



## WHOLE SCHOOL ACHIEVEMENT AND BEHAVIOUR POLICY

### 1. Rationale:

Our school seeks to support the development of each individual and is committed to providing opportunities for spiritual, physical, mental and cultural growth in an atmosphere of mutual trust.

We seek to provide an environment in which effective teaching and learning can occur, where the qualities of trust, honesty, fairness, tolerance, compassion, respect for self, others and property are valued and pursued.

Our policy should be considered in the light of the school's Mission Statement and seeks to provide a clear framework of what is acceptable in terms of behaviour, attitude and activity.


### 2. Policy Formation Consultation :

During the formation of the Policy, both School Council and Staff were consulted. Minor amendments were proposed and included. Consultation was on-going with Pastoral staff during the formulation of the policy.

### 3. Policy Review:

This Policy will be reviewed annually:

Date Policy Adopted:	21 November 2017	Curriculum and Standards Meeting
Date Policy Updated: Changes approved	16 June 2020	Full Governing Body Meeting
Date Policy Updated: Changes approved	14 June 2021 22 June 2021	Full Governing Body Meeting
Date Policy Updated: Changes approved	06 December 2022 06 December 2022	Full Governing Body Meeting [Covid restrictions removed]
Date Policy Updated: Changes approved	02 October 2023 03 October 2023	Quality of Education Committee
Date Policy Updated: Changes approved	03 March 2025 18 March 2025	Full Governing Body Meeting

Signed :  Mr S Westhead, Chair of the Governing Body

Signed:  Mr M J Dumican, Headteacher

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## 4. Policy Organisation

### 4.1 Expectations

It is important that pupils know what is expected of them, in terms of behaviour and attitude.

This is encapsulated in the Code of Conduct which is found in all pupil planners and is Contained within the staff handbook (Appendix 1). A copy of the policy is also available on the School website.

### 4.2 Classroom Behaviour

To achieve a consistency of approach and provide clarity for our pupils, a general code based on respect is in the pupil planner, along with a Classroom Code of Conduct which is also displayed in all classrooms.

Pupils will be expected to:

- Arrive on time to all lessons fully equipped for work.
- Arrive wearing correct, full school uniform.
- Enter classrooms, on the direction of the teacher, quietly and sensibly.
- Stand at their place to be welcomed/greeted by their teacher.
- Remain in their place unless asked/allowed to move by the teacher.
- Listen to and follow instructions carefully and properly.
- Raise their hand when they wish to speak or answer a question. Pupils should not interrupt a teacher when he/she is talking.
- Treat others in the class, (pupils and teacher) and their work with courtesy and respect.
- Pupils must not distract others from getting on with their work.
- Defiance towards a member of staff will not be tolerated.
- At the end of the lesson, only pack equipment away when the teacher instructs this. When told to do this, pack away quietly and sensibly and remain at your place until dismissed.

This code of conduct is 'generic' and should be seen as a minimum standard. Subject areas may wish to include other more specific items, which are relevant to their teaching discipline.

If pupils decide to "break" the agreed code of conduct, they must take responsibility for their own actions and face up to the consequences.

### 4.3 Consequences and Sanctions

Each incident of unacceptable behaviour will be unique and will be dealt with on its merits. However, it is expected that all subject areas will utilise the sanctions set out below as befits the incident.

**Minor incident in classroom:** *Possible consequence*

- Verbal warning by teacher.
- Adjustment of seating arrangement for pupils concerned.

**More serious incident or repetition of previous unacceptable behaviour.**

- Final warning given to pupil.
- 25 minute lunchtime detention given. This will be served on the same day for morning lessons and on the following day for afternoon lessons. Detentions will also be recorded on Arbor and parents have access to this via the parent portal.

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### **Serious incident/Failure to attend lunchtime detention.**

The pupil(s) will be set an after school detention. This should last between 30 and 60 minutes.

