



The English Martyrs Catholic School and Sixth Form College

Student Behaviour and Discipline Policy

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Statement of intent

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

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

(Colossians 3:15-16)

Our Values:

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

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

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

Ethos

- We are a Catholic School and base all our work on our faith and virtues.
- We believe that excellent behaviour enables a student to flourish academically, socially, pastorally and spiritually.
- We believe that it is important that English Martyrs is a safe, caring and inclusive place where learners can achieve their full potential.
- It is both our aim and our expectation that all students are positive and put 100% effort into all that they do.
- This includes being prepared for lessons, punctual to school, properly equipped, completing all homework and demonstrating excellent behaviour for learning both in and outside of lessons.

Our overarching culture for Behaviour and Attitudes:

- Have excellent attendance and be punctual
- Follow the school uniform policy
- Be equipped and ready to learn
- Ask for help when needed and listen to advice
- Be ambitious for yourselves and others
- Take an active part in lessons and in enrichment.

Basic expectations and school rules Further details are given in Appendix A Student conduct and behaviour expectations.

The school 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 section 8.

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 is 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 students 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 students 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 students and staff is promoted through the informal curriculum (enrichment), including leadership practice, policies, values, character development and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' contribution to society, health and wellbeing.

LEGAL FRAMEWORK AND GUIDANCE

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

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

Associated Policies and/or reference documents

- Safeguarding and Child Protection Policy
- Anti-Harassment and Bullying Policy
- SEND Policy
- Uniform Policy
- Acceptable Use Policy
- On-line Safety Policy
- Physical Intervention Policy
- Emotional Health & Well-being Policy
- Home School Agreement
- Photographic and video images of children Policy

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.

ROLES AND RESPONSIBILITIES

- I. The Local Governing Committee is responsible for:
 - Approving and monitoring the effectiveness of this policy 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.

- II. The Headteacher is responsible for:
 - Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
 - Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.
 - Establishing high expectations of students' 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 students 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.

- III. 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 students.
 - 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 students.
 - Recording behaviour incidents.
 - Keeping the relevant staff including the Headteacher, SENCO and Pastoral Support Lead up-to-date with any changes in behaviour.
 - As authorised by the Headteacher, sanctioning students 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.

- IV. Students 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.

V. Parents are expected to:

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

CODE OF CONDUCT

Our expected code of conduct ensures that the school is safe, calm and conducive to learning. Definitions of unacceptable behaviour are given in Appendix B Student conduct and behaviour expectations and Appendix C Definitions.

EFFECTIVE CLASSROOM MANAGEMENT

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

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

Teachers should maintain high standards at all times and should impose sanctions when students fail to adhere to these standards.

Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

The school understands that a well-structured classroom environment is paramount to promoting positive behaviour.

BEHAVIOUR CURRICULUM

Positive behaviour will be taught to all students as part of the PSHE & Virtues curriculum. Students are clear about expected standards and know 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 students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. Special Education Needs and Disability (SEND), will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Staff will record positive and negative behaviour on ClassCharts.

In lessons behaviour is managed so that students know the expectations and are engaged, behaviour is monitored and where necessary cautions applied and if needed students can be separated from the class and removed.

E	Expectations and Engage
M	Monitor and Caution
S	Separate and Remove

STAFF TRAINING, INDUCTION AND SUPPORT

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.

RECOGNISING AND REWARDING GOOD BEHAVIOUR

The school recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated.

'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.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.

- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage students to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

Rewards

We promote good behaviour through rewards and sanctions.

Rewards include verbal praise, awards, certificates, vouchers, trips and early access passes.

Any student with a 'net positive score' is eligible to attend awards trips / events.

Students with multiple suspensions may not be permitted to attend awards trips / events.

Virtues Awards

Virtues Awards – Students earn achievement points in each school virtue. Students aim to achieve all seven awards (one for each virtue) and are then awarded the EMS Virtues Award. Further details are given in Appendix G Year 11 Specific Rewards.

STUDENT BEHAVIOUR RECORDING AND REPORTING

ClassCharts

ClassCharts is our behaviour recording system.

Behaviour in lessons is the responsibility of the teaching staff. Pastoral care and positive behaviour management is shared by all staff.

