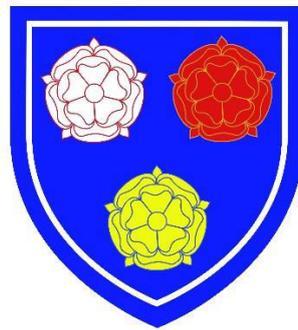


Our Lady of the Most Holy Rosary Catholic Academy

Student Behaviour and Discipline Policy



Document Management:

Date Policy Approved: September 2022

Date reviewed:

Next Review Date: September 2025

Version: 2

Approving Body: Local Governing Committee

Statement of intent

The school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life including our own personal behaviours.

“Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you”.

(Colossians 3:15-16)

Our Values:

- BEING just and compassionate
- DEVELOPING confidence and resilience in our students
- SHOWING respect for every person
- CREATING a community where we accept responsibility for ourselves and for others
- BEING honest and developing a culture of self-belief and value

Staff should demonstrate their own adherence to our underlying values by the way they promote good behaviour and in their responses to students. In exercising their professional duties, staff should be honest, fair and just. Setting a good example will result in students feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that students complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of pupils
- keep children safe - see Safeguarding Policy

Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of students. In keeping with the ethos of the school, it is expected that all staff and students are courteous and respectful at all times.

Recognitions and awards are more effective than punishment in motivating students. Good behaviour and achievement must be recognised – see the Recognising and Rewarding Good Behaviour section.

Challenging and disciplining misbehaviour.

Discipline should be constructive in nature and staff attitudes must be consistent.

Discipline works best when enforced immediately. Standards must be met and appropriate referrals made. A clear and consistent code of conduct is necessary for all students and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.

Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.

Students with behavioural issues will be supported through the pastoral system

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.

Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.

Ensuring equality and fair treatment for all.

Praising and rewarding good behaviour.

Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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

To help reduce the likelihood of behavioural issues related to social, emotional or mental health, the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Legal Framework and Guidance:

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

- Education Act 1996
 - Education Act 2002
 - Equality Act 2010
 - Education and Inspections Act 2006
 - Health Act 2006
 - Voyeurism (Offences) Act 2019
 - The School Information (England) Regulations 2008
 - DfE (2013) Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies
 - DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
 - DfE (2022) 'Keeping children safe in education 2022'
 - DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
 - DfE (2018) 'Mental health and behaviour in schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2013) 'Use of reasonable force'
 - DfE (2022) 'Searching, screening and confiscation: advice for schools'
 - DfE (2022) 'Suspension & Permanent Exclusion Guidance'
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- Associated Policies and/or reference documents
 - Safeguarding and Child Protection Policy
 - Anti-Harassment and Bullying Policy
 - SEND Policy
 - Uniform Policy
 - Acceptable Use Policy
 - On-line Safety Policy

- Physical Intervention Policy
- Emotional Health & Well-being Policy
- Home School Agreement

Roles and responsibilities

The Local Governing Committee is responsible for:

- Approving and monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- Promoting a whole-school culture of good behaviour
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Communicating this policy to staff, parents and pupils at regular intervals.
- Ensuring that staff have adequate training including at induction.
- Reporting to the Local Governing Committee on the implementation of this policy, including its effectiveness.

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Modelling positive behaviour and positive relationships, demonstrating good habits.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.
- Keeping the relevant staff including the Headteacher, SENCO and Pastoral Support Lead up-to-date with any changes in behaviour.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

The Pastoral Team will support staff, monitor behaviour and liaise with parents.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Pupils are responsible for:

- Adhering to behaviour standards and expectations.
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are expected to:

- Support their child in adhering to the student conduct and behaviour expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with relevant staff promptly.
- Be aware of the Home School Agreement.
- Support staff to ensure a consistent approach.

