



# **St. Anthony's Girls' Catholic Academy**

## **Behaviour for Learning Policy**

### **2025-26**

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Signed by:

*M. A. Galbraith*

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Chair of Governors

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## **Introduction**

The Governors of St. Anthony's Girls' Catholic Academy wish to maintain the highest standards of behaviour in the school. In achieving this, the Governors seek the support of parents and carers for the Headteacher and staff.

This policy has been developed to take into consideration our Mercy ethos as well as local and national policy and guidance.

The Academy's policy for behaviour and discipline in general, seeks to promote behaviour based on mutual respect between all members of the Academy community and Governors ask that parents and carers support the Head Teacher and staff to achieve this.

## **Intention**

1. To have the highest expectations of student behaviour in order to ensure all learners, including the most disadvantaged students and students with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment.
2. To ensure all students develop excellent learning habits that they need to be successful in school and life.
3. Realise and celebrate the potential of all students through promoting independence, high self-esteem and enabling students to reach their full potential.
4. Have a zero- tolerance approach to bullying, online bullying/abuse and sexual abuse or harassment and any form of discriminatory behaviour. We work hard to create a positive and safe learning environment.
5. To create a culture focused on attaining excellence in which students are enabled to become mature, self-disciplined, industrious people who are able to accept responsibility for their own actions.
6. To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
7. To form an active partnership with parents and carers to support their child's learning.

These aims are supported by regular and appropriate in-service training, close parental and community links, student organisation which takes into account ethnic and cultural background, the boosting of students' self-esteem through positive reinforcement and enrichment activities and Academy social events aimed at pulling together the different life experiences of groups within the community.

This policy should be read in conjunction with the following Academy policies:

- Code of Conduct
- Safeguarding and Child protection Policy
- Anti-Bullying Policy
- Equality Policy
- PSHE Policy
- SEN and Code of Practice
- Uniform Policy
- Acceptable Use Policy
- Remote Learning Policy
- Exclusions guidance (LA and DfE)

The policy is underpinned by the following legislation and guidance:

- DfE Behaviour and Discipline in Schools (January 2016)
- Exclusion from maintained schools, academies and pupil referral units in England;

Statutory guidance for those with legal responsibilities in relation to exclusion August 2024

- Education Act 1996 (revised 2011)
- Equality Act 2010 (revised 2018)
- The Health Act 2006
- Section 175 of the Education Act 2002
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Keeping Children Safe in Education 2025
- DfE Sexual violence and sexual harassment between children in schools and colleges 2021
- DfE Mental Health and Behaviour in schools
- Searching, Screening and Confiscation at Schools (July 2022)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- DfE Use of Reasonable Force in School January 2025

### **Behaviour Management for Learning**

- The Senior Assistant Head Teacher (Pastoral) leads and the Assistant Head Teacher on Behaviour for Learning.
- Subject Leaders take responsibility for behaviour and supporting staff within their departments: subject specific rules, rewards, detentions, removal timetable.
- Teachers prepare well- planned lessons with a focus on teaching which meets the needs of the individual. Learning starts immediately and there is a clear focus on Respect and Routines.
- Teachers are expected to take ownership of their classrooms to create a calm, orderly and engaging learning environment.
- Teachers support behaviour by being highly visible at lesson changeover and by being prompt and vigilant in their duty areas.
- Senior Leaders and Pastoral Leaders support behaviour by being present at social time and by carrying out SLT Tours throughout the Academy day.

### **Communication**

- The school day starts with registration and there is an extended registration period at 11am when form tutors promote high expectations and consistency and carry out checks on uniform, planners, equipment and attendance.
- Bulletins are sent out weekly to staff, parents and students with important news and reminders and to ensure consistency of expectations across stakeholders.

### **Praise and rewards**

Class teachers and form tutors can award Achievement points in recognition of positive behaviour or excellence.

Rewards are also available, in the form of 'department awards' for significant achievement and/or effort in relation to the individual student's previous norms. Certificates and department commendation postcards are sent home for effort and outstanding work. Some departments have a 'star of the week' and this success is celebrated with prizes and via the Twitter account and weekly newsletter.

