be responsible for supporting the application of sanctions, including after-school detentions. (See "Home-School Agreement: Appendix 2 [to be adopted in September 2018])

**Pupils** will take responsibility for their own behaviour and be made fully aware of the school policy, procedure and expectations. Pupils have a responsibility to ensure incidents of disruption, violence, bullying and any form of harassment are reported. They are also responsible for their own learning and the learning of others.

## CONSISTENCY

By adopting a consistent whole school approach to safeguarding and focusing on classroom behaviour and classroom management, we aim to promote a positive approach to learning and good behaviour throughout the school. Such a policy necessitates a dedicated 'whole school approach' with all teaching and support staff, governors, pupils and parents playing their part in determining what constitutes the principles of, and the promotion of, behaviour conducive to a safe, orderly learning environment. At Holy Family, we follow 'The Stage Response', an approach to improving and encouraging positive behaviour for learning. We also have clear expectations for all pupils captured in P.R.I.D.E., that is displayed throughout the school and in pupil planners. We work in partnership with behaviour professionals and colleagues from the local authority to embed this approach as we endeavor to provide a safe and welcoming environment where children are respected and valued.

At Holy Family we know that a consistent approach to positive behaviour will provide the following:

- A positive atmosphere.
- Clear expectations for pupils.
- Motivated pupils.
- Known procedures, used by all.
- A stable framework for pupils to assess their work and behaviour.
- Known consequences of either good or poor work or behaviour.
- Support for the teacher.
- Increased parental involvement.
- Increased parental understanding of their child's strengths and weaknesses.
- A positive internal and external view of the school.
- A clear link to all aspects of safeguarding. Click [here](#) to view the safeguarding policy (Refer specifically to page 11, *Good practice guidelines and staff code of conduct*)

## PROCEDURES

The responsibility for good behaviour in school rests with everyone. Our aim at Holy Family is to create a safe, happy learning environment which is orderly without being repressive and one in which all appreciate the importance of courtesy and thoughtfulness to those around us. We aim to promote positive values by praising what is good rather than dwelling on the negative.

Through *Class Charts*, our behaviour management software, we reward the following positive behaviours in Years 7 to 11:

- Resilience when challenged
- Good contribution[s] in class
- Achievement in subject
- Active learner/positive attitude
- Excellent homework
- Excellent classwork
- Great groupwork
- Extra-curricular achievement
- Contribution to school life
- Kindness

In Years 12 and 13 we reward:

- Contribution to school life
- Excellent classwork
- Excellent coursework
- Excellent homework
- Good participation
- Positive attitude

Pupils are rewarded with merit points. Once pupils have achieved a certain number of merits, they are rewarded with a Bronze, Silver and then a Gold award.

Pupils are also rewarded by praise, positive notes home and positive phone calls home.

## Behaviour for Learning

Learning and achievement are crucial and we therefore expect the highest standards of behaviour during lessons. This means guiding young people so that they behave in ways that promote their own learning and the learning of others. Classrooms (including laboratories, workshops, sports facilities and other teaching environments) are places of work and there are clearly set rules and expectations for their use. These will enable everyone to work in safety and with enjoyment.

## The Staged Response<sup>1</sup>

The following procedures are set out in four stages which correspond to levels of seriousness and to levels of involvement of staff and governors. Staff will follow the *Staged Response* to ensure effective behaviour for learning.

Stage 1	<b>Low-level disruption of learning and/or the school community</b> will be dealt with by the classroom teacher using appropriate sanctions and rewards.
Stage 2	<b>Repeated low-level disruption of learning and/or the school community</b> will be dealt with by the classroom teacher and a colleague. The HOD may become involved at this stage. The pupil may be exited from the classroom if his/her behaviour is disrupting the learning of others.
Stage 3	<b>Persistent disruption of learning and/or the school community</b> will lead to the involvement of the Progress Leader and, possibly, the use of the Progress Leader report card to monitor behaviour. A parental meeting and referral to Student Services might be necessary.
Stage 4	<b>Serious/Persistent disruption of learning and/or the school community</b> will lead to the involvement of the Behaviour Leader and the Inclusion Manager. At this stage a pupil might be supported through a Pastoral Support Plan. Various outside agencies will be involved in order to improve behaviour. At this stage a pupil is at risk of a managed move or, ultimately, permanent exclusion.

