

All Saints Catholic College



Behaviour Policy

Date reviewed by Governors: 11th July 2018

Date to be further reviewed: June 2019

INTRODUCTION

Purpose

At All Saints Catholic College our aim is to ensure excellent standards in the teaching of all subjects. The purpose of this policy is to produce a working document which reflects the current needs of the school. The policy is intended to build upon previous practice.

Our Catholic identity is central to everything we do and we want our pupils to develop their Catholic faith in a spirit of tolerance and understanding necessary for life in a multi-faith and ethnically diverse society.

Aims

The policy aims to put strategies in place which help develop a positive culture of praise and reward within the school, where pupils feel empowered and are able to successfully manage their own behaviour. The maintenance of good behaviour and discipline is the responsibility of the whole school. The policy aims to instill a sense of 'ownership' and responsibility for behaviour from all - staff, pupils and parents. The school aims to communicate and work with parents in order that parents may have a true picture of their child's behaviour and can contribute to their success as much as possible.

It is important that staff understand the importance of using a wide range of preventative and intervention strategies when dealing with behaviour. It is important to remember that teaching and learning go hand in hand with behaviour, and that it is often well planned, correctly pitched, and engaging lessons which promote positive behaviour : 'Behaviour for Learning'.

In summary, the policy aims:

- To support effective teaching and learning
- To contribute to mutual respect and pupil self-discipline
- To develop a sense of community where all adhere to a code of conduct
- To encourage respect for property and the environment

The Positive Discipline strategy places an emphasis on rewarding good behaviour rather than correcting poor behaviour. Whilst the emphasis is on the positive, there are occasions when sanctions are required. Detentions of varying lengths are part of these sanctions.

Rationale

The rationale behind the policy is that pupils and staff have the right to work to the best of their ability. We also have the following expectations:

- Everyone has the right to a calm environment in which they can work and learn
- We will treat each other with respect – where staff speak and act courteously to pupils and so educate them to show similar respect towards staff and each other.
- We will respect other people's property, the school and school property.
- We will all move around school in a sensible way.
- We will be on time for school and for lessons and have correct equipment for each lesson.
- We will wear our school uniform correctly.

- We will do our best in lessons and allow others to get on with their work.
- We will not tolerate bullying or making other people feel small.
- We will accept responsibility for our actions and accept the opportunity to 'make things right'.

Implementation

A copy of this policy will be available on the staff resources area and in the staffroom and the Code of Conduct will be displayed in classrooms. INSET will be used to train staff. Collective and Form Time will be used to inform and train pupils.

It is important that all stakeholders understand that when a student behaves unacceptably, it is the behaviour that is seen as unacceptable, not the child.

Our responsibility to safeguard and promote the welfare of young people is of paramount importance and we believe that safer pupils make more successful learners.

Discipline in schools – teachers' powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

This is taken directly from the DfE publication Behaviour and Discipline in Schools January 2016

A STAGED APPROACH

If we are to successfully manage the behaviour of pupils in our school and allow a focused approach to learning, then every member of staff must take an active role in the process. **We need to clarify the roles and responsibilities of all staff** ensuring that there **is a clear behaviour management structure, which is used by everyone** (See Appendix C).

Stage 1 – Classroom teacher

The Class Teacher is required to record level 1 incidents of persistent misbehaviour and detentions on SIMS and refer to the Head of Department.