At the end of the term, achievement assemblies recognise work done well by awarding certificates and prizes. In addition to these rewards, any Student's significant achievements and/or efforts may be rewarded by the work in question being put on display.

In class, teachers use verbal and written feedback and a focus on positive relationships. The member of SLT on the Tours Rota can be invited into a lesson to celebrate the individual achievements of students.

### **Behaviour and Achievement Points**

Achievement points are recorded on Arbor for positive performance, improvement and excellence. Parents can see their child's achievement point record on the Arbor App. Behaviour points are recorded for behaviours including: classwork, homework, disruption, lack of equipment, conduct in and out of the classroom, defiance, failure to attend detention, chewing gum, use of mobile phone, punctuality, uniform. Short Reports to parents on a termly basis show an Attitude to Learning grade for each subject.

### **Managing Disruptive Behaviour and Sanctions**

All staff are expected to employ:

- High expectations
- Positive relationships
- Consistent application of the Academy Behaviour Policy and the staged response
- High expectations regarding uniform and equipment
- Effective classroom management
- Targeted interventions
- Praise and rewards
- Sanctions

Low level teacher strategies include:

- Staged Behaviour Process
- Verbal and nonverbal cues
- Movement of seats
- 'Time out' to allow for thinking time/ time to self-regulate
- Loss of break or lunch time
- Department after-school detentions
- Internal department support e.g. with Subject Leader
- Department Removal Timetable

Additional whole school strategies include:

- Intervention meetings with students
- Use of restorative practice
- Student-parent meetings
- Lunchtime and after school detentions
- Behaviour support including a mentor, or a Pastoral Support Plan
- SENDCo assessment and support plan
- Monitoring reports: Staged Traffic Light report card system
- SLT on call
- SLT Detention
- Internal suspension
- Fixed term Suspension
- The involvement of external agencies

### **Students with SEND needs**

Where a student is identified as having SEND needs or where there is the possibility of underlying or emerging needs the school will make reasonable adjustment to ensure that the needs of the individual are met.

SEND strategies to support behaviour include:

1. Behaviour Policy specifically considers the needs of SEND students, students where there is a possibility of unidentified SEND need and students where there may be an emerging SEND need. School will ensure that those needs will be taken into account and reasonable adjustments made to ensure the individual needs of the student are met
2. Individual Student Support Plans: individual overview of each student and their needs and the strategies teachers must use to support access to learning and positive behaviour
3. The Haven: dedicated supported safe space in school for students with SEND (such as students with sensory needs who may use it if they are experiencing sensory overload) or Mental Health Wellbeing needs. The Haven has a dedicated manager and students access this space in an agreed format to minimise disruption to learning. Specialist SEND and mental health wellbeing support is available alongside a focus on completing work provided by the student's teachers
4. Whole school staff training has been delivered regarding the specific needs of students and strategies for supporting them.
5. We use EduKey which holds our SEND student support plans and is regularly updated with advice from external agencies and student/parent voice to include strategies to manage behaviour for learning in the classroom. The SEND department shared drive is also updated with ways to manage specific students' needs at social times for SLT and staff on duty, alongside specialist resources which support positive behaviour for learning for students with SEND.
6. The SENDCo may have a target in a student's SEND support plan to support their behaviour in lessons with identified provision that school provides to support with the target.
7. More serious sanctions (suspension isolation) are given to SEND students in consultation with the SENDCo.

### **Mental Health Wellbeing**

As a school we recognise that students with disruptive behaviours may be exhibiting these behaviours as a result of a social, emotional or mental health need. A lot of the support needed within the Academy is for students with emotional/behavioural difficulties, some of whom may or may not have an EHCP (Educational Health Care Plan). Pastoral Leaders, SENDCo and support staff offer individual support to students who experience emotional/behavioural difficulties and their teachers, sometimes within the classroom. The Academy ethos supports the premise that the establishment of a good teacher/student relationship is central to working effectively with all students, especially those who experience emotional/behavioural difficulties. Teaching which exhibits adaptation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and students. Emotional and behavioural difficulties take many forms:

- A Student may become withdrawn and unable to make friends,
- A Student may be unable to concentrate on classwork or homework,
- A Student may become disruptive and/or aggressive in a class.