Definitions

Whilst not an exhaustive list, for the purpose of this policy, the school defines 'unacceptable behaviour' as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour

Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation

Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliates, intimidates, frightens or demeans the individual being bullied

Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Possession of legal or illegal drugs, alcohol or tobacco

Possession of banned items (including but not limited to) knives, fireworks, firecrackers)

Truancy and running away from school

Defiance e.g. refusing to comply with instructions and/or disciplinary sanctions

Theft and vandalism

Swearing, racist remarks or threatening language

Fighting or aggression

Persistently poor and/or disruptive /disobedient behaviour

Smoking/Vaping

Lateness to registration and class

Low level disruption and talking in class

Failure to complete classwork

Rudeness

Lack of correct equipment

Refusing to complete homework, incomplete homework, or arriving at school without homework

Disruption on public transport

Use of mobile phones/ear phones without permission

Graffiti/vandalism/chewing gum or deliberate damage to property

Failure to comply with the uniform policy (including jewellery/make-up/false nails, trainers etc – see uniform policy)

Sexual abuse and discrimination

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

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names

- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication
 - Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.

The School will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well-being.

Student conduct and behaviour expectations

The school has an established a set of clear, comprehensive and enforceable rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

School rules

These rules are simple and are designed to create a calm, happy and safe atmosphere.

- Be gentle – do not hurt anybody.
- Be kind and helpful – do not hurt others' feelings
- Work hard – do not waste your time or the time of others
- Look after property – do not waste or damage things
- Listen to others – do not interrupt
- Be truthful – do not tell lies
- Show respect – for people and property

Health and safety rules

- Children should walk round the school quietly.
- Children must ask for permission to leave the classroom
- Children should not go onto the playground or field without permission
- Children must ask permission to come into school at playtimes
- Children must wait in the playground for their parents at the end of the day, unless they have permission to walk home.

Behaviour out of School:

This school is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students on School premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from School during educational visits
- Good behaviour on the way to and from school. In the event of poor behaviour reported on School buses, the School, and in some cases the School /LA, has the right to withdraw travel passes
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

Incidents off-site:

Under the Education and Inspections Act (2006), the School has the right to exercise discipline beyond the School premises. This includes misbehaviour:

- on activities arranged by the School such as work experience, educational and sporting events
- on the way to and from School (including on the buses)
- when wearing the School uniform in a public place or they are in any way identifiable as a student of the School
- which could have repercussions for the orderly running of the School
- poses a threat to another student or member of the public
- which could adversely affect the reputation of the School

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the School will investigate the incident, communicate with parents and discipline students accordingly.

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites):

Mobile phones are not allowed in school. If a pupil is found with one, it will be confiscated and should be collected at the end of the school day from the main reception. Regarding any suspicions relating to illegal content or sexual imagery, the phone will be confiscated and may be handed over to the police for investigation.

The use of defamatory or intimidating messages/images inside or outside of the School will not be tolerated. Disciplinary sanctions will be applied to perpetrators.

As per our Acceptable Use Policy in relation to the use of technology, still pictures or video being taken on site is prohibited unless under the direction of a member of staff.

Disciplinary action against students found to have made malicious accusations against staff and other adults working in the School:

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Bishop Hogarth Catholic Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Bishop Hogarth Catholic Education Trust Safeguarding/Child Protection Policy.

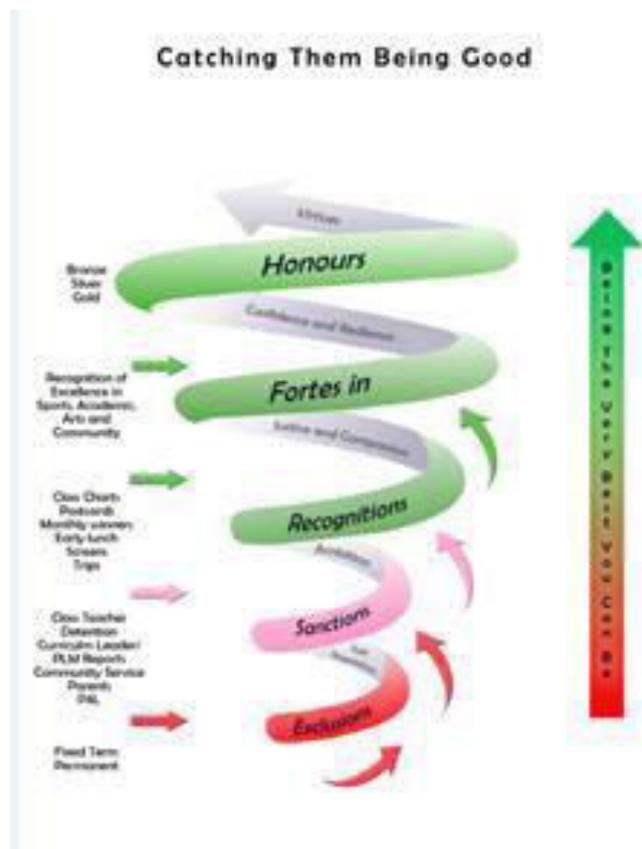
In the event that an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/ carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Committee and Directors of Bishop Hogarth Catholic Education Trust.