ClassCharts ensure relevant members of the Senior Leadership Team and pastoral staff are aware of any student that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Report systems are designed to monitor attitude, behaviour and general ability of a student to meet all standards expected in both academic and pastoral areas. Reports are used to support a positive culture and to build a student's confidence and self-belief. This is coordinated in partnership between home and school.

The Pastoral Leader will keep a record of all reported incidents on CPOMS to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or support.

Sanctions must only be made by a member of staff who has been authorised by the Headteacher. This is devolved to the Director of Pastoral Care. Serious incidents are investigated. Statements/ CPOMS logs and CCTV footage can also be used to establish a civil standard of proof of what has happened or is likely to have happened. Sanctions/ actions will be applied that will be appropriate and reasonable. See also the Photographic and Video Images of Children Policy and **Appendix J (Statement Sheets) and Appendix I (CPOMS recordable incidents)**

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.

Incidents of a serious nature should be recorded on CPOMS with details of the incident and any actions or interventions. Details of impact should be attached as/when appropriate

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including removals 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, students, 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.

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 academically, socially, 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 students at times find education challenging. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our students are given the best opportunities to experience success.

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

Special Educational Needs and Disabilities (SEND)

Where students have a diagnosed or emerging SEND need the SEND team and wider staff will work to meet need. Reasonable adjustments are made to support individual students as part of an Education Health Care Plan (EHCP) and Passports.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of the support being provided.

Strategies used within the SEND Department. Further details are given in Appendix D Preventative Measures for Children with SEND.

PUPIL SUPPORT AND DEALING WITH UNDERLYING ISSUES

The school recognises its legal duty under the Equality Act 2010 to ensure students with a protected characteristic are not disadvantaged. Our approach to positive behaviour management considers the needs of individual children. Our SEND and Pastoral Team will work with families and with other agencies to support specific needs.

Graduated response

Behaviour will always be considered in relation to a pupil's needs. In all circumstances, the underlying ambition is to improve behaviour in order that students can flourish.

Interventions and Support

- A range of interventions will be offered to meet need and encourage good behaviour. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. This may include having a named member of staff as point of contact and report systems
- Personalised support programmes (e.g. anger management/self-esteem/resilience)
- One to one mentoring and coaching sessions
- Engaging with parents more formally

The school's graduated response model engages a multi-agency approach to meeting the holistic needs of children. We deploy a range of interventions designed to improve outcomes for all students.

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.

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

- Deal with the behaviour and are 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 are indiscriminate
- 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 and will always act lawfully, reasonably and proportionately in relation to the misbehaviour identified, the students' age and any specific SEND or religious requirements. Whilst not an exhaustive list, the school will draw from a range of strategies including:

Verbal discussion and de-escalation strategies. Further details are given in Appendix E De-escalation strategies.

- Detention (Lunchtime or After-School for durations of 15, 30 or 60 minutes). After-School Detentions are served the next day, unless in exceptional circumstances and we will contact parents in advance. It should be noted that parental consent is not required for detention. The school is therefore able to issue a detention as a sanction without first notifying the parents of the pupil, including in exceptional circumstances, for same-day after-school detentions. We will consider:
 - Whether the detention is likely to put the pupil at increased risk
 - Whether the pupil has known caring responsibilities
 - Whether the detention timing conflicts with a medical appointment
 - Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely
 - Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent
- Carrying out a community task in the school (e.g. clearing canteen tables or litter picking)
- Restorative approaches
- Named member of staff as point of contact and report systems
- Personalised support programmes (e.g. anger management/self-esteem/resilience)
- One to one mentoring and coaching sessions
- Time Out Passes. Further details are given in Appendix F Student Passes
- Engaging with parents
- Internal exclusion in St. Peter's.
- A suspension (fixed term exclusion) of 0.5 to 5 school days
- Permanent exclusion – see also DfE guidance [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

- Restorative approaches

Removal from the classroom

The school may decide to remove students from the classroom for a limited period, for additional support. The student 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 students from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all students and restore stability following an unreasonably high level of disruption
- To enable disruptive students 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 student 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 student spends removed from the classroom will be up to the school to decide. The school will ensure that the student is not removed from the classroom for any longer than necessary. Teachers set appropriate work to be completed.