In such cases the causes of the emotional/behavioural difficulties should be determined and strategies may well be needed to build or rebuild the teacher/student relationship. Counselling (non-directive) may be offered to encourage the student to express issues of

concern and feelings and to determine appropriate actions to deal with the situation. The Academy and pastoral team in particular believe in the importance of working together with the student, parents and any outside agencies. This encourages mutual respect and fosters self-responsibility in the student. The use of Behaviourist Psychological Approaches often leads to short term improvements which in turn improve the teacher student relationship and greater self-motivation.

Close liaison with all concerned individuals and agencies, e.g. Parents, form tutors, Pastoral Staff, The SENDCo, Social Services, etc. may assist effective modification of the student's behaviour.

### **The Code of Behaviour**

All students are expected to actively adhere to the Code of Behaviour and our staff are expected to promote and model the high expectations we hold for attitude and behaviour.

Principles:

There are two related principles on which the 'Code of Behaviour' is based. The two principles are explored in more detail below.

- 1.** All members of the Academy community have the right to be treated with respect and to work in a clean, calm and safe environment.

This means:

- a)** Show respect for others by working sensibly in lessons and do not disrupt the learning of others. For example:
  - When your teacher talks to the whole class you must be quiet and pay attention.
  - Put up your hand to answer questions. Do not call out.
  - Do not distract or annoy others in the lesson.
  - Bring the right equipment to lessons – books, folders, pens, pencils, ruler, coloured pencils and planner etc.
  - Do not chew, eat or drink during a lesson.
  - Go to the toilet during breaks rather than during the lesson.
  - Only 'pack away' when your teacher tells you.
  - Make sure the area where you have worked is clean and tidy before you leave the room.
  - Do not leave the lesson at any time without the teacher's permission.
- b)** Show consideration for others by moving around the building quietly and carefully. For example:
  - Walk on the left-hand side of the corridor.
  - At break/lunch stay in designated year areas.
  - Do not run or push others.
  - Open/hold open doors for other people.
- c)** All members of the Academy community should treat each other with respect and consideration. For example:

- At lunchtime follow the sittings rota unless you have a priority pass.
- Clear your table. Do not leave a mess for others to clear up.
- Do not bring chewing gum to the Academy.
- Do as you are asked whether it be by a teacher, lunchtime supervisor or any staff member. Be polite if you wish to express your opinion.

d) Do not say or do anything that encourages bullying. For example:

- Do not punch, kick, hit, spit, etc. at anyone.
- Do not join in any 'name calling'.
- Do not exclude others from your discussions/activities.
- Do not damage or steal or threaten to damage or steal other people's property.
- If you think you are being bullied talk to your form tutor or a member of the Pastoral Team. Remember, silence is the bully's greatest weapon.

**2.** All Students and teachers must be punctual and well prepared for their lessons if the Students are to make the most out of their time at Academy.

This means:

- a) Come equipped for the day wearing the correct uniform and bring everything you will need for your lessons:
- Come to Academy wearing Academy uniform.
  - Bring all the necessary writing equipment, books, folders and P.E. kit.
  - Do not wear make-up or jewellery.
  - Do not bring items such as tippex/aerosol cans to Academy.
  - Mobile phones must be kept turned off and put away during the school day.
  - Do not bring valuable items to Academy.
- b) Attend Academy regularly and arrive in plenty of time for the start of your lessons, e.g.
- Arrive on time for registration and lessons. Apologise for being late to the teacher in charge and give your explanation.
  - If you have been absent you must bring a note to give your form tutor.
  - If you miss the bus it is your responsibility to do all you can to get to Academy as soon as possible.