- If a pupil fails to attend an after school detention, the teacher will contact parents to give the pupil the opportunity to do the detention that same day, or at another time convenient for the teacher.
- If the pupil chooses not to attend the rearranged detention, they will be sent home with a letter issued by the Head of Department informing them of a 'last chance' detention.
- Failure to attend this will result in a Headteacher's detention which will for an hour on the following Friday.

4.4 Staff are requested to enter all instances of misbehaviour onto the behaviour log of the pupil on Arbor which can be viewed via the parent portal.

## **5. Detentions**

Teachers have the legal power to put pupils in detention. Parents will be given 24 hours' notice of any after school detention. Parental consent to detention is not required. However, the school should act reasonably and take into consideration:-

- That after school detention is a serious sanction.
- The travel arrangements for pupils reliant on home school transport.
- The age of the pupil concerned.
- Where a lunchtime detention is applied, pupils have sufficient time to eat, drink and use the toilet.

## **6. Behaviour in and around school**

### **Entering and Leaving the Classroom:**

- Pupils should enter and leave teaching rooms in a quiet, orderly and respectful manner.
- Boisterous, loud behaviour when entering or leaving a classroom is unacceptable and should be dealt with appropriately by the classroom teacher.
- An attendance register should be taken by teachers at the beginning of each lesson. This will enable us to confirm the whereabouts of all pupils and reduce post registration truancies.
- Pupils should be formally dismissed by their classroom teacher. They should remain in their places until instructed to leave. Staff and pupils should ensure that classrooms are litter free, that furniture is correctly positioned and that the room is 'fit' for the next class.
- Staff should ensure that pupils' uniform is worn correctly before they leave the classroom at the end of each lesson. This is particularly important at registration periods. Children should not put on their outdoor coat until they have left the room (weather permitting).

### **Moving Between Lessons:**

- Pupils must proceed quietly and quickly between lessons. The general expectation is that the class should arrive as a group and wait to be instructed to enter their classroom.
- Obvious lateness for lessons is unacceptable and should be dealt with by the classroom teacher. Depending on distance, pupils should arrive no later than 3-4 mins after the bell. This, of course, is dependent on staff dismissing classes on time.

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- Pupils should only need to visit the toilet before registration, at morning break and at lunchtime. If pupils need to go to the toilet at other times, they should gain permission from their class teacher who will fill in the appropriate section of their 'Respect Card'.
  - Movement around school requires co-operation of all concerned. In corridors (and under the covered way) pupils should walk (not run) on the left hand side. Pupils should not walk more than two abreast. There must be an insistence that pupils walk inside the school buildings. Pupils caught running or pushing others should be dealt with by the staff concerned and 'Respect Cards' should be signed if necessary.

Staff are asked to insist that pupils behave appropriately in corridors, staircases and when moving around school. Unacceptable behaviour should be dealt with 'on the spot' by attendant staff.

During 'changeover' between lessons, staff are asked to actively monitor behaviour outside their teaching room and in corridors. Any instances of unacceptable behaviour must be challenged and dealt with and 'Respect Cards' should be signed if necessary.

Only staff and prefects are allowed to use the M6 corridor as a thoroughfare during the school day.

Staff are asked to implement this rule when in the area.

There is an expectation that pupils will allow adults to pass through a doorway before them and will 'give way'. This is purely a sign of respect and manners expressed through the behaviour of the pupil.

Pushing or 'barging' through doorways is unacceptable.

#### **At Break and Lunchtimes:**

- Pupils can access all dining facilities at break and lunchtime.

This privilege is dependent upon good behaviour and on absence of litter on the tables or on the floor.

- Years 7 only are allowed to spend breaks and lunchtimes on the yard between Art and MFL.
- Years 8/9/10/11 are allowed to use the main playground, and the Science/Tech quadrangle.
- All ball games MUST only take place on the fenced play areas (formerly tennis courts).
- The area behind the new Science Laboratories, the path around the MUGA are for access only and should not be used as a play area.
- The school fields are "out of bounds". This rule may be relaxed in the summer term depending on weather conditions.
- All food must be consumed in the designated dining areas. Pupils are not allowed to eat outside the dining areas. Pupils must use the bins provided and anyone found dropping litter will be dealt with appropriately.

