ST. JOSEPH'S CATHOLIC ACADEMY NORTON

Student Behaviour and Discipline Policy

STUDENT BEHAVIOUR AND DISCIPLINE POLICY

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
- Education Act 2011
- 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'

Associated Policies and/or reference documents
- Safeguarding and Child Protection
- Anti-Harassment and bullying
- SEND Policy and SEND Code of Practice
- Uniform Policy
- Use of Reasonable force - MAT
- Exclusions guidance (LA and DFE)
- Acceptable Use
- E-Safety

Roles and Responsibilities

Governors

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/Principal

The Headteacher/Principal 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

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 Well-being 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

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

Parents are expected to:
- Support their child in adhering to the student conduct and behaviour expectations – see below
- 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 – see website
- Support staff to ensure a consistent approach

Aims:

Teachers should demonstrate their own adherence to the underlying Christian values of the School 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

Core Principles:

"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
- **DEVELOPNG** 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 pupils 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 pupils complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of pupils
- keep children safe - see Safeguarding Policy

St. Joseph's is committed to:
- Children have a right to attend school in safety and to learn without disruption.
- 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 Recognitions and Rewards below
- 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

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 humiliate, intimidate, frighten or demean the individual
- 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:
<u>**Code of Behaviour**</u>
At St. Joseph's School we recognise that inappropriate behaviour will arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that children have a right to learn and that teachers have right to teach. No-one should be prevented from learning by the poor behaviour of others.

St. Joseph's 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.

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.

<u>**School Rules**</u>
Our behaviour policy applies both inside school, on the playground, in church and outside of school on visits. These are our only rules – Be Ready, Be Respectful and Be Safe.

Be READY	Be RESPECTFUL	Be SAFE
- To learn - To listen - To work hard - In the line	- Be kind - Be truthful - Be helpful - Listen to others - Look after property	- Be gentle - Walk round school quietly - Ask permission to come into school at playtimes - Play with equipment safely

Copies of these rules are displayed in classrooms and in other public areas of the school.

As a minimum, pupils are expected to:

- Comply with all school rules and expectations
- Conduct themselves around the school in a safe, sensible and respectful manner
- Arrive at school on time and enter the room quietly
- Stop when another teacher or visitor enters the room and greet them appropriately
- Come to school properly equipped for lessons
- Treat others, their work and equipment with respect
- Follow teachers' instructions
- Refrain from being argumentative or defiant
- Produce their very best class and homework
- Have respect for the school environment.

Expected behaviour at break and lunchtime:

Pupils should conduct themselves in an orderly fashion in corridors, the dining rooms and wet weather classrooms.

In good weather, students should go outside to the designated areas. During wet weather, pupils will stay in their classrooms. They should not run around or eat in these rooms.

Students misbehaving during these times will have appropriate sanctions imposed.

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):

Mobile phones must **_not_** be used inside the building. If a student is seen using his/her phone inside, without direct permission from a member of staff, the phone will be confiscated and should be collected at the end of the School day. 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:
We aim to be positive and proactive in encouraging good behaviour and all staff play a role in this. We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie. They also need to know what will happen if they make the wrong choices. Staff use praise and positive reinforcement to promote caring attitudes among the children. By giving children responsibility and a chance to make decisions, we try to build self-esteem and the foundation of good citizenship. Older children act as role models for younger children. We do expect children to be courteous to all members of staff and to each other and to respond promptly to instructions given by adults. We believe that sanctions are most effective if applied fairly and calmly. Children are given the opportunity to explain the reasons for their actions. Pupils need to know what wrong decision they have made and are given the opportunity to make amends. Staff discuss problem behaviour with all pupils involved. Any sanctions are applied in a way that maintains self-respect and not used to humiliate.

On occasion it does prove necessary to make use of sanctions. Different methods work for different children and staff will judge carefully the most appropriate approach. It is important to state that the majority of children conform willingly to our code of behaviour and enjoy their life at school to the full. Some children, however, need to be heled to make the right choices. A few children do need a specific behaviour programme planned to meet their needs and help them behave acceptably and gain the most they can from school life.

<u>**A Common Language**</u>
At St Joseph's we have a common language when dealing with any instances of unacceptable behaviour. We talk to the children about the importance of making the right choice rather than the wrong choice. In any incident we aim to establish who made the first wrong choice and emphasise that at this point an adult should be asked to intervene. If more than one wrong choice is made incidents will escalate and it is important that the children understand this.

<u>**Restorative Practice**</u>
St. Joseph's Catholic Academy uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable, and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the scripted questions below:

To respond to challenging behaviour:
- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those harmed by others' actions:
- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

'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.

Rewards

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.