The Headteacher will establish a clear process for the reintegration of a student who has been removed from class. Reintegration meetings will be held between the school, student and their parents, and other agencies if relevant and where necessary.

Emmaus Centre

The Emmaus Centre offers additional support to students who are experiencing difficulties. These difficulties can be short or longer term and for a variety of reasons and may prevent students from accessing fully the opportunities the school has to offer.

The advice and support made available is delivered in partnership with students, on the basis of equality and inclusivity. Support is offered in a variety of different forms and parental involvement is encouraged to ensure that a strong home/school relationship is developed and maintained.

“Forgiveness says you are given another chance to make a new beginning” - Desmond Tutu

The Emmaus Centre is a short-term provision which aims to provide continued teaching and support programmes tailored to the needs of students, who need help in improving their behaviour, attendance or attitude to learning. It is used:

- for students who have been removed from a lesson or are having a time out during break or lunch.
- when a potentially challenging situation needs to be diffused and resolved.
- To monitor an incident that may require further sanction
- for restorative purposes and the teaching/affirming of virtues linked to our vision of character education.

St. Peter's- Internal Provision

St. Peter's is a planned intervention occurring in small groups and it replaces mainstream lessons. It is our onsite internal provision. The purpose of this is to be a:

- Positive intervention for behavioural/ pastoral concerns
- Accommodation for students who have been removed from a lesson at very short notice for poor behaviour
- A cooling off period for one off incidents
- A punitive measure for unacceptable behaviour and/or disruption
- Avoidance of a suspension
- Time to reflect and move forward

Internal exclusion should not become a:

- Provision for long-term respite care for students who may need specific support
- 'Badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)

Internal provision forms part of our whole school approach to promoting positive behaviour.

Off-site direction

An off-site direction is when the school requires a student to attend another education setting to improve their behaviour where previous interventions or targeted support have not been successful. 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, students must be dual registered.

Depending on the individual needs and circumstances of the student, 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 will be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options will be considered once the time limit has been reached, including a managed move on a permanent basis (if a student 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 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 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. The school will work in partnership with the LA and any other school to follow the statutory procedures.

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 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 students are appropriately reintegrated following any removal from the classroom, time spent in the Emmaus Centre or St. Peter's, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, students, parents and, if relevant, other agencies. The school will consider what support is needed to help the student return to mainstream education and meet the expected standards of behaviour.

Permanent Exclusions

Permanent exclusions will be considered for:

- Physical assault (against a student or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
- Verbal abuse/threatening behaviour (against a student or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation
- 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.

BEHAVIOUR OUT OF SCHOOL PREMISES

This school is committed to ensuring our students act as positive ambassadors. When wearing the school uniform students should maintain the high standards we expect.

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:

Therefore, we expect the following:

- Good behaviour on educational visits/ work experience
- 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 students, staff, volunteers or members of the public.
- Students to behave in a way that does not damage the reputation of the school

In the case of 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 act appropriately working with other agencies where necessary.

INCIDENTS INVOLVING TECHNOLOGY (e.g. mobile phones/chat rooms/internet sites)

Mobile phones must **not** be used on school premises. If a student is seen using a 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. Any suspicions relating to illegal content or sexual images, will result in the phone being confiscated and it 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 Use of Photographic and Video Images of Children Policy, photography or filming will only take place with the permission of the Headteacher and under the supervision of a member of staff.

Additional Content

Searching, Screening and Confiscation

The School reserves its right to confiscate, retain or dispose of a student's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the schools uniform rules/an item which poses a health or safety threat/illegal items. It also has the power to search without consent where it has reasonable grounds for suspecting that the student may have a prohibited item. Further details are given in Appendix H Searching Screening and Confiscation

We value positive Home/ School relationships to support good attitudes to learning and to good behaviour. Appendix K is a guide to supporting your child successfully through school and working together to promote positive relationships

Student conduct and behaviour expectations:

The school has an established set of classroom routines to help students to work well, on 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 students, then explaining the task clearly, so that all understand what they are supposed to be doing.

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

Teachers support students to understand and follow classroom rules and routines. They remind students of them at the beginning of the academic year and revisit them regularly. Where appropriate, teachers explain the rationale behind the rules and routines to ensure that students understand them. Teachers also explain clearly to students what will happen if they breach classroom rules to ensure students are aware of the sanctions that may be imposed.