### Staged Behaviour System

Where students do not conform to our learning habits of excellence the following Staged Behaviour System will be used:

| Stage | Poor behaviour in class: |        | Poor behaviour around school or across subjects/lessons: |        |
|-------|--------------------------|--------|----------------------------------------------------------|--------|
|       | Incident                 | Action | Incident                                                 | Action |

|                    |                                                                         |                                                                                      |                                                                                                        |                                                                                                                                                                                         |
|--------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Early Intervention | Student fails to meet expectations in the classroom.                    | Class Teacher issues a suitable sanction, notes on Arbor and in the student planner. | Student fails to meet expectations around school or fails to meet general expectations of uniform etc. | Member of staff concerned issues a suitable sanction, notes incident on Arbor and in the student planner. Form Tutor checks planners and monitors behaviour points of students in form. |
| 1                  | Student continues to misbehave in class.                                | Class Teacher issues detention (lunch time/ after school).                           | Student continues to receive behaviour points.                                                         | Green report issued – monitored by Form Tutor.                                                                                                                                          |
| 2                  | Student fails to carry out sanction or fails to correct poor behaviour. | Subject Leader issues detention/subject report and informs parents.                  | Student continues to display poor behaviour around school and in lessons.                              | Green report-monitored by Form Tutor. Assistant Head of House meets with student and starts monitoring behaviour.                                                                       |
| 3                  | Behaviour in class does not show significant improvement.               | Subject leader continues to monitor and intervene, supported by Pastoral staff.      | Behaviour does not show significant improvement.                                                       | Yellow report- issue by Assistant Head of House. Head of House interviews student and begins monitoring                                                                                 |
| 4                  | Behaviour in class does not show significant improvement.               | Subject leader continues to monitor and intervene, supported by SLT detention.       | Behaviour does not show significant improvement.                                                       | Blue report- issued by Head of House. External agencies may be involved. SLT detention.                                                                                                 |
| 5                  | Behaviour in class does not show significant improvement.               | Subject leader continues to monitor and intervene, supported by Pastoral staff.      | Persistent poor behaviour across lessons and around school. Significant serious incident.              | Red report – issued by Assistant Head Teacher Pastoral – monitored by SLT.                                                                                                              |

Extreme behaviour / a serious incident may lead directly to SLT detention, internal isolation, suspension, a formal warning and a referral to a Governor Behaviour Panel.

Sixth-Form: Please see Appendix One which outlines the Staged Behaviour System for Sixth-Form students.

## Staged Behaviour Report Traffic Light System

Where a student collects multiple debits in one week, the Head of House will then interview that student to discover the reasons for their behaviour. Where a student continues to behave in a negative manner, the Head of House may decide to contact the parents, give detention, or place the child in internal exclusion (Emmaus Room). Lunchtime detentions are also held. Detentions are also held after school if necessary. The Head of House may decide that the student needs to be put on report, in which case the student will be required to carry a 'Report Card' to each lesson so that the teacher can comment on behaviour, attitude to work etc.

Report cards operate on a staged traffic light system: green, yellow and red with accompanying sanctions increasing. Red is the most serious report card and students on red report will report directly to a Senior Leader. Form teachers also monitor report cards daily and the Head of House checks the report at the end of the day. Parents should also sign the report on a daily basis. Report cards are kept for students who have previously misbehaved.

## External Suspensions

Where a student has had an external suspension, they have a reintegration meeting with their parent, Head of House and Assistant Head Pastoral. They will be put onto the most appropriate level of report and monitored until the incident is resolved and an improvement is seen in their behaviour.

Crucially: the report system allows for the tutor, classroom teachers and Head of Year/Senior Leader to record praise comments on a daily basis to support students with reengaging with their learning and the school community.

| Report Stage | Sanctions                                                                                                                                                    | Student reports to        |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Green        | None                                                                                                                                                         | Form Tutor – in form time |
| Yellow       | Daily after-school checks. Detentions if there are any causes for concern                                                                                    | Assistant Head of House   |
| Blue         | Daily checks at form time (11am) and after school. Detentions (lunchtime and/or after school if there are any causes for concern).                           | Head of House             |
| Red          | Daily breaktime, lunchtime and afterschool checks (in the Emmaus Room). Loss of social time and after school detentions if there are any causes for concern. | Assistant Head Pastoral   |

Students will remain on report for an arranged period e.g. 3 weeks or until improvement is seen. Failure to improve will result in a move to the next stage of the report system. Reasonable adjustments may be made for students with SEND needs, in consultation with the SENDCo.

## Additional Information

Uniform

The Academy has used the non-statutory guidance on school uniform and recognises that 'uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone... and encourages schools to have a very clear position about appearance such as hair colour, style and length and the wearing of jewellery and make-up'.