## **7. Referral Procedures**

- 7.1 It is expected that most qualified teachers will have developed a number of successful behaviour strategies during their teaching practice which they can utilise to create a calm and positive working environment within the classroom. Teachers should not hesitate to use appropriate sanctions when pupils do not adhere to the school's code of conduct. New teachers should understand this is part of the process where 'challenging' exchanges might take place whilst relationships are being established. However, all teachers, occasionally experience new and/or difficult situations and they should be encouraged to ask for support as soon as is required. If a situation is left unaddressed, it can sometimes be difficult to re-assert themselves with a class.

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- 7.2 The practice of putting pupils outside a classroom, where they are effectively unsupervised is NOT acceptable. IN ONLY MOST URGENT AND EXTREME CASES, e.g. gross insolence, violence, complete disobedience, which make it impossible for the lesson to continue, should a pupil be excluded from the lesson.

If such an incident occurs, then the pupil MUST be referred to the HOD in the first instance.

- 7.3 If the situation cannot be resolved by utilising the existing procedures within the curriculum area, assistance must be sought elsewhere. Pastoral Support Staff are available to assist and, in consultation with the teacher concerned, are available to support in class or remove the pupil concerned from the classroom.
- 7.4 However, in cases of serious misbehaviour, a member of SLT should be contacted, who will attend and decide the appropriate course of action.

#### 7.5 Referrals within the Pastoral Structure

All teachers are 'pastoral' teachers and so the division between classroom and pastoral responsibility is an artificial one; one used mainly for administrative purposes. There is an expectation that all staff will take appropriate action to deal with incidents which they witness within the course of their daily work.

##### 7.5.1 Pupils arrive at the Director of Learning door via a variety of routes:-

- Referral by form teacher
- Referral by subject teacher via HOD
- Referral by HOD
- Referral by DHT/HT
- Referral by other adult/prefect

The action taken by the Director of Learning will vary depending on the circumstances and nature of the offence.

To achieve consistency of approach and provide clarity for our pupils, Achievement and Behaviour posters are in pupil planners and displayed in all classrooms (see Appendix 7).

However, the range of sanctions currently in use is:-

- a) Discussions with pupils
- b) Simple reprimand
- c) Behaviour Points awarded and recorded on Arbor
- d) Formal reprimand
- e) Formal interview
- f) Set task – written exercise
- g) Withdrawal of privileges – such as “off the yard at break or lunchtime” usually for disregard of school rules regarding appearance
- h) **Formal detention:**  
After school (30 mins for Y7 and 1hr for Y8-11). Parent informed by letter, or by a note in the journal – 24 hours' notice given
- i) **SLT Detention:**  
Pupils are supervised by SLT throughout lunchtime. This detention is issued when behaviour is of a serious nature.

#### **DoL detention**

Pupils are supervised throughout lunchtime. Detention can be issued because of uniform misdemeanours or punctuality.