Any student found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support.

Recognising and rewarding good behaviour:



'Catching them being good'

Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the School. Therefore, frequent use of encouraging language and gestures, both in lessons and around the School is to be encouraged so that positive behaviour is instantly recognised and positively rewarded.

Encouraging and Recognising Good Behaviour

Class teachers develop a good relationship with their pupils and often a word of praise and their teacher's approval is the best reward for a pupil. However, the following rewards are used to encourage and motivate children.

Rewards include:

- Earning House Points, Power Pounds and merits
- Earning Virtue awards
- Awarding stickers, smiley faces', stars,
- Earning a worker of the week award
- Earning the opportunity to eat lunch at the 'Top Table'
- Earning the position of House Captain
- Certificates
- Golden Time
- Celebration assemblies
- Talking to parents
- Visiting another teacher, key stage leader or head teacher to show good work

In addition to this, children on a specific behaviour programme may be given stickers on a chart which records improving behaviour. This plan will be made known to all adults in the school and shared with parents.

We recognise the effort a child has made to improve his/her behaviour and do our best to support children and their families. However, in planning to meet the needs of an individual child, we also have to consider the effect on the whole school community of continued and serious misbehaviour. Parents of children with behaviour problems are expected to support the school fully, and to make clear to their child what sort of behaviour is required at school.

We expect all our children to behave in a non-aggressive manner and to be polite and helpful to all members of our school community at all times. We hope that the children will take these values out into the wider world with them, becoming responsible citizens.

Working in partnership with parents to support pupil learning and behaviour is the key to Holy Rosary's approach. Parents should be regularly consulted about any learning or behaviour issues their child has. Good parent – teacher relationships allow children to feel supported in school.

Sanctions and interventions:

Systems and procedures

It is important that all staff ensure that standards are maintained and are consistent. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned, it is important to remember that they are not exhaustive lists.

Sanctions are more likely to promote positive behaviour if the students see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the students
- impose sanctions fairly and consistently
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour'
- attempt to link the concept of sanctions to the concept of choice, so that the students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour (self-regulation)
- avoid whole group sanctions that punish the innocent as well as the guilty
- never issue a sanction which is humiliating or degrading or involves corporal punishment

The School will consider the imposing of sanctions on an individual case basis, will always act lawfully, reasonably and proportionately in relation to the misbehaviour identified, the students' age and any specific SEND or religious requirements and, whilst not an exhaustive list, will draw from a range of strategies including:

Dealing with inappropriate behaviour

In the majority of cases, positive reinforcement of good behaviour will prevent inappropriate behaviour. On other occasions, a firm reminder will be sufficient. Sometimes however this may not be enough, and it may be necessary to deal with unacceptable and inappropriate behaviour by:

Sanctions in Key Stage 1

- Discussing the incident with all children concerned and reprimanding individuals as necessary
- Separating pupils within the class
- Removing part of their Golden Time
- Time out either in a quiet area in the classroom or on the benches if in the playground

- Separating a child from the class by referring them to the Head Teacher or Deputy Head Teacher
- Contacting parents to inform them of the incident and discussing ways of working together to improve the child's behaviour
- If a pupil persistently misbehaves, devising an individual behaviour programme, which would help the child to learn acceptable and appropriate social behaviour (This would be done in conjunction with the parents, Head Teacher and the class teacher.)
- As a final resort, the pupil will be excluded from our school. This course of action would only be considered after all possible avenues have been explored. Very careful arrangements would be made to monitor the situation to ensure that a child returning to school after exclusion is helped to behave appropriately.