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<sup>1</sup> See Appendix 1

## **SCHOOL UNIFORM AND EQUIPMENT**

School uniform should be worn with pride. Where uniform rules are flouted, a sanction will be applied. Form Tutors will check uniform during morning registration to ensure pupils are well presented and conforming to uniform expectations. Pupils are expected to be fully equipped for school every day. (See [School Uniform and Equipment Requirements](#) on the Holy Family website for details. Also, please take note of the [new policy on school shoes for September 2018](#)).

## **MOBILE PHONES**

- Pupils' mobile phones (or other electronic, radio or digital communications devices) must not be switched on or used on the school site without the express instruction of a member of staff. Pupils in years 12 and 13 may use their devices in the 6<sup>th</sup> Form area only.
- Pupils must not use mobile phones to display, transmit or communicate information or images that are defamatory, malicious, violent or sexually explicit.
- In the event that a pupil is suspected of “sexting”, i.e. sending inappropriate images, the Child Safeguarding Officer will be informed, and the Police will be made aware so they can advise about removal of the image. The image(s) must not be removed until local police have agreed to it. (Click [here](#) to view the safeguarding policy and [here](#) for the anti-bullying policy)
- Pupils must not take photographs or otherwise record events in school unless specifically instructed to do so by a member of staff.
- If a pupil uses the phone to record or to take photographs during a lesson the phone will be confiscated until the end of the day and a Progress Leader’s detention will be awarded. The school will contact the parents of the pupil.
- Pupils' mobile phones must be carried on the person at all times, except for PE lessons, when they must be deposited with members of teaching staff for safe keeping. A mobile phone must never be left unattended in a bag or blazer. The school’s insurance policy does not cover the loss of mobile phones.
- If the phone rings or receives a text during a lesson the punishment for the disruption and distraction caused will be confiscation of the phone until the end of the day. Another sanction may be applied at the discretion of the member of staff. On the third confiscation, the phone will be retained in school until a parent/carer retrieves it from school reception. The pupil will not be permitted to carry the phone onto the school site for a period of time determined by the Headteacher or his/her representative.
- Confiscated phones must be collected at the end of the day from Pupil Services.
- If a pupil wishes to use a phone during the day to contact parents/carers, s/he should go to Student Services or else the school will contact home on their behalf.

## **THE SCHOOL ENVIRONMENT AND THE WIDER COMMUNITY**

At Holy Family we expect that pupils show respect for the school environment/school as a whole by:

- helping to keep the school clean and tidy and caring for the environment.
- looking after school property and other people’s property as if it were their own.
- not smoking on or around the school site, associating with smokers, or bringing any smoking materials or banned items into school.
- not being present or going into the defined out-of-bounds areas at any time.

- behaving in a sensible and respectful way when travelling to and from school, around the school site and when representing the school or taking part in school trips. This includes not moving around the site as part of large groups or being disruptive in any way to the smooth running of the school.

## MOVEMENT AROUND THE SITE

The school is a busy place and pupils are expected to conduct themselves in a safe and, courteous and considerate manner. Pupils should walk on the left-hand side of the corridors and ensure they enter classrooms in an orderly fashion having lined up as instructed by their teacher. Inconsiderate behaviour in this regard will result in a sanction.

## LITTER

Pupils are expected to use the litter bins provided around the school. All members of the school community have a responsibility to keep the site clean and pleasant. A sanction will be applied for dropping litter which might include picking up litter around the site using a litter picker.