Strategies available to classroom teacher to prevent low level disruption	Examples of behaviour which should be corrected by the class teacher	Strategies available to the class teacher to assist with behaviour management
<ul style="list-style-type: none"> • Be punctual to class to meet and greet pupils • Use of pupil journal procedures • Clear entry and exit procedures • Clear classroom rules and boundaries • Well-planned lessons • Pupils on task immediately • Refocusing • Varied teaching style • Deployment of Teaching Assistant • Use of IEPs or other pupil data • Time limits on tasks • Countdown / wait for silence • Seating plan / change plan • Low-key, quiet voice • Walking round room • Close proximity to pupil • Verbal & non-verbal praise: smile /wink /thumb up • the 'look' / raised eyebrows • Calming down, heads down • Defusing and de-escalation 	<ul style="list-style-type: none"> • Punctuality • No diary • Lack of equipment • Eating, chewing, drinking in class (pupils are ONLY allowed to drink water in class) • Failure to remove coat in class • Being noisy/talking • Failure to follow instructions • Being uncooperative • Interrupting a teacher/shouting out • Time wasting/avoiding work • Using low level inappropriate language • Reluctance to start work 	<ul style="list-style-type: none"> • Rewards • Quiet word with pupil • Reprimand or warning • Move pupils within class • Speak with pupil outside of lesson • Immediate positive praise for cooperation/good work/good behaviour (positive correction) • Negotiation of apology • Detention stickers – 30 minute 'detention' and 30 minute 'after school activity'. • Phone call home (see phone call home procedure) • Refer to Head of Dept - partner teacher • clear entry/exit procedures • Well planned lessons • 'Do now' activities • Time limit on tasks • Countdown/wait for silence • Seating plan • Teacher moves through room • Close proximity to pupil • The 'looks'/raised eyebrows • Sign work as walk around • Diffusing with humour • Change of activity • Catch up missed work • Note to parent in planner • Community service in classroom e.g. tidy books / chairs up / pick litter in class

Stage 1 - The Form Tutor

The Form Tutor will maintain an overview of a pupil's behaviour, equipment and uniform and liaise with the appropriate members of staff.

Examples of behaviour which should be corrected by the Form tutor	Strategies available to the Form Tutor to assist with behaviour management
<ul style="list-style-type: none">• Persistent lateness to school• No pupil journal• Lack of equipment• school• Being uncooperative in several lessons / around school• Excessive detentions• Poor uniform standards• Wearing makeup / nail varnish• Wearing jewellery• Not wearing school shoes around school• Bullying	<ul style="list-style-type: none">• Immediate positive praise for co-operation/good work/good behaviour (positive correction)• Pupil journal reprimands• Quiet word with pupil• Reprimand or warning• Detentions (after school detention, break & lunch time isolation with form tutor)• Phone call home• Behaviour Improvement Plan Level 1 (BIP 1)• Refer pupil to Head of Year• Behaviour to be logged by form tutor on SIMS

Stage 2 - Head of Department

The Head of Department is in a position to use their experience and skills to deal with pupils. The Head of Department **is ultimately responsible for upholding the behaviour standards of the department and recording and monitoring pupils. Repeated incidents are to be referred by the HOD to the SLT Line Manager for the department.**

Examples of behaviour which should be corrected by the Head of Department	Strategies available to the Head of Department to assist with behaviour management
<ul style="list-style-type: none">• Persistent unacceptable behaviour in subject lessons• Disrupting the education of other pupils• Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention)• Inappropriate use of language towards subject teacher• Disturbance / Arguing between pupils• Failure to complete subject teacher detention• Repeated lack of compliance about starting work or moving seats• Persistently arguing back to class teacher• Constant lateness to lesson• Repeated lesson truancy	<ul style="list-style-type: none">• Pupils placed in their lesson or to others in the department.• Pupil placed with another member of the department• Discussion with pupil at an appropriate moment• Negotiation of apology• Phone call home• Letter home• Meeting with parents/carers• Appropriate HoD detention, with parents informed• Place pupil on Subject Report• Detention logged on SIMS by HOD•• Referral to HOY for appropriate level of BIP

Stage 2 - The Head of Year/ Pastoral Support Officer

The Head of Year is in a position to use their experience and skills to deal **with the most regular and persistent offenders**. It is his / her responsibility to record and monitor incidents and discuss at the weekly pastoral meeting.