- We all arrive to school and lessons on time
- Teachers stand outside and at the door to 'meet and greet' their classes. This enables supervision of the entry & exit of learners and controls movement in the corridors
- Students always follow instructions from staff – in and out of lessons
- Students sit in places allocated by a teacher according to a seating plan
- Students are prepared for lessons and work to the best of their ability (this includes homework).
- We all have pride in our school community and respect our environment
- We all take a full and active part in school life – extra-curricular/ revision sessions/ enrichment
- We are respectful at all times
- We show character by following our Virtues – Justice and Compassion, Confidence and Resilience, Honesty and Self-belief and Respect and Responsibility.

School Rules

- Follow instructions first time
- Arrive on time to school & lessons
- No coats inside (no hoodies / tracksuit tops)
- No chewing gum or fizzy drinks/ energy drinks
- Uniform worn correctly / No trainers / boots above the ankle or high heels/ no skirts rolled up
- No extreme hair styles (natural colours only / no grade zero / no tramlines)
- No jewellery – only one pair of small stud earrings and a watch can be worn
- No false nails/ nail varnish/ eyelashes
- No excessive make up or fake tan

- Mobile phone to be turned off / not used on site –‘past the green gate’ on entry to school.
- Be equipped – your Planner & school bag (large enough for a A4 file) are an essential piece of equipment
- Don’t drop litter and clear away in the canteen.

Outside of the Classroom (Break/Lunch, between lessons, travelling to and from school)

- No anti-social or unsafe behaviour **we respect personal space and feelings at all times, we have a ‘no hands and kind words’ charter**
- Use the one way system in the canteen
- No use of mobile phones
- Put litter in the bins
- Stay in designated areas in school, no food in corridors and classrooms (except in Classrooms at some enrichment activities)
- When travelling to school, behave well - observe rules of public transport, cycle safely and walk sensibly and safely.

Moving around the school site

- Walk in an orderly manner between lessons
- Walk in single file
- Toilets to only be used at break/lunch
- Keep to the left when moving around the school site
- Go directly to lessons via the most appropriate route

Home/School Agreement

Parents/Carers agree to:

Ensure excellent attendance and that their child arrives on time and is properly equipped.

Let the school know about any concerns or problems that might affect a child's readiness to learn.

Support the school's policies and guidelines for behaviour and work; work with the school to ensure holistic support for your child's health and well-being.

Support their child with their homework and other opportunities for home learning.

Attend parents' evenings and discussions about progress and future opportunities.

Encourage participation in extra-curricular, academic interventions and enrichment opportunities.

School agrees to:

Provide a broad and balanced curriculum with homework and an enrichment programme.

Foster and model School Virtues (compassion, justice, respect, responsibility, honesty, self-belief confidence and resilience)

Update parents/ carers about their child's progress.

Contact parents/carers if there is a problem with attendance, punctuality, uniform or equipment.

Let parents/ carers know about any concern which affect their child's standard of academic performance or health and well-being.

Keep parents/carers informed about school activities through regular App messages, letters and Newsletters

Encourage all pupils to participate in a wide range of extra-curricular activities, academic interventions and celebrate their achievements.

Your child agrees to:

Attend school regularly and on time.

Bring all the necessary equipment for each day.

Wear the school uniform and maintain a tidy appearance.

Complete all classwork and homework to the best of their ability; including any academic interventions

Be compassionate and just, honest and have self-belief, be respectful and responsible, show confidence and resilience.

Keep the school free from litter.

Take part in enrichment activities and clubs and take pride in representing the school.

Seek help when required and accept constructive support.

Code of Conduct includes

Punctuality

Students who are regularly arrive late for registration will be monitored.

Late to school equates to a 1 hour after school detention.

If a student continues to arrive late increased sanctions are imposed and parents will be informed.

Mr G McLintock (AHT) will request a telephone call home/ referral to Early Help/ letter home to parents - see also Attendance Policy.

Dress code

Students must be challenged by all members of staff if they fail to comply with uniform regulations (including length of skirts/make-up/appropriate footwear/jewellery). Sanctions will be imposed when students who do not comply with the dress code- see also Uniform Policy

Homework

Homework is compulsory; failure to hand in work on time without a reasonable explanation will result in a sanction being imposed. Failure to adhere to this sanction will result in a referral to Curriculum Leaders.