Sanctions in Key Stage 2

Sanctions are more likely to promote positive behaviour if the students see them as fair, therefore they are imposed fairly and consistently.

	Behaviour triggers	Strategies	Action
Level 1	Not getting on with work	Warning. This may be a verbal or visual warning.	Teacher records child's name in class behaviour book when child reaches stage 3.
	Stopping other children from working	Move. To another area within the classroom or to walk with duty teacher on playground.	
	Talking at the wrong time		When a child's name is recorded 3 separate times within a period of 2 weeks then the class teacher will inform child's parents. At every stage there will be a discussion about the importance of making the right choices.
	Being cheeky to any member of staff	Loss of five minutes of playtime or time out if already outside.	
	Running inside the school		
	Rough play in the playground		
Remember- it is never acceptable to steal someone else's learning time			

Level 2	Pushing other children	Level 2 involves the child missing their morning playtime or lunchtime play.	Teacher records child's name in class behaviour book and also in Key Stage 2 Behaviour Book with the KS2 Leader.
	Throwing things inappropriately		
	Insolence to adults		
	Name-calling		
	Disobedience		
	Disruptive classroom behaviour		
	Being dishonest		
	Not producing expected work in class		
	Running recklessly around the school		
	Swearing		
	Spitting		
	Deliberately causing minor damage to property (first instance)		
	Injuring others by thoughtless behaviour		
		The class teacher and KS2 Leader will decide whether to inform parents immediately by letter/telephone or simply record details in the KS2 Behaviour Book.	
		When a child's name is recorded 3 times, parents must be informed by letter/telephone. (appendix 2)	

	Behaviour triggers	Strategies	Action
Level 3	<p>Throwing things in a dangerous manner Persistent insolence</p> <p>Using violence towards others</p> <p>Threatening or intimidating others Persistent name-calling or teasing, including homophobic and racist taunts Persistent use of inappropriate language or obscene hand gestures</p> <p>Persistent disruption from stages 1 and 2 with no sign of improvement.</p> <p>Deliberately causing damage to property Persistent disobedience</p> <p>Stealing</p> <p>Spitting at others Persistent dishonesty</p> <p>Leaving school premises without permission</p> <p>Bringing anything dangerous into school Breaching E-safety agreements</p>	<p>Level 3 involves the child and his or her parents and the Head Teacher/s, or the Assistant Head teacher in their absence.</p>	<p>It consists of three stages:</p> <p>Informing Parents by letter or by telephone call. (Appendix 2)</p> <p>Placing child on a behaviour report for 2 weeks.</p> <p>Fixed Term Exclusion –internal or external.</p> <p>In certain circumstances, if the offence is particularly serious or a repetition of a previous serious incident, fixed term exclusion may be imposed without stages 1 and 2 being undertaken).</p>
Level 4	<p>Behaviour triggers for level 4</p> <p>Using severe violence towards any person in the school</p>		<p>Level 4 is the most serious and will warrant instant and/or permanent exclusion by the Head Teacher.</p>

Records of confiscated items will be kept and items will be stored safely and returned to the student and or parent as appropriate – normally at the end of the school day. However, illegal

items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items.

A variety of forms of detention (e.g. break and lunchtimes) It should be noted that Parental consent is not required for detention.

- Catch-up sessions break and/or lunchtime
- Withholding participation in a school event/trip/sporting activity
- Withdrawal of break or lunchtime privileges
- Carrying out a community/useful task in the School

Internal exclusion/isolation - In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a student is on internal exclusion, it will be for a limited period only (as defined by the School) and appropriate work will be set. The School will ensure that students are kept in isolation no longer than is necessary and that their time will be used constructively.