Examples of behaviour which should be corrected by the Head of Year	Strategies available to the Head of Year to assist with behaviour management
<ul style="list-style-type: none">• Persistent refusal to hand over jewellery/non-uniform/ make up• Persistent refusal to hand over phone/MP3 player etc (see procedure for mobile phones)• Bullying including by social media• Involvement in bullying• Persistent defiance of the uniform code• Unacceptable verbal abuse of staff (including bullying/ remarks) and unacceptable use of poor language• Disagreement/fight between pupils and being involved in the instigation of this• Truancy either from school or from lessons• Unprovoked assault on another pupil• Unacceptable behaviour to/from school• Failure to comply with sanctions/strategy laid down by form tutor or Head of Department.	<ul style="list-style-type: none">• Pupils isolated with Head of Year• Discussion with pupil at appropriate moment• Negotiation of apology• Phone call home• Letter home• Place pupil on Behaviour Improvement Plan (BIP 2 or 3) <i>see section on behaviour improvement plans.</i>• Referral to Assistant Head Teacher, or Deputy Headteacher and discussion of referral to internal/external support agencies and /or referral to Governors Disciplinary Panel.• Referral to Assistant Head Teacher/ Deputy Head Teacher and discussion of Internal Exclusion base (IEB).• Discussion of more severe sanction such as Step Out or Fixed Term Exclusion• Level 2 behaviour to be logged on SIMS by Head of Year Stage.

BEHAVIOUR AROUND SCHOOL

All staff are responsible for general behaviour around school.

Departments responsible for their corridors / area during break and lesson changeover

Suggested strategies	Suggested actions taken by any staff A selection may be used from the (non-exhaustive) list below
<p>Staff present on corridors at lesson change-over.</p> <p>Prompt return from break and lunch.</p> <p>Establish expectations of lining up for lesson.</p> <p>Act as role model e.g. pick up litter, walk on left</p> <p>Staff to refrain from eating / drinking on corridors.</p> <p>Reinforce expectations in form time, lessons and assemblies.</p>	<p>Positive instruction e.g. "Stop and walk. Thank you." / "Go to your next lesson now. Thank you."</p> <p>Remind pupils of safety rules.</p> <p>Ask pupils politely to pick up litter / put sweets etc. away and direct them to a bin.</p> <p>Refrain from shouting at student in front of audience; rather talk him /her to one side.</p>

Senior Leadership Team Call Out (See Appendix D)

SLT Call Out is a high level sanction and should not be used unless the behaviour of the pupil is unmanageable, dangerous or there is an emergency. It will also be used for mobile device confiscation.

Examples of behaviour which could lead to an SLT Call Out:	Follow Up:
<ul style="list-style-type: none">• Fighting• Threat of violence• verbally hostile refusal to work• verbally hostile refusal to move seats• Direct swearing at staff or pupils• The pupil has an emergency problem• Walking out of lesson• Mobile device confiscation• A pupil is missing from class• PLUS• Any medical issue that requires first aid or may involve the child leaving the class room – this is of course NOT a behavior issue	<ul style="list-style-type: none">• The classroom teacher must provide work for that pupil for the remainder of that lesson, if they are taken by SLT• The class teacher must inform the Head of Department (HoD) that an SLT call out has taken place and log the incident on SIMs.• The HoD and the class teacher must meet that pupil before the next lesson and determine re entry into the class• The pupil should be issued a minimum of a 1hr HoD detention, if the SLT call out was for a behavioural issue

Staff must not leave pupils unsupervised in the classroom or in offices. To make a call out staff should use the SIMS alert button or ring Mrs Keogh if they have a phone in their room.

The 'Support System' – Partner Teacher

Support from other members of the team is vital in this staged system and departments should establish a 'support system'. This is so that disruptive pupils can be removed from a lesson if their behaviour has been preventing teaching and learning from taking place, other sanctions should have been used before using the support system.

The partner teacher would most likely be the Head of Departments classroom, however a comprehensive timetable whereby every lesson has a support room a pupil can be sent to, should be drawn up by departments. Some departments are not located in one area and in these cases it would be sensible if that department asked for help from another department who are located nearby. If the pupil does not behave in the support room then SLT should be sent for.

CONSISTENCY ACROSS THE CLASSROOM

Lessons should not be disrupted with visits or messages from other staff or pupils. Staff are asked to ensure that the following procedures are followed.