If a student is in breach of the Uniform Policy then they will either be given some temporary uniform to wear, sent home to change or will be in internal isolation until their uniform is correct. We do this to ensure that students take pride in their appearance.

Students must display their coloured Year Braid on their blazer pocket and their House Braid on their lapel. Students without a braid will be supported to sew them onto their blazer during a lunchtime detention. These braids are very important in order to identify students.

All students must bring a suitable bag to school.

Please see our Uniform Policy for further information.

## Mobile Phones

In accordance with guidance from The Department of Education (February 2024), mobile phones and other smart technology with similar functions to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) are prohibited throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtimes. The Academy has adopted the recommended 'Never used, seen or heard' policy to support the safety and welfare of our students as they travel to and from school. Phones should be switched off and stored in bags while the student is on the school site. If a student is seen with their mobile phone in school, it will be confiscated by a member of staff and stored securely in the school office. The student will be issued with an appropriate sanction following our Behaviour for Learning Policy. If a student uses their phone to take pictures during the school day on the school premises this will result in confiscation of the phone and internal isolation. Sharing of images or video taken in school will lead to a fixed term suspension. Any mobile phones which are confiscated will be stored securely ready for collection at the end of the academy day (or at a time stipulated by the Head Teacher). The mobile phone must be collected by a parent/carer and will not be directly returned to the student. Parents must make sure that students are able to make their way home from school without using their mobile phone. Parents have a significant role in supporting the school's policy on prohibiting the use of mobile phones and should be encouraged to reinforce and discuss the policy at home as appropriate, including the risks associated with mobile phone use and the benefits of a mobile phone –free environment. Where parents need to contact their child during the school day, they should contact the school office. Sanctions will be given to any student using their phone throughout the day to contact parents regardless of the reason. Schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully.

Headteachers are backed by the DfE to confiscate mobile phones and similar devices for the length of time they deem proportionate. Headteachers, or staff they authorise, have a statutory power to search a pupil or their possessions (including mobile devices) where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item or image (for example an image taken on the school premises). In accordance with the Children and Families Act 2014 and the Equality Act 2010, reasonable adjustment will be made to support students with a medical condition or disability, and this may involve the use of a mobile phone. Sixth Form students are prohibited to use mobile phones on the school site apart from the Sixth Form Common Room/Building during social times. Phones should be out of sight during lessons unless otherwise instructed by a member of staff.

## **Anti-Bullying**

At St. Anthony's Girls' Catholic Academy, in line with our Mercy Ethos, we believe that all of our students have the right to learn in a supportive, caring and safe environment without the fear of being bullied. Examples of unacceptable behaviour towards others include:

- Physical (including sexual assault)
- Verbal abuse (name calling) by teasing or making offensive remarks
- Cyber bullying: use of it by an individual or individuals in a way intended to upset or exploit others.
- Emotional torment: excluding from social groups or spreading rumours.
- Theft or the deliberate destruction of property.
- Any deliberate displays of intolerance on the grounds of difference e.g. race, sexuality, appearance, gender etc.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes or any reference to Special Educational Needs and/or disability. The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in student suicide. Proven instances of bullying will be taken very seriously. Please see our Anti-Bullying policy for further information

## **Sexual Abuse or Harassment**

At St. Anthony's Girls' Catholic Academy, we have a zero-tolerance approach to any form of peer-on-peer sexual abuse or violence or harassment or discrimination.

Staff actively uphold this zero-tolerance stance by following the SCAR approach:

**STOP:** stop when you notice.

**CHALLENGE:** challenge the comment or behaviour.

**ADDRESS:** let the child or young person know that it is not appropriate or acceptable.

**REPORT:** all incidents should be reported to the Designated Safeguarding Lead particularly low level or first offences; it helps to build a picture. Any incidents or actions taken will be done so in line with the school's safeguarding policy.

All incidents will be reported to the Designated Safeguarding Lead in line with the Academy Safeguarding policy.

Please see our Safeguarding and Child Protection Policies.

Types of conduct that are prohibited in the Academy 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 Academy will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or wellbeing.

### **Leaving Site**

Once at school, students are not allowed to leave site unless collected/ organised by a parent or carer.