Internal exclusion is principally used as a sanction for disruptive, defiant behaviour and truanting.

A fixed period exclusion (note: students excluded from School for more than 5 days will receive full-time education elsewhere from the sixth day)

Permanent exclusion – see also DfE. Permanent exclusions will be considered for:

- Physical assault (against a pupil or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
- Verbal abuse/threatening behaviour (against a pupil or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
- Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer on peer
- Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
- Sexual misconduct including sexual abuse, sexual assault, sexual harassment
- Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
- Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
- Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
- Carrying an offensive weapon
- Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
- One-off serious incidents not covered by the categories above.

Interventions:

Interventions and support strategies have an important role to play in getting a student back on track. The school will, therefore, draw from a range of interventions and strategies including:

- Restorative approaches
- Named member of staff as point of contact
- Referral to the Mental Health/Well-being Trailblazer Alliance (Billingham Schools)
- LA Graduated responses (e.g. reduced/personalised timetable)
- Personalised support programmes (e.g. anger management/self-esteem/resilience)
- One to one mentoring sessions
- Multi-agency working (e.g. Early Help)
- Engaging with parents

Recording:

Incidents of a serious nature should be recorded in CPOMS with details of the incident and any actions taken or interventions put in place. Details of impact should be attached as/when appropriate – see appendix 1

Procedures for dealing with misbehaviour:

Sanctions must only be made by a member of staff who has been authorised by the Headteacher. In the first instance, misbehaviour should be dealt with by the teacher on the spot. If a student's attitude and behaviour lead a member of staff to believe that he/she has the potential to cause major disruption the teacher should refer him/her to the Deputy Head Teacher or Head Teacher.

Classroom Management:

Teachers should maintain high standards at all times and should impose sanctions when students fail to adhere to these standards. When a student fails to meet the standards set out in school policies, the member of staff should inform the Deputy Head Teacher/Head Teacher outlining the problem

and action taken by them. Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Teachers should maintain high standards at all times and should impose sanctions when students fail to adhere to these standards. Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

Classroom Environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Punctuality:

Students who are regularly late for school should be monitored by their teacher. If a student continues to arrive late for school a telephone call will be made in the first instance to offer support and encourage attendance. If poor attendance continues, policy will be followed. see also Attendance Policy.

Dress code:

All students are expected to adhere to school uniform and must be challenged by all members of staff if they fail to comply. (including length of skirts/make-up/appropriate footwear/jewellery etc) Discussions will take place with parents.

Homework:

Homework is compulsory; failure to hand in work on time without a reasonable explanation must result in a sanction being imposed. Failure to adhere to this sanction must result in a referral to the Deputy/Head Teacher.

Serious incidents:

When an incident occurs during a lesson of sufficient seriousness that it needs immediate action, staff should contact the Deputy/Head Teacher. All incidents of a serious nature should be investigated in the first instance and recorded using the record of incident forms – see appendices 2 and 3.

Staff training

As part of their continuing professional development teaching staff will receive regular updates and/or training on behaviour management and expectations. Newly qualified or newly appointed staff to the School will receive training at the point of induction. In addition, nominated staff will receive specialist training in physical restraint. Support for staff to improve their practice can be requested as and when needed.

Pupil Support & Dealing with Underlying Issues

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Behaviour out of school premises

This school is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students on school premises apply to off-site behaviour.

Therefore, we expect the following:

Good order on all transport (including public transport) to and from school during educational visits

Good behaviour on the way to and from school. In the event of poor behaviour reported on school buses, the school, and in some cases the School /LA, has the right to withdraw travel passes

Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

Incidents off-site

Under the Education and Inspections Act (2006), the school has the right to exercise discipline beyond the school premises. This includes misbehaviour:

- on activities arranged by the school such as work experience, educational and sporting events
- on the way to and from school (including on the buses)
- when wearing the school uniform in a public place or they are in any way identifiable as a student of the school
- which could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- which could adversely affect the reputation of the school

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the school will investigate the incident, communicate with parents and discipline students accordingly.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed

for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites)

The use of defamatory or intimidating messages/images inside or outside of the school will not be tolerated. Disciplinary sanctions will be applied to perpetrators.