As the lesson is about to begin:

- Meet pupils at the door and insist that they line up quietly outside the classroom
- Check and correct uniform standards, and that mobile phones are not visible
- Check that there is no litter on the corridor outside your classroom
- Ensure pupils enter the classroom quietly and sensibly
- Ensure pupils have a seating plan, with clear rationale such as sub group, target, current grade
- Ensure pupils stand behind their desk, then greet class and invite them to sit
- Set an appropriate 'do now' activity for pupils to start, in order to focus them
- Display learning objectives and success criteria/outcomes
- Take your register within the first 10 minutes
- Use the 100% language
- Allow pupils to write homework in their planner and ask any clarifying questions

As the lesson progresses:

- Undertake regular learning checks through strategies such as questioning
- Encourage and praise positive behaviour
- Ensure pupils only leave the room if they have a staff lanyard and only in extreme cases
- Do NOT allow a child to leave the room if the issue is one of a medical nature
- Re enforce the 100% language

As the lesson nears conclusion:

- Allow time for a plenary and recap of objectives and success criteria
- Ensure pupils tidy the classroom
- Ensure pupils stand behind their desks in silence
- Dismiss pupils one row at a time in an orderly fashion
- Check pupil behaviour as they move onto the corridor following the one way system

At the end of the day:

- Ensure the classroom is tidy and free from litter with chairs placed on tables
- Ensure all computers and lights are switched off and that all windows are closed
- Teacher stands by door and monitors exit/use of one way system

BEHAVIOUR OUTSIDE THE CLASSROOM

We want our school to be a welcoming place of which we can be proud. To achieve this we should:

- Keep the school clean and tidy, placing litter in bins
- Walk purposefully inside the building, dressed in the correct uniform
- Act safely in all recreation areas and when journeying to and from school
- Inside the building, keep to the left of the corridors, taking care of walls and furniture displays.

Lunchtime

- Be polite and courteous
- Queue properly – against the wall on the left
- Eat food sensibly and with good manners
- Respect the lunchtime supervisors
- Leave the table tidy, return plates and trays to the trolley
- Put all rubbish in the bins

BEHAVIOUR OUTSIDE SCHOOL

Behaviour of pupils outside of school could be grounds for a serious sanction. This could be entry to IEB, a Step Out or a Fixed Term exclusion, or Permanent exclusion if there has been a serious breach of School Policies and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

This school's behaviour policy allows us to discipline a student for any misbehaviour when the child is:

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

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

- could have repercussions for the orderly running of the school/school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school

The school reserves the right to work with the police on such matters if necessary and sanction if required.

POSITIVE DISCIPLINE

The school operates a system of Positive Discipline, which is akin to the Behaviour for Learning model.

Positive Discipline is about teaching and learning; it is not a disciplinary regime and it is based on two principles:

- To allow teachers to teach.
- To enable pupils to learn.

Both principles demand that behaviour in the classroom is appropriate. To focus the attention of the pupils on these principles, four classroom rules have been adopted and are used across the whole school. These rules are displayed in all teaching areas.

Positive pupils

- Are ready to learn
- Listen to and follow instructions
- Always try hard and persevere when faced with a challenge
- Speak in the correct way to adults and other pupils

Monitoring behaviour across the school

As part of the assessment system staff are asked to give pupils they teach a number grade to indicate their level of behaviour. To support staff with this the grades are as follows:

- 1 Excellent behaviour and attitude to school.
- 2 Good behaviour and attitude to school.
- 3 Satisfactory behaviour and attitude to school.
- 4 Poor behaviour and attitude to school.
- 5 Unacceptable behaviour and attitude to school leading to intervention from the Learning Support Unit.

Please see the more detailed summary below

Students demonstrating Good and Excellent behaviour are subject to acknowledgement in the half termly celebration assemblies led by the Head of Year

Pupils scoring 4/5 consistently would trigger the cause for concern, leading to action from the Head of Year. These will be discussed each half term by the Head of Year and Deputy Headteacher