Definitions

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

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliates, intimidates, frightens or demeans the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy and running away from school
- Defiance e.g. refusing to comply with instructions and/or disciplinary sanctions
- Theft and vandalism
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive /disobedient behaviour
- Smoking/Vaping
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones/ear phones without permission
- Graffiti/vandalism/chewing gum or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery/make-up/false nails, trainers etc – see uniform policy)

Sexual abuse and discrimination

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

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

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined by 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.

Preventative measures for students with SEND

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 periods
- Ensuring those pupils with visual or hearing impairments are 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

We expect the same high standards for all students, deploying reasonable adjustment in line with the SEND Code of Practice.

De-escalation strategies

In the event of poor behaviour, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Remaining 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
- Showing open, accepting body language,
- 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 not escalate.

Use of reasonable force

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

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to:

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

Incidents of physical restraint must:

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

Physical restraint cannot 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.

Student Passes

All passes are virtual and are recorded on ClassCharts.

Types of Student Pass:

- Medical Pass – Access to toilets /first aid room when required.
- 5 Minute Early Pass – Allows students to move to their next lesson / break / lunch 5minutes before the end of the lesson.
- SEND Access Pass – Allows students to access additional SEND support / SEND area at break and lunch times.

Year 11 Specific Rewards

Yr11 Passport to the Prom

Attending the Prom is a privilege that is available to all students entering Year 11. All students will be issued with a virtual Passport and have been told they need to gain a required net positive point score. Points will be awarded for Virtues awards, attendance, punctuality, homework and commitment to extra-curricular activities. The passport is closely linked to the school's set of expectations, sanctions and rewards.

If students fail to gain a net positive amount of points, the Senior Leadership Team will review whether the students will be allowed to go to the Prom. In line with all other decisions made at school, individual circumstances will always be considered. Senior Leaders / Pastoral Leaders reserve the right to withdraw the privilege of attending Year 11 Prom if a student is involved in breaches of the behaviour code even if they reach the target score.

Key Stage 4 Reward Hoodies

Hoodies are an incentive for good attendance; we want all students to have good attendance as being in school is essential for learning.

Hoodies are not permitted to be worn in GCSE examinations.

Searching, Screening and Confiscation

Prohibited items include but are not limited to:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks, matches, lighters
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by school rules such as chewing gum, aerosol sprays, e-cigarettes, energy drinks.
- Mobile phone or electronic device
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

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

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

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

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

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

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

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

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

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

The disciplinary action taken against a student might include fixed term suspension 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.

Appendix I (CPOMS)

Reason

Physical assault against pupil

including

- Fighting
- Violent behaviour

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

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

<p>Damage including</p> <ul style="list-style-type: none">• To school or personal property belonging to any member of school community• Vandalism• Arson• Graffiti
<p>Theft including</p> <ul style="list-style-type: none">• Stealing school property• Stealing personal property (pupil or adult)• Stealing from local shops on a school outing• Selling and dealing in stolen property
<p>Persistent disruptive behaviour including</p> <ul style="list-style-type: none">• Challenging behaviour• Disobedience/defiance• Persistent violation of school rules• Repeated truancy
<p>Other - this category should be used sparingly</p> <ul style="list-style-type: none">• Serious incidents which are not covered by the categories above



Pupil Statement Sheet

Pupil Name		Tutor Group		Date of Statement	
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Basic Information about the incident:

When was the incident?

Where did the incident take place?

Who else was there?

Incident: What happened? What was said? What was done? Who did what? Where was it done? How long did it last? Brief but precise. Please write in order of what happened.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Signed:



Staff Incident Report

Date of statement		Staff Name	
Basic Information about the incident: Date / Time / Subject / Location / Staff / Pupils present.			
What happened?			Pastoral Staff to complete this column Evidence (CCTV / Witness statements)
1.			1.
2.			2.
3.			3.

4.	4.
5.	5.
Pastoral Staff to complete sections below	
Historical Behaviour: Previous incidents involving same pupil(s). Briefly note with a date.	
Action: What action / sanction is proposed to take place next?	
Signature:	
Date:	

Appendix K

A guide to supporting your child successfully through school

We are committed to a respectful and mutually supportive relationship between parents and staff.