Students must remain in their designated areas at all times.

### **Harmful substances/weapons**

Under no circumstances can students bring alcohol, tobacco/vaping or drugs onto the school premises. No items that can be used as a weapon are to be brought onto the school site.

### **Serious Incident**

When a more serious behaviour incident takes place the member of staff will log the incident on CPOMS and alert the appropriate members of SLT/the pastoral team. If the incident cannot be dealt with using the departmental sanctions, then the member of SLT on-call should be contacted.

- For serious incidents the student will be instructed to work in isolation while investigations are carried out or for a suitable, fixed amount of time as a sanction for the incident. Parents will be informed.
- If a fixed-term suspension is warranted, students will not be allowed back into school until a reintegration meeting has been held to discuss the reasons for the suspension and the expectations of the Academy following the return of the student.

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, damaging property and to maintain good order in the classroom.

Serious misbehaviours may include but are not restricted to:

For example, if any student;

- Peer on peer abuse
- Any behaviour which is discriminatory in nature (e.g. discriminates 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 groups of individuals including racist, sexist and homophobic or transphobic behaviour
- Is involved with bullying of another student including cyber-bullying; prejudice-based bullying and discriminatory bullying
- Uses ICT or audio/visual recordings in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy
- Sexually abuses or harasses another student
- Sexually abuses or harasses staff
- Makes false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board
- Is involved with illegal drugs or alcohol or tobacco
- Smoking/Vaping
- Possession of banned items (including but not limited to) knives or bladed articles, fireworks, firecrackers
- Truancy
- Steals school property or property belonging to a member of the school community
- Damages school property
- Brings an offensive weapon into school
- Swears at, or is personally insolent to a member of staff
- Defiant to staff
- Physically assaults another student or is physically aggressive to another student
- Physically assaults a member of staff or is physically aggressive towards a member of staff
- Persistent misbehaviour
- Misbehaves in any way whilst on Red Report or whilst on a Behaviour Contract
- Is involved in activities which are prejudicial to the health and safety of member(s) of the school community
- Uses an inordinate amount of staff time

Internal isolation/suspension

- Time in isolation reflects the severity of the incident/ behaviour.
- Only senior pastoral staff (Assistant Heads of House and above) or members of SLT can direct a student to internal isolation.
- Isolation is held in a designated area under the supervision of a teacher.
- If a child is in isolation they will lose social time with their peers.
- Parents are informed.
- Following the isolation period, the student will be issued with an appropriate level of monitoring report.
- A range of strategies and support will be put in place by the class teacher, head of department and pastoral team to prevent a reoccurrence of the incident.
- The SENDCo will be consulted where necessary.

## Suspension (External)

- Punitive and also restorative with reintegration support.
- Head Teacher decides the length of the suspension which may be reasonably adjusted taking into account SEND needs.
- Parents are informed verbally and in writing.
- Prior to the return to school a reintegration meeting is held with parents led by the Assistant Head Pastoral or the Head of House (and SENDCo if appropriate). The Head Teacher or Senior Assistant Headteacher may attend the meeting depending upon the nature of the incident.
- Support is offered from the school and any concerns aired.
- Support offered may include a SENDCo assessment for a possible unidentified or emerging SENDCo need
- The students will be placed on the appropriate level of monitoring report.

**Permanent exclusion** is only ever a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously damage the education or welfare of the student or others in the school.

## External Agencies

We work closely with a range of external agencies and organisations to best support our students with their behaviour (and their families). Examples include:

- Social Services
- Early Help
- The Police
- CAMHS
- CYPS
- Autism Outreach
- Behaviour Support Services

## Discipline beyond the school gates

The Head Teacher will determine an appropriate legal response to the following:

Any unacceptable behaviour where the student is:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a student at the school

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school • Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school.

The Head teacher and Leadership Team will consider each reported incident and deem a suitable or appropriate sanction where necessary. At that point a decision will also be made as to whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the student suffering or being likely to suffer significant harm. In that case the school staff will follow the Safeguarding Policy Guidance.

## **Use of Reasonable Force**

Section 93 of the Education and Inspections Act 2006 details the power of school staff to use reasonable force in certain circumstances.