Staff are asked to refer to these guidelines when completing their reports for Assessment Manager. However it is important to fast track concerns regarding individual pupils through Referral Forum.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Always have the right equipment and journal • Always have completed homework • Give 100% effort in their work both in class and in homework • Ask appropriate questions about the work • Always enthusiastic about their own learning • Do not engage in poor or distracting behaviour • Ignore any incidents of poor behaviour • Are independent learners and need little guidance in their work • Completes all tasks in class and at home to the highest standard • A resilient and exceptionally hard working student • Takes responsibility for their own progress • Works consistently, independently and shows dedication to the community 	<ul style="list-style-type: none"> • Mostly has the right equipment and journal • Mostly has completed homework • Mainly gives 100% effort both in class and in homework • Tends to ask appropriate questions about the work • Generally enthusiastic about their own learning • Largely focused and tends to ignore distracting behaviour • Does not engage in poor behaviour or low level disruption • Mainly independent though need some guidance with tasks • Completes most tasks in class and at home to a satisfactory standard • Developing their resilience but still needs an element of support 	<ul style="list-style-type: none"> • Does not always have the right equipment and journal • Journal not out at the start of the lesson • Found using their mobile phone • Homework is not always completed on time • Makes effort in class but can make more with guidance • Regularly but does not always join in with class discussions or Q and A sessions • Some enthusiasm but variable and not consistent • Can be easily distracted and can be involved in low level disruption • Some independent working but needs a lot of guidance • Doesn't always complete work or can rush work rather than give 100% effort • Doesn't push themselves every lessons • Doesn't consistently apply themselves • Can miss detentions • Refuses to hand over journal/ BIP • Limited resilience, needs constant support 	<ul style="list-style-type: none"> • Rarely has the right equipment and journal • Homework is rarely completed and too often it is rushed • Limited effort made in class and homework and this can be rushed too often • Sometimes joins in with class discussions or volunteers to offer answers but this is infrequent • Some enthusiasm for work but this is not sustained or long lasting • Short term periods of enthusiasm for learning but these are infrequent • Usually rushes work and makes limited effort with the presentation and lay out • Rarely pushes themselves to achieve more • Can be, at times, defiant and refuses to do as told ie. Sit where directed • Fails to attend a number of detentions • No resilience 	<ul style="list-style-type: none"> • Arrives with no equipment, rarely has planner or book • Homework is consistently an issue and is often not done • No effort in class and rushes work or does the bare minimum • Never volunteers answers, often replies 'don't know', never willingly takes part in Q and A sessions • Usually the source of distraction and is frequently causing low or high level disruption in class • Work is often incomplete and is badly laid out with no regard to presentation • Refuses or no willingness to work independently • Limited enthusiasm for learning • Can be, too often, openly defiant • Rarely attends detentions • No resilience

Support for Positive Discipline

REWARDS

Several areas of school life are rewarded to provide opportunity for pupils to enjoy achievement and to encourage pupils to make positive contributions by promoting pupil self-esteem.

Areas rewarded are Attendance, Punctuality, Progress and subject-specific work

Attendance

Certificates will be awarded to all pupils who have 100% attendance

Each term pupils will also be rewarded for 100% attendance across the course of the term and will be given a badge to wear

Each half term there will be prizes for:

- The form with the best overall attendance
- The form with the best improved attendance

Weekly certificates will be given out to the Forms who achieve 100% attendance

Punctuality

Certificates will be awarded to all pupils who have no lates per term.

Attendance and punctuality achievements will be recorded on the Pupil Achievement File on SIMS

Achievement Points

Pupils will be awarded Achievement Points. These are awarded to the pupils who progress well in the lesson. These will be recorded on Sims. The Achievements Points will have a value as well as a certificate.

25 Achievements Points Form Tutor Certificate

50 Achievements Points Head of Year Certificate

100 Achievements Points Head's Certificate

Over 150 Achievements Points Governor's Certificate

Achievement points should be electronically recorded on SIMS .