As per our Use of Photographic and Video Images of Children Policy photography or filming will only take place with the permission of the Headteacher and under the supervision of a member of staff.

Disciplinary action against students found to have made malicious accusations against staff and other adults working in the school

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent / carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Committee and Directors of Bishop Hogarth Catholic Education Trust.

Any student found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support.

Preventative measures to school exclusion

Off-site direction

An off-site direction is when the school requires a pupil to attend another education setting to improve their behaviour where previous interventions or targeted support have not been successful in improving a pupil's behaviour. An off-site direction should be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school. During the off-site direction to another school, pupils must be dual registered.

Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement. The school will have regard to the following guidance when making an off-site direction: [Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies](#).

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in 35 to 46) should be used. Managed moves should only occur when it is in the pupil's best interests.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the school is contemplating a managed move, we will contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will follow the statutory procedures for amending a plan.

Managed moves will only be offered as part of a planned intervention where appropriate initial intervention had been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The managed move will be preceded by information sharing between with the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

Reintegration

The school will ensure that pupils are appropriately reintegrated following their removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. The school will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

Searching, Screening and Confiscation

The School reserves its right to confiscate, retain or dispose of a student's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the College's uniform rules/an item which poses a health or safety threat/illegal items. It also has the power to search without consent for where it has reasonable grounds for suspecting that the student may have a prohibited item items including (not an exhaustive list):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit and offence, caused personal injury or damage to property
- Any item banned by college rules such as chewing gum, aerosol sprays, e-cigarettes, energy drinks.
- Mobile phone or electronic device

- 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 any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

Any search of a student will comply with DfE advice: [Searching, Screening and Confiscation guidance July 2022](#). This advice provides advice on the use strip searches on school premises by the police.

Records of confiscated items and searches for a prohibited item will be kept. All confiscated items will be stored safely and returned to the student and or parent as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items. Records of searches will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and,
- what follow-up action was taken as a consequence of the search

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff. The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption

- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom for any longer than necessary.

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

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

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

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long

Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition

Training for staff in understanding autism and other conditions

De-escalation strategies

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

Appearing calm and using a modulated, low tone of voice

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

Use of reasonable force

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance and the Physical Interventions Policy. The school will ensure that staff have safe handling training that complies with this guidance.

Physical restraint

- In some circumstances, staff may use reasonable force to restrain a pupil to:
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Physical restraint cannot used:

- as a punishment – it is always unlawful to use force as a punishment.
- to enforce the school's own rules.
- to search for prohibited items, such as weapons and knives, drugs etc unless there is good reason to assume the pupil is carrying such items.
- to prevent a pupil from leaving the classroom if they are not at risk by doing so.

Investigations

The School will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

If a serious incident takes place it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see Appendix 2 and 3.

Managing Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

Details of the general management of behaviour sequence are given in the Sanctions procedure above.

In the first instance, misbehaviour should be dealt with by the teacher on the spot. If a student's attitude and behaviour lead a member of staff to believe that he/she has the potential to cause major disruption the teacher should refer him/her to the Deputy Head Teacher.

When an incident occurs during a lesson of sufficient seriousness that it needs immediate action, staff should send one student not involved in the incident with a note to the Head Teacher with the instruction that if s/he is not available they ask a member of the office staff to send a member of the SLT.

In cases of extreme misbehaviour, (e.g. behaviour which threatens the safety of students and/or staff, the services of external agencies such as the Police or Social Care may be called upon.

All incidents involving knives, weapons and extreme or child pornography will be referred to the Police

Inclusion

“The heart of the discerning acquires knowledge, for the ears of the wise seek it out”.
(Proverbs 18:15)

We strive to provide a supportive and nurturing learning environment within which our young people can develop and grow emotionally and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach develops students to become resilient, confident and independent.

Some of our students find education challenging for a number of reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our students are given the best opportunities to experience success.

We recognise that children can, and sometimes do, make mistakes. We firmly believe, however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos.