## CHEWING GUM

Pupils are not permitted to bring chewing gum onto the school site.

## DINING ROOMS

Dining should be a calm and pleasant experience for all pupils. Therefore, pupils are expected to behave in a considerate and polite manner in the dining rooms. The kitchen staff are extremely busy, and we therefore expect that pupils are helpful and polite at all times. Kitchen staff deserve respect and we expect the pupils to treat them with the utmost respect at all times. Pupils are expected to clear their dining table after eating.

## BEHAVIOUR IN THE WIDER COMMUNITY

Pupils are ambassadors for the school and are expected to represent the school well when out in the community and show due regard for the school's neighbours. Under section 89 (5) of the *Education and Inspections Act (2006)*, teachers and all persons acting on behalf of the Headteacher have a statutory power to discipline pupils for misbehaving outside the school premises.

The school reserves the right, therefore, to discipline a pupil for misbehaviour when:

- the pupil is taking part in any school related or organised activity
- the pupil is travelling to and from the school
- the pupil is wearing school uniform or can be identified as a pupil of the school
- misbehaviour could have repercussions for the orderly running of the school
- misbehaviour poses a threat to other pupils or members of the public
- misbehaviour adversely affects the reputation of the school

The above includes any misbehaviour that may take place online (in accordance with the school's E-Safety Policy).

Pupils in Years 7, 8, 9, 10 and 11 are not allowed to leave the premises during the school day unless they have permission to do so. Pupils in Years 12 and 13 may leave the premises at lunch times providing they behave responsibly and sign out on departure and sign in on their return to school.

## **MALICIOUS ALLEGATIONS/THREATENING BEHAVIOUR DIRECTED AT STAFF**

The school takes very seriously and will not accept any:

- a) Behaviour by a pupil/pupils that is perceived to be intimidating/threatening and directed towards a member(s) of staff, or
- b) Malicious accusations being made against a member/members of staff.

Any pupil found to be involved in either of these behaviours will face serious sanctions.

## **HATE INCIDENTS**

Hate incidents are defined by the school as incidents that include speech and/or action[s] that the school judges to be motivated by prejudice or hate. This can be based on the victim's actual or perceived race, colour, national origin, religious belief, sexual orientation, age, disability or whether the person is transgender.

A victim of hate crime does not necessarily have to be a member of a minority group, or be classed as vulnerable, and incidents may arise because of association.

Hate incidents can include:

- Verbal abuse; threats insults; nuisance telephone calls, text messages, social media posts or any form of electronic communication; name-calling and intimidation.
- Physical assaults and attacks.
- Attacks against the person's property. For example, offensive graffiti and damage to property.
- Singling out another person and treating them differently because you are not the same as them.

The school takes hate incidents very seriously and, in some circumstances, they could lead to permanent exclusion.

## **USE OF REASONABLE FORCE**

All school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from:

- hurting themselves or others,
- damaging property, or
- causing disorder in or around the school.

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The DFE believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. (KCSIE 2018 p27 p105).

Holy Family agrees with this and supports the decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances and outlines in the school Physical Intervention Policy.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff recognise the additional vulnerability of these groups and will make reasonable adjustments to address this.

Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children reduce the occurrence of challenging behaviour and the need to use reasonable force.

Any use of force by a member of staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the Department for Education guidance: *Use of Reasonable Force (2013)*, for control or restraint. (Click [here](#) to view the safeguarding policy)

## **SCREENING, SEARCHING AND CONFISCATION**

The school's screening, searching and confiscation policy is in accordance with the Department for Education guidance: [Searching, screening and confiscation Advice for headteachers, school staff and governing bodies](#) (January 2018). The key points are set out below.

### **SEARCHING WITH CONSENT**

- School staff can search a pupil for any item if the pupil agrees<sup>2</sup>
- The school is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- 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, the school will apply an appropriate disciplinary penalty.