These can be awarded for a variety of reasons ie. excellent work, participation in a lesson etc. They will be monitored each half term by the Head of Year and acknowledged in the celebration assemblies

Types of rewards

Informal Rewards

All staff, at all times, should seek to encourage and praise pupils through the use of

- Gestures of approval/humour, comments in the pupil planner
- Private or public praise in lessons
- General praise to the whole group when things are going well, routines,,rules are followed
- Comments on work

Formal Rewards

- Displays of work
- Announcements in assemblies
- Reward Stickers
- Use of Achievement Points (SIMS)
- Letters sent home from subject teachers
- Certificates awarded at Achievement Assemblies – Achievement points/attendance/punctuality
- Certificates at Prize Evening
- Reward trips. End of term Achievement assemblies

SANCTIONS

Aim

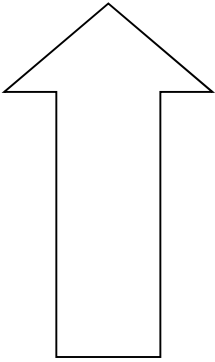
To develop a consistent pattern of sanctions which are known, understood and agreed by all, and which support the Code of Conduct. Pupils have the right to expect fair and consistently applied sanctions. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups for the misdemeanors of a few or to impose a sanction which is designed to humiliate a pupil.

Parents must be informed by a member of staff when a pupil requires an after-School detention or when Head of Department, Head of Year or form tutor is asked to become involved.

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to Head of Department, Form Tutor or Head of Year. The matter may then be referred to a member of Leadership dependent on severity.

Sanctions

In classroom situations, staff are reminded to use the graduated approach system

	<i>6 SLT Call Out</i>
	<i>1. Sent to Partner Buddy Classroom (Phone call home)</i>
	<i>4. 30 minute department detention</i>
	<i>3. Move seat within classroom</i>
	<i>2. Confiscate Journal and make note</i>
	<i>1. Verbal warning</i>

Behaviour Points:

Subject Teachers will issue behaviour points for pupils who do not meet expectations. These can be given for a variety of reasons and must be recorded on SIMS. Colleagues must only give 1 behaviour point for each action that is being sanctioned ie. Failure to hand in homework, no equipment, uniform issues.

Serious Incidents

For serious incidents of behaviour staff are asked to communicate with the HOD/HOY and SLT and complete a Pink Form.

Serious incidents of behaviour will be dealt with in line with the behaviour policy.

Pink Forms should be completed for refusal to cooperate with a member of staff, threatening behaviour, verbal abuse, physical aggression, smoking, vandalism or wilful damage, persistent truancy, racist, sexist or homophobic remarks or any other action that is considered a serious incident.

All incidents like this should also be entered onto SIMS and discussed with the subject leader, HOY or SLT. The action of the staff member (ie. Sanction) must also be noted.

Graduated Response

Where there have been serious behaviour issues then the graduated approach will be put into place:

- Detentions
- Time in the Internal Exclusion Base
- Step Out to another school
- Fix term exclusion
- Permanent Exclusion

Whole School Sanctions

Inevitably, there will be times when children need to be disciplined. Please be consistent when dealing with misbehaviour but at the same time, always remember that there is support for you from many quarters. If in doubt, or if you need help, **ASK**.

If a member of staff deals with a concern but feels that the information should be shared with a Head of Year or Head of Department. Information should be recorded on SIMS. For serious incidents staff should complete a pink form.

Parents should be notified of any behaviour issues within class and an appropriate sanction put in place.