Internal Exclusion

Internal exclusion forms part of our whole school approach to promoting positive behaviour and may serve a number of different purposes, including:

- To accommodate pupils who have been removed from a lesson at very short notice for poor behaviour
- A cooling off period for one off incidents
- A punitive measure for unacceptable behaviour and/or disruption
- Avoidance of a suspension
- Time to reflect and move forward

Internal exclusion should not become a:

- Provision for long-term respite care
- dumping ground for pupils who may need specific support
- ‘Badge of honour’ for children and young people (i.e. they can gain inappropriate approval from their peers)
- Fast track to permanent exclusion

Data on the use of internal exclusion is routinely collected.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring & Review

This policy will be reviewed at least every 3 years. Regular reports on behaviour will be submitted within the Headteacher report to the Local Governing Committee and where necessary the policy will be reviewed at more frequent intervals.

Appendix 1 CPOMS Recordable Incidents

Reason	
Physical assault against pupil including	
Fighting	Wounding
Violent behaviour	Obstruction and jostling
Physical assault against an adult including	
Violent behaviour	
Wounding	
Obstruction and jostling	
Verbal abuse/threatening behaviour against a pupil including	
Threatening violence	
Aggressive behaviour	
Swearing	
Homophobic abuse and harassment	
Verbal intimidation	
Carrying an offensive weapon	
Verbal abuse/threatening behaviour against an adult including	

Threatening violence

Aggressive behaviour

Swearing

Homophobic abuse and harassment

Verbal intimidation

Carrying an offensive weapon

Bullying including

Verbal Homophobic bullying

Physical Racist bullying

Cyber/Online bullying Peer on Peer bullying

Racist abuse including

Racist taunting and harassment

Derogatory racist statements

Swearing that can be attributed to racist characteristics

Racist bullying

Racist graffiti

Sexual misconduct including

Sexual abuse

Sexual assault

Sexual harassment

Drug and alcohol related including

Possession of illegal drugs

Inappropriate use of prescribed drugs

Drug dealing

Damage including

To school or personal property belonging to any member of school community

Vandalism

Arson

Graffiti

Theft including

Stealing school property

Stealing personal property (pupil or adult)

Stealing from local shops on a school outing

Selling and dealing in stolen property

Persistent disruptive behaviour including Challenging behaviour Disobedience/defiance Persistent violation of school rules Repeated truancy
Other - this category should be used sparingly Serious incidents which are not covered by the categories above

Updated Exclusion Codes:

Please note that as of September 1st 2020 the DFE have made some changes to the pupil attendance and exclusions regulations in response to COVID-19. Schools should report using the new codes immediately.

There have been 5 new exclusion categories introduced to describe reasons for exclusion.

These are as follows:

(PH) – to capture the ‘wilful and repeated transgression of protective measures to protect public health’.

(MT) to capture the inappropriate use of social media or technology

(DS) to capture abuse relating to a disability

(LG) – to capture abuse against sexual orientation or gender identity

(OW) – to capture the use or threat of use of an offensive weapon or prohibited item

In addition to the new codes the previous code of (OT) – to capture “other” reasons has now been removed and should not be used.

All other previous codes remain unchanged.

Please note, where previously, only one reason per exclusion was recorded (no matter how many a school listed on their return), now, up to 3 reasons can be recorded for each exclusion (where applicable). There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

RANGE OF SANCTIONS AND INTERVENTIONS (NOT AN EXHAUSTIVE LIST)

Intervention by Senior member of staff

Meeting with Parents

Detention/Internal exclusion

Monitoring reports

Fixed term exclusion

Permanent exclusion (following formal investigation)

Police involvement

Appendix 2 – Record of Incident

Record of Incident

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Record of Incident

Incident details:

Action taken:	Y/N
Statements from all involved	
Contact with LH	
Parental contact	
Reprimand enforced (free time removed/apology note/ Emmaus/P4L)	

Details of Actions to move forward:

Role/Signed: _____ Date _____

Appendix 3 - Statement

Statement

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Statement of Incident

Signed: _____ Date _____