1) Stars or stickers given by the class teacher for good work or effort.
2) House tokens awarded for attitude or effort
3) 'Above and Beyond' board in each class for going over and above what is generally expected.
4) Visiting a Key Stage Leader, Deputy Head Teacher or Head Teacher to show good work
5) Sharing good work and behaviour during Celebration Assembly.
6) Lunchtime awards for thoughtful and helpful behaviour (given by lunchtime staff)
7) Class teachers mention the child's success to parents in person or by a phone call, or postcard home.
8) Head Teacher Award certificates in recognition of those who go 'Above and Beyond'.
9) Virtues Champion weekly certificate awarded in celebration assembly
10) Star Learning Champion weekly certificate awarded in celebration assembly
11) Behaviour Champion weekly certificate awarded in celebration assembly

In addition to this, children on a specific behaviour programme may be given stickers on a chart, which records improving behaviour.

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. Working in partnership with parents to support pupil learning and behaviour is the key to St Joseph'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 guiltily
- 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:

- Verbal warning
- Withdrawal from classroom
- Cooling off period
- Behaviour/punctuality/Monitoring reports
- Multi agency assessments
- Meetings with parents
- **A variety of forms of detention (e.g. break and lunchtimes/after school following communication with parents) and where this will not compromise a student's safety. 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.
- Confiscation of property **-** 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 which poses a health or safety threat/illegal items. It also has the power to search without consent for prohibited items including (not an exhaustive list):
  - ➢ Stolen items
  - ➢ 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 school rules such as chewing gum, aerosol sprays, energy drinks.
  - ➢ Mobile phone or electronic device

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 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.

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.

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.

SANCTIONS to encourage good behaviour

In the majority of cases positive reinforcement of good behaviour will prevent inappropriate behaviour, on other occasions a firm reminder will be sufficient.

	Behaviour triggers	Strategies	Action
Level 1	• Not getting on with work • Stopping other children from working • Talking at the wrong time • Being cheeky to any member of staff • Running inside the school • Rough play in the playground	**1 Warning.** "This is a warning"…then explain what the behaviour trigger is. **2 Reminder** If the behaviour continues. "This is your reminder" **3 Time Out** A five minute 'time out' either in a quiet area in the classroom, or walking around the playground with a duty adult during lunchtime or breaktime if the behaviour is outside.	Teacher records child's name in class behaviour book when child reaches stage 3. 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.
	• Pushing other children • 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 • Unkindness to 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 Behaviour Book with the KS Leader. The class teacher and KS Leader will decide whether to inform parents immediately by telephone or simply record details in the KS Behaviour Book.

Level 3	• Throwing things in a dangerous manner • Persistent insolence • Using violence towards others • Threatening or intimidating others • Persistent name-calling or teasing, including homophobic and racist taunts • Persistent use of inappropriate language or obscene hand gestures • Persistent disruption from stages 1 and 2 with no sign of improvement. • Deliberately causing damage to property • Persistent disobedience • Stealing • Spitting at others • Persistent dishonesty • Leaving school premises without permission • Bringing anything dangerous into school • Breaching E-safety agreements	Level 3 involves the child and his or her parents and the Head teacher or the Deputy Head teacher in her absence.	It consists of three stages: 1. Informing Parents by letter or by telephone call. 2. Placing child on a Behaviour Plan for 2 weeks. 3. Fixed Term Exclusion internal or external. (KS2 only) 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. (KS2 only)
Level 4	Behaviour triggers for level 4 • Using severe violence towards any person in the school		Level 4 is the most serious and will warrant instant and/or permanent exclusion by the Head Teacher. (KS2 only)

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
- LA Graduated responses (e.g. reduced/personalised timetable)
- Personalised support programmes (e.g. anger management/self-esteem/resilience)
- One to one mentoring sessions (e.g. with well-being co-ordinator)
- Multi-agency working (e.g. Early Help/Switch)
- Engaging with parents

Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

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 Key Stage Leader (lesson disruption, disruption during breaks and lunchtime).

Classroom Management and Classroom Environment:
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 Key Stage Leader outlining the problem and action taken by them. Key Stage Leaders must accept responsibility for classroom standards in their teams and must monitor the classroom management of staff in their Key Stage. They should impose sanctions on referred students and liaise with the Deputy Head Teacher to ensure that behaviour monitoring and records are kept up to date.
Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

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.

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.

Punctuality:
Pupils who are regularly late for school should be monitored by their class teacher. If a pupil continues to arrive late for school, the class teacher should refer this information to the Well-being/PSA Lead who should request a telephone call home/ referral to Early Help/ letter home to parents. – see also Attendance Policy.

Dress code
Pupils must be challenged by all members of staff if they fail to comply with uniform regulations (including length of skirts/appropriate footwear/jewellery) and sanctions imposed on repeated offenders – see also Uniform Policy

Homework:

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 Key Stage Leader.

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.

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
- Visual timetables and a structured routine
- 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 - see also MAT Policy

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. 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 be 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 appendices 2 and 3

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. This prepares them well for their next steps, be it post 16 education, an apprenticeship or a job with training.

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 Fixed Term Exclusion (FTE)
- time to reflect and move forward

Internal exclusion should not become:
- a provision for long-term respite care
- a dumping ground for pupils who may need specific support
- a 'badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- a fast track to permanent exclusion

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
- Violent behaviour
- Wounding
- 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
- Physical
- Cyber/Online bullying
- Homophobic bullying
- Racist 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/	

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_____