Continued behavioural concerns **MUST** be discussed with the HOD and HOY

Detentions

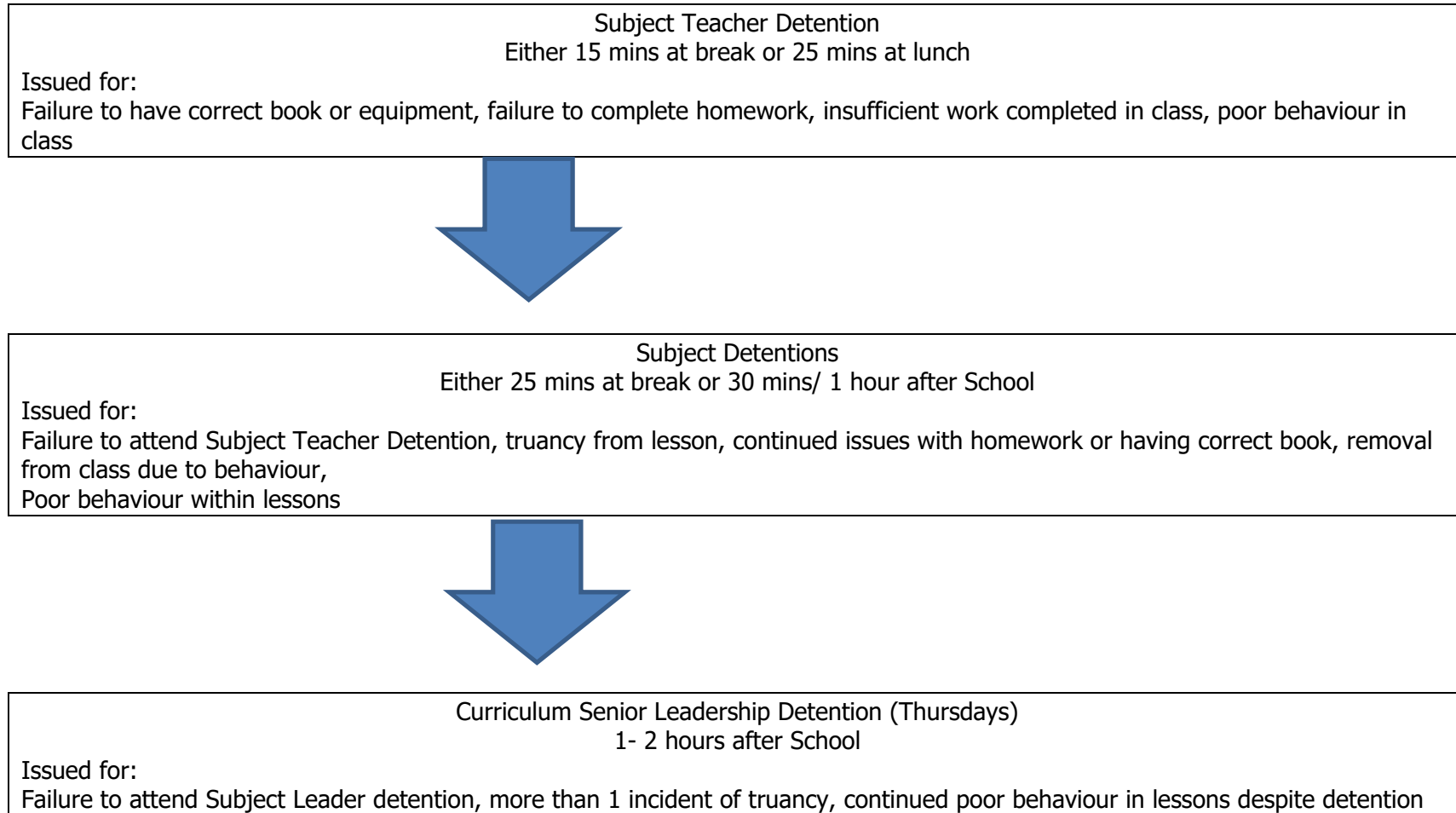
- Detentions of varying length can be carried out by any member of staff.
- Detentions of up to 15 minutes require no written communication with the home.
- Detentions of more than 15 minutes must be notified to the home 24 hours before. Written notice may be given but we may organise immediate detentions through telephone conversations with the home. This immediate contact with parents is not popular with our pupils but effective.
- Once a detention has been notified to the home it is NOT the case that parents/guardians can 'decline' it.
- If colleagues need any support with this please see a member of SLT.
- ALL detentions **MUST** be recorded on SIMs.
- Detentions will follow be set under the following areas and following these structures:

- HoDs experiencing difficulty in completing a detention with any pupils in their subject area should seek assistance from SLT, after two failed attempts for the pupil to attend. Parents MUST be contacted by the subject teacher or HoD
- ALL detentions must be recorded on SIMS
- An SLT detention will then follow. These will be recorded by the Pastoral Administrator and texts sent home to parents.
- This sanction is covered by Section 5 of the Education Act 1997 and gives Schools authority to detain pupils at the end of the day for **10 minutes**. Longer after-School detentions must be notified to parents 24 hours in advance using the procedure below.
- The time a pupil spends in detention should be purposeful: aiding academic studies or contributing to the School community. The teacher who arranges the detention has the duty of care, and should ensure the pupil is adequately supervised.