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- j) **Headteacher's detention:** after school for 60 minutes. Written work set – parents contacted. This sanction is intended for serious or persistent offenders
  - k) **Remove:**  
This is a sanction for more serious incidents such as violent conduct, gross defiance, disregard of school rules on a persistent basis or possession of controlled substance.
  - l) **Inclusion:**  
This is intended for those pupils who repeatedly offend and the intention is that they would work with the Inclusion team and reflect on their behaviour for an agreed period of time
  - m) **Letter home to parents expressing concern** – parents asked to contact school to discuss the matter
  - n) **Letter home to parents requesting parental visit** – appointment made for parents to see appropriate Senior Learning Co-ordinator
  - o) **Use of report cards** signed by teacher, Director of Learning/parents for punctuality/attendance/behaviour/effort/attitude/quality of classwork homework/uniform standards
  - p) **Referral to SLT** link by Director of Learning and where necessary referral to DHT responsible for pupil welfare intended for serious offences after staged sanctions have failed to produce an improvement
  - q) **Exclusion** – Fixed term exclusion up to 15 days per term. Pupil excluded by the HT.
  - r) **Procedures followed** as stated in “**Exclusions Policy**”. Sanctions may be applied on re-admission.
  - s) An **Individual Behaviour Plan** is a strategy used by the school to focus the students’ attention on specific behaviour which are giving cause for concern. This is time limited and is formally set up and formally closed. It is preferable that the DoL parents, the pupil and a member of the SLT are present at the setting up of an IBP.
  - t) **Respite Placements:** These operate between schools within the “faith consortium”. (St Peter’s, St John Fisher and St Mary’s). Each school will offer a 6-week respite placement to pupils who have failed their IBP and whose place in the school is at risk. A respite placement may be pre or mid PSP.
  - u) **Pastoral Support Plan** for 16 weeks to include targets for behaviour, internal and external support, planned review periods
  - v) **Permanent Exclusion** – Only applied where all attempts to improve the situation have failed (see “Exclusions Policy”) and usually where a pupil has unsuccessfully completed a P.S.P. However a pupil may be permanently excluded without being on a P.S.P. for a serious breach of the school’s Achievement & Behaviour Policy if allowing the pupil to remain at school would seriously harm the education or welfare of the pupil or others in the school.

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## 8. **Rewards**

- 8.1 It is our intention to recognise and to celebrate the successes of our youngsters covering the broadest range of academic and non-academic achievements. Our school aims to find the variety of achievements worth recognising and a variety of ways of doing so.
- 8.2 The range and variety of awards currently in use reflect an ethos that values achievements including academic excellence. These include:-
- Verbal praise
  - Written comments on work
  - The achievement point.
  - Respect cards
  - Award of certificates for attendance, excellence or effort in lessons, school council membership, and other extra-curricular activities. (Pupils select items for inclusion in their Summative Record of Achievement)
  - Department postcards
  - Headteacher postcards
  - Recognition/presentation at Assembly by HT/DoL
  - Enhanced status: Head Boy/Girl, House Captains, Prefects, Form Captains, Year Council,
  - School Council
  - Extra-curricular trips/visits
- 8.3 The achievement point competition runs throughout the year. Pupils are awarded achievement points for good work, extra effort, improvement or similar achievement. These marks are recorded against individual pupils and displayed on the school intranet.
- 8.4 The school seeks to provide incentives for pupils to gain achievement points. At the end of each Half-term, pupils gaining most achievement points in each form/year receive an award and/or become eligible for a prize.
- 8.5 The house with the highest total of achievement points at the end of the school year is awarded the Competition Trophy which it holds for twelve months.

## 9. **Dissemination of the Policy**

- 9.1 The new draft policy will be presented to all staff for comment. This will be placed on the agendas of subsequent Department and Year Team meetings. As a result of these discussions, appropriate amendments (where necessary) will be made.
- 9.2 The school council will be invited to discuss and comment on relevant section of the policy.
- 9.3 Parents will be consulted via the school's website.
- 9.4 After the consultation process has occurred, appropriate amendments will be made before the policy is presented to the Governing Body for comment.

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## 10. **Procedures for Monitoring and Evaluation**

- 10.1 As rewards and sanctions affect all staff, the success (or otherwise) of the systems will be monitored regularly by all staff and evaluated at Year Team and departmental meetings. This aspect of monitoring and evaluation is on-going.
- 10.2 Behaviour and Discipline will be regularly discussed at the Pastoral Management meetings. Recommendations made here will be put forward to School Leadership Group.
- 10.3 The DHT will liaise regularly with the HT and other members of the School Leadership Team to monitor the effectiveness of the procedures and put into effect any changes which will improve system. The evaluation process is on-going.

## 11. **Other Policies**

The Whole School Behaviour Policy should be considered in liaison with all other school policies.





## St Edmund Arrowsmith Catholic High School

*Prepare the way of the Lord*

### Code of Conduct

As a member of our school community, you should

#### SHOW RESPECT AT ALL TIMES

For oneself

- Pride in yourself
- Punctuality
- Tidiness in uniform and work
- Truthfulness

For others

- Respond respectfully to requests
- Listen to others
- Show sympathy and tolerance
- Use appropriate language and manners  
(address teachers as Sir or Miss)
- Move quietly and sensibly around the school

For property

- Take care of school property
- Keep the school clean
- Put litter in the bins provided (including chewing gum)

#### SHOW RESPECT AT ALL TIMES

## Use of Reasonable Force

1. What is reasonable force?
  - (i) Force is usually used either to control or restrain.
  - (ii) Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
  - (iii) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
  
2. Who can use reasonable force?
  - (i) All members of school staff have a legal power to use reasonable force<sup>1</sup>
  
3. When can reasonable force be used?
  - (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
  - (ii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
  
4. Schools can use reasonable force 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.
  - Restrain a pupil at risk of harming themselves through physical outbursts.

## **School's Approach to the Use of Force**

Our school does not have a "no contact" policy. We take our duty of care seriously and believe it is our responsibility to prevent pupils from harming themselves or others.

Where it is deemed necessary to use force to control or restrain a pupil, a record of the incident should be made by the member of staff concerned. Parents will be informed when force is used in relation to their child.

## **Complaints about the Use of Force**

- All complaints will be treated seriously and will be thoroughly investigated.
- Where a complaint is made, the onus is on the person making the complaint to prove the allegations are true. It is not for the member of staff to show that he/she has acted reasonably.
- Where a complaint is made, schools must consider the circumstances of the case before deciding if the incident warrants the person concerned being suspended.
- As employers, schools have a duty of care toward employees. It is important that appropriate pastoral care is provided for any member of staff who is subject to a formal allegation following a use of force incident.

## **Pupils' Conduct Outside the School Gates – Teachers' Powers**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Subject to the school's behaviour policy, the teacher may discipline a pupil for:-

### Any misbehaviour when the child is:

- Taking part in any school-organised or school- related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil 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 pupil or member of the public
- Could adversely affect the reputation of the school

## **Searching and Confiscation**

### Key Points

1. School staff can search a pupil for any item banned under the school rules.
2. Headteachers and staff authorised by them have a statutory power to search pupils of their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, legal/ illegal drugs, cigarettes, e-cigarettes, matches, lighters and stolen items.
3. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

### Searching with consent

1. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
2. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
3. A pupil refusing to co-operate with such a search raises the same kind of issues as when a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### Searching without consent

If a pupil refuses to comply with a reasonable request to turn out their pockets or empty their school bags, they will be taken in to the isolation room and parents contacted.

### When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### Authorising members of staff

1. The Headteacher will decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
2. The person conducting the search must be the same sex as the pupil being searched. There must also be an adult witness of the same sex as the pupil being searched.

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2 "All schools" include Academies, Free Schools, independent schools and all types of maintained schools.

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## Training for school staff

All staff who are authorised to conduct a search of a pupil suspected of possessing a banned item/ substance will have had basic training in searching techniques.

## Establishing grounds for a search

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

## Location of a search

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

## Extent of the search – clothes, possessions, desks and lockers

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin. Outer clothing includes hats, shoes, boots, gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- If a pupil does not consent to a search, the pupil will be taken to isolation and parents will be contacted. If appropriate, the school will involve the police and they will advise the school on the next steps of the process.

## After the search

The power to seize and confiscate items:-

- The member of staff can use their discretion to confiscate, retain and/or destroy any item as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it.

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- Where they find controlled drugs, these must be delivered to the police as soon as possible.
  - Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
  - Where they find stolen items, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases.
  - However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).
  - Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

#### Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found.