As a partnership, we understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

This guide outlines the rules that apply to all parents and carers in our school. Our aim is to provide you with a framework that sets out the expected conduct.

The essentials:

- ✓ Make sure your child arrives to school on time and has excellent attendance.
- ✓ Complete all consent, contact and medical forms and inform us straight away if anything changes.
- ✓ Make sure your child has correct uniform
- ✓ Maintain a good relationship with your child's teacher and attend, school events and parent updates wherever possible or re-arrange if necessary to share information about your child's progress.
- ✓ Talk to us if you have any concerns about any part of your child's education and development – we want to hear from you.
- ✓ If you have a concern, please let us know. We will work hard to support you and your child.

The school expects parents and carers to:

- ✓ Respect the caring ethos of the school
- ✓ Support school rules
- ✓ Understand that parents and teachers need to work together for the benefit of our children
- ✓ Demonstrate in their own behaviour that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour
- ✓ Understand that even if there is conflict it is important to remain calm and respectful and be mindful that we are all working together for the child's best interests
- ✓ Contact staff to inform them of any issue and allow them to help resolve issues
- ✓ Work with the school to build relationships
- ✓ Know that children cannot be moved classes on request of the parent
- ✓ Seek to clarify any issue to bring about a peaceful solution

To maintain a calm and safe school environment the school does not tolerate:

- × Disruptive behaviour

- × Verbal abuse/ offensive language/ swearing
- × Physical abuse
- × Damaging or vandalising school property
- × Sending abusive or threatening emails, text/voicemail/phone messages or other written communication
- × Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff at the school on facebook or other social media sites
- × Smoking/ vaping or consuming alcohol or drugs whilst on school property
- × Threats to staff, students or other parents/ carers
- × Bringing dogs on to school premises

We want you and your child to enjoy the best possible educational experience they can

We expect all parents to follow the expected behaviour and requests set out in this document. If any parent behaves in a way which contradicts this code of conduct, we will address the problem at the earliest opportunity and aim to resolve the issue.

Persistent concerns or breaches may result in banning the offending adult from entering school grounds. This is something we never want to do but the welfare and safety of children and adults on our school site is paramount.

Inappropriate use of Social Network Sites

- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff at the school should not be aired on Facebook or other social sites:
- Any concerns you may have about the school must be made through the appropriate channels by speaking to teaching or pastoral staff , the Head teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- In the event that any student or parent/carer is found to be posting libellous or defamatory comments on social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments/ material immediately. In serious cases the school may also consider its legal options to deal with any such misuse of social networking platforms

Working together to promote positive relationships

We believe that students benefit when the relationship between home and school is a positive one.

Most parents/ carers are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and or physical abuse towards members of school staff or the wider school community.

We believe staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress is contrary to the aims of the school.

Aims:

- That all members of our school community treat each other with respect.

Expectations:

- That adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community.
- That no-one on our school premises will be the victim of abusive behaviour or open to threats.
- Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents and carers, children and other users of the school premises will not be tolerated and will result in the withdrawal of permission to be on school premises.
- Any parent / carer who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors. Please note that incidents of rudeness will be logged with the Chair of Governors.

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Inappropriate posting on Social Networking sites
- Speaking in an aggressive/threatening tone, either in person or over the telephone
- Physically intimidating, e.g. standing very close, pointing in their face
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Swearing
- Physical attack
- Spitting
- Racist or sexist comments

Unacceptable behaviour, if deemed necessary, may result in the Police being informed.

We reserve the right to take any necessary actions to ensure that no member of this school community is subject to abuse. School premises are private property and parents have been granted permission from the school to be on site. However, in case of abuse or threats to staff, pupils, visitors or other parents, school may withdraw a parent's 'licence' from entering the premises.

It is also an offence under section 547 of the Education Act 1996 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police may be called to assist in removing the person concerned particularly if the parent has been informed of the school's decision to bar and this is being flouted. School is not responsible for organising arrangements for children in the above circumstances. Parents will need to provide alternative arrangements for bringing children into school. Parents have the right of appeal by writing to the Chair of Governors.