In accordance with our Mercy Ethos and our Christian Values, as a school we promote the importance of prevention and de-escalation as a means of minimising the need to use reasonable force and other restrictive interventions.

Whole-school measures include:

- Consideration of how the school and classroom environment can support all students to achieve and thrive.
- Sharing best practice for classroom behaviour management using coaching and CPD.
- Training staff in effective communication and de-escalation techniques
- Mental Health and wellbeing support for students as appropriate
- Recording and analysing data on the use of reasonable force to inform improvement planning.

Individual approaches include:

- Working closely with individual pupils and their parents, considering any SEND needs, to mitigate the need for reasonable force
- Implementing strategies including risk assessments and Behaviour Support Plans to support individual pupils
- Giving students time, space and strategies to calm down before their behaviour escalates.

In accordance with section 93a of the Education and Inspections Act 2006, any incident using reasonable force will be recorded by the staff member involved, in writing, as soon as practicable after the event. The Head Teacher and Designated Safeguarding Lead(s) will be informed and the incident logged on CPOMS.

The following must be recorded:

- Name of pupil and staff members(s) involved
- Any relevant contextual information
- Time, date, location and length of the intervention
- Brief account of the incident
- Brief account as to why force was necessary
- Any post-incident support
- How and when parents were notified
- Any action points

Any complaints regarding the use of reasonable force and/or restrictive interventions should be dealt with in accordance with the school's normal complaints procedure.

## Appendix One: Sixth Form Staged Behaviour System

### Sixth Form Staged Behaviour Referral

| Stage          | Action                                                                                                                                                                                                                                              | Review                |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Stage 1</b> | <p>Conversation with <b>Form Tutor</b>.</p> <p><b>Form tutor</b> report put in place.</p> <p>Parents/carers informed by <b>Form Tutor</b> (recorded on sims).</p> <p>Monitor behaviour.</p>                                                         | Review after 2 weeks. |
| <b>Stage 2</b> | <p>If no improvement.</p> <p>Meeting with <b>Year Leader</b>.</p> <p><b>Year Leader</b> report put in place.</p> <p>Parents/carers informed by <b>Year Leader</b> (recorded on sims)</p> <p>Monitor behaviour.</p>                                  | Review after 2 weeks. |
| <b>Stage 3</b> | <p>If no improvement.</p> <p>Meeting with <b>Director of Sixth Form</b></p> <p><b>Director of Sixth Form</b> report put in place.</p> <p>Parents/carers informed by <b>Director of Sixth Form</b>. (recorded on sims)</p> <p>Monitor behaviour.</p> | Review after 2 weeks. |
| <b>Stage 4</b> | <p>If no improvement.</p> <p>Formal meeting with <b>Director of Sixth Form, Year Leader</b>, student and Parents/carers.</p> <p>Minutes recorded and signed by all parties (recorded on sims)</p> <p>Monitor behaviour.</p>                         | Review after 4 weeks. |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Stage 5</b> | <p>If no improvement.</p> <p>Referral to <b>SLT</b> (SS/GH/ ML/FC)</p> <p>Formal meeting with <b>SLT</b>, student and Parents/carers.</p> <p>Minutes recorded and signed by all parties (recorded on sims)</p> <p>Monitor behaviour.</p>                                                                                                                                                                                            | Review after 4 weeks. |
| <b>Stage 6</b> | <p>If no improvement.</p> <p><b>SLT</b> agree for a <b>Governor's contract</b> to be put in place.</p> <p>Minutes recorded and signed by all parties (recorded on sims)</p> <p>Monitor behaviour.</p>                                                                                                                                                                                                                               | Review after 4 weeks. |
| <b>Stage 7</b> | <p>If no improvement permanent exclusion may be considered.</p> <p>A decision to exclude a pupil permanently should only be taken:</p> <ul style="list-style-type: none"> <li>• in response to a serious breach or persistent breaches of the school's behaviour policy; and</li> <li>• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.</li> </ul> | N/A                   |

If involved in a serious incident the serious incident/ suspension protocol will be followed.

(Depending on the nature of the behavioural issue, all or some of the above stages may also be recorded on CPOMS)