## The Use of Remove as a Sanction

### Procedures

Pupils find themselves placed in isolation for a number of reasons. These may include:-

- Absolute refusal to cooperate with staff request.
- Aggression towards any other member of the school community.
- Involvement in a 'serious incident' while on school premises.
- Persistent disregard for school rules and procedures (including extremes of personal appearance).

The majority of placements are reactive to specific school situations. Some however, are proactive and imposed as a higher range sanction.

Other than fixed term exclusion, placing a pupil in Isolation is the most serious sanction we have in our 'armoury'. The 'offence' committed should therefore merit a sanction of such gravity.

Pupils can only be referred by staff to be placed in isolation.

- a) Members of the SLT are the only 'gate keepers' and authorise the placements. The room can only accommodate 4 pupils at any one time and as such, admission needs to be controlled. The gate keepers also offer consistency to the process of placing a pupil in isolation.
- b) There is an expectation that either all other sanctions have been exhausted or the incident is so severe that the immediate removal from the classroom is necessary.
- c) At the point of entry pupils may be referred to Inclusion instead of Isolation in consultation with DoL/HOD and SLT.
- d) Pupils may spend time in Inclusion following a period in Isolation. (See Appendix 6)
- e) Pupils will usually spend between 1 and 3 days in isolation. It is extremely rare for a pupil to be in isolation for any single or double period unless the incident occurs at the end of the school day.
- f) Parents must be contacted when their child has been placed in isolation. This is to explain the reason for the action and seek parental support to ensure there is no repetition of the offending behaviour.
- g) Parents are contacted by letter when their child is put in isolation. Depending on the circumstances, a parent should expect to be contacted by school by phone or letter or should be invited to attend an interview with the DoL/HoD and SLT.
- h) If a pupil refuses to go into 'Remove' parents should be contacted and the pupil sent home. Parents will then be requested in for a meeting with DoL/HoD and SLT. If parents cannot be contacted, the pupil will remain under the supervision of the Pastoral Assistant/SLT. Pupils will only be readmitted on the condition that they spend the allocated time in the isolation room.
- i) Pupils who misbehave while in isolation or do not cooperate with the member of staff concerned will be sent home.
- j) Pupils who miss departmental detentions should be treated in accordance with the Whole School Behaviour Policy.
- k) Pupils who miss 'pastoral detentions' should be treated in the same manner as departmental detentions.



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- l) Pupils who miss after school detentions should not be placed in isolation unless under exceptional circumstances (discussed with a member of SLT).
  - m) Pupils placed in 'Remove' will be set work according to their timetable in most cases. Where this is not possible, appropriate work will be set by the member of staff on duty.
  - n) DHI/DCO will organise the facility and will ensure appropriate work is available for pupils who find themselves in isolation. HODs can, of course send specific work to isolation for pupils to complete, where appropriate.
  - o) A record of pupils who spend time in 'Remove' will be kept.
  - p) The 'Remove' room is supervised on a rota basis. Where a Cover Supervisor is available, they will take the place of the person on rota.

## **The use of Inclusion**

### **Procedures**

Pupils find themselves placed in inclusion for a number of reasons. These may include:-

- Pupils who repeatedly display the same unacceptable behaviour.
- Pupils who are clearly distressed by an incident.
- Pupils who need time out of class to reflect on their behaviour.
- Pupils who are accessing an alternative curriculum or who are on a reduced timetable.

Some placements are reactive to specific school situations. Some however, are proactive and imposed as a means of improving unacceptable behaviour and reintegrating pupils back into class and hopefully preventing pupils from reoffending.

Staff and pupils will be spoken to individually to ascertain the reasons for the incidents of poor behaviour and then explore strategies to prevent a reoccurrence.



# ACHIEVEMENT PROCEDURES

## CHOOSE YOUR BEHAVIOUR • AFFECT YOUR OUTCOME

1

### Tier 1 achievement - 1 achievement point

- Excellent attitude to classwork/homework.
- Tasks completed to a high standard.
- Has the ability to self-reflect and make significant improvement.
- Perseveres when faced with challenge.
- Respects staff and peers.
- Positive contribution to the lesson/tutor group
- Supports charity events.
- Excellent organisation.
- Excellent preparation for assessment.
- Supporting Catholic ethos of school.

### Tier 1 achievement - responsibility of all staff (weekly)

- Comment based marking.
- Verbal praise.
- Contact with home.
- Achievement points.

2

### Tier 2 Achievement - 2 achievement points

- Supporting school events.
- 100% attendance in a term.
- 100% punctuality in a term.
- Significant progress.

### Tier 2 achievement - responsibility of HoD/DeL (half-termly)

- DeL certificate.
- Headteacher blog.
- Achievement points.
- Attendance draw.

3

### Tier 3 achievement - 5 achievement points.

- Sustained contribution to learning (subject based).
- Representing school.
- Excellent role model.
- Excellent attendance at extra-curricular activities.

### Tier 3 achievement - responsibility of HoD/DeL (termly)

- Achievement points.
- Postcard home.
- Curriculum certificate.

4

### Tier 4 achievement - 10 achievement points.

- Consistent excellent behaviour.
- Exceptional academic performance.
- Exceptional performance in sports, arts or internal school events.

### Tier 4 achievement - DeL (Every data drop)

- Postcard home.
- Celebration assembly.
- SLC certificate.
- Name in school newsletter.
- Name in Headteacher blog.
- Rewards/vouchers.



# BEHAVIOUR PROCEDURES

CHOOSE YOUR BEHAVIOUR • AFFECT YOUR OUTCOME

1

**Tier 1 - Low level incidents in the classroom might include:**

- Disruption.
- Being ill-prepared for lesson.
- Inappropriate behaviour comments.
- Lack of effort.
- Uncooperative.
- Respect Card comment/Uniform Card comment.
- Incomplete homework.

**Tier 1 - Responsibility of all staff.**

- Verbal warning.
- Adjustment of seating arrangements.
- 25 minute lunchtime detention.

**The incident WILL be recorded on Arbor and shared with form tutor.**

2

**Tier 2 - Serious class incidents might include:**

- A series of disruptive/poor behaviour.
- Misuse of equipment/mobile phone.
- Missed lunchtime detention/Intervention.
- No homework.

**Tier 2 - Responsibility of all staff.**

- **HoD should be notified.**
- 30-60 minute lunch/after-school detention.
- Parents should be contacted via a note in journal or a letter home.
- Subject Behaviour Card.

**The incident WILL be recorded on Arbor.**

3

**Tier 3 - Incidents of persistent ~~misbehaviour~~ Major incidents might include:**

- Blatant lack of respect/courtesy.
- Persistent disruption in a number of subjects.
- Persistent lack of motivation in a number of subjects.
- Missed after-school detention.
- Damage to property/equipment.
- Inappropriate behaviour on the bus.
- Haircut unsuitable.
- No Respect Card.

**Tier 3 - DoI/HoD/All staff**

- Withdrawal of privileges.
- SLT detention/D O L / Headteacher's detention.
- Parents contacted/ invited into school.
- Round Robin.
- Behaviour Card.
- **No Respect Card will result in an instant detention.**
- Y7 - lunchtime detention, Y8-11 - after school detention. The incident WILL be recorded on Arbor.

4

**Tier 4 - Persistently breaking the code of conduct across school despite Tier 3 sanctions and interventions.**

- Such incidents might include:
- Fighting/violent behaviour/racist abuse.
  - Persistent disregard for school rules and procedures (defiance, homework, lateness, disruption, uniform issues).
  - Smoking related incident.
  - Social media related incident.
  - Truancy.
  - Theft.

**Tier 4 - DoI/SLT**

- Referral to SLT link person/ DfT.
- Interview with pupil and parent.
- Exclusion.
- Inclusion.
- Individual Behaviour Plan.
- Respite placements.
- Pastoral Support Plan.
- Remove.

**The incident WILL be recorded on Arbor.**