### **SEARCHING WITHOUT CONSENT**

*What can be searched for?*

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and

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<sup>2</sup> The ability to give consent may be influenced by the child's age or other factors

- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

*Who can search without consent and under what circumstances?*

Any member of the school staff who is authorised by the headteacher so to do may search pupils without consent.

The member of staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member – preferably a senior leader or member of the pastoral team) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. A member of staff can carry out a search of a pupil of the opposite sex to him / her and / or without a witness present, but only where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the member of staff does not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

## CONFISCATION

- 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.

It is the school policy to involve the police when drugs, weapons or any other illegal items are found. In the case of all drug/weapon related incidents or any other incident when the law is broken it is normal for the Headteacher to consider permanent exclusion as an option.

## SCREENING

What the law allows:

- The school can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires the school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

## DEALING WITH ELECTRONIC DEVICES

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

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected

to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should **not** be deleted prior to giving the device to the police.<sup>3</sup>

- The school is not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- The school will inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

## **TAKING ACCOUNT OF INDIVIDUAL PUPILS' NEEDS**

At Holy Family we are keen to ensure that we do not discriminate – through application of the behaviour policy - against pupils whose apparent inappropriate behaviour may be a function of their SEND, racial and/or cultural background or protected group status. There will be circumstances in which some pupils may be treated differently from others and staff are expected to take account of those individual pupil needs when applying sanctions. (Click [here](#) for the policy on Special Educational Needs and Disability.) If the behaviour of a pupil gives cause to suspect that he/she is suffering, or likely to suffer, significant harm, this should be reported to the designated staff for child protection, using the approved referral forms.

Staff are expected to appreciate that there are many influences and stresses that can affect a pupil's behaviour, such as neurological conditions, domestic violence, homelessness and sexual exploitation. For further guidance, click [here](#) to view the Safeguarding Policy.

## **EXCLUSIONS**

While we do not wish to exclude any child from our school, sometimes this may be necessary in terms of fixed-term exclusion or in exceptional circumstances, permanent exclusion. In some exceptional circumstances it may, in the Headteacher's and teacher in charge's judgement, be appropriate to permanently exclude a child for a first or 'one off' offence.

These might include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying, carrying or using an illegal drug; or
- carrying an offensive weapon
- hate incidents.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

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<sup>3</sup> Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

In addition to the above 'exceptional circumstances', the Headteacher may permanently exclude a pupil for:

- persistent and defiant misbehaviour.
- Repeated, actual or threatened violence against another pupil or pupils.

The school operates its exclusion policy in line with the DFE document: *Exclusion from maintained schools, academies and pupil referral units in England* (September 2017). Therefore "permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school." (DFE, 2017: [Exclusion from maintained schools, academies and pupil referral units in England \(Sept.2017\)](#))

## **Internal Exclusion**

A pupil may be placed in Internal Exclusion by a member of Senior Leadership Team. The appropriate documentation will be completed outlining why this action has been taken and this will be shared with all of the pupil's teachers. Parents will be notified in writing. Internal Exclusion is normally 1-2 days and the most likely use is repeated poor behaviour choices. Internal Exclusion may be for longer than 5 days only with the permission of the Headteacher or Deputy Headteachers and in circumstances where significant disruption to the learning environment is likely, the risk of violent behaviour exists, injury may be caused or safeguarding concerns are present. Pupils in internal exclusion will be expected to arrive in school at 8.30am and will be detained until 4.00pm.

## **The Isolation Room**

If a pupil is involved in a serious incident of poor behaviour, he/she will spend a defined period of time in the Isolation Room. He/she will be given appropriate work to do and will be supervised by a member of staff. If any pupil is repeatedly referred to the Isolation Room, strategies to modify their behaviour will be implemented. If a pupil is defiant during a behaviour move, the member of staff will trigger an "on-call" response. The pupil will then be escorted to the Isolation Room by the member of staff who is on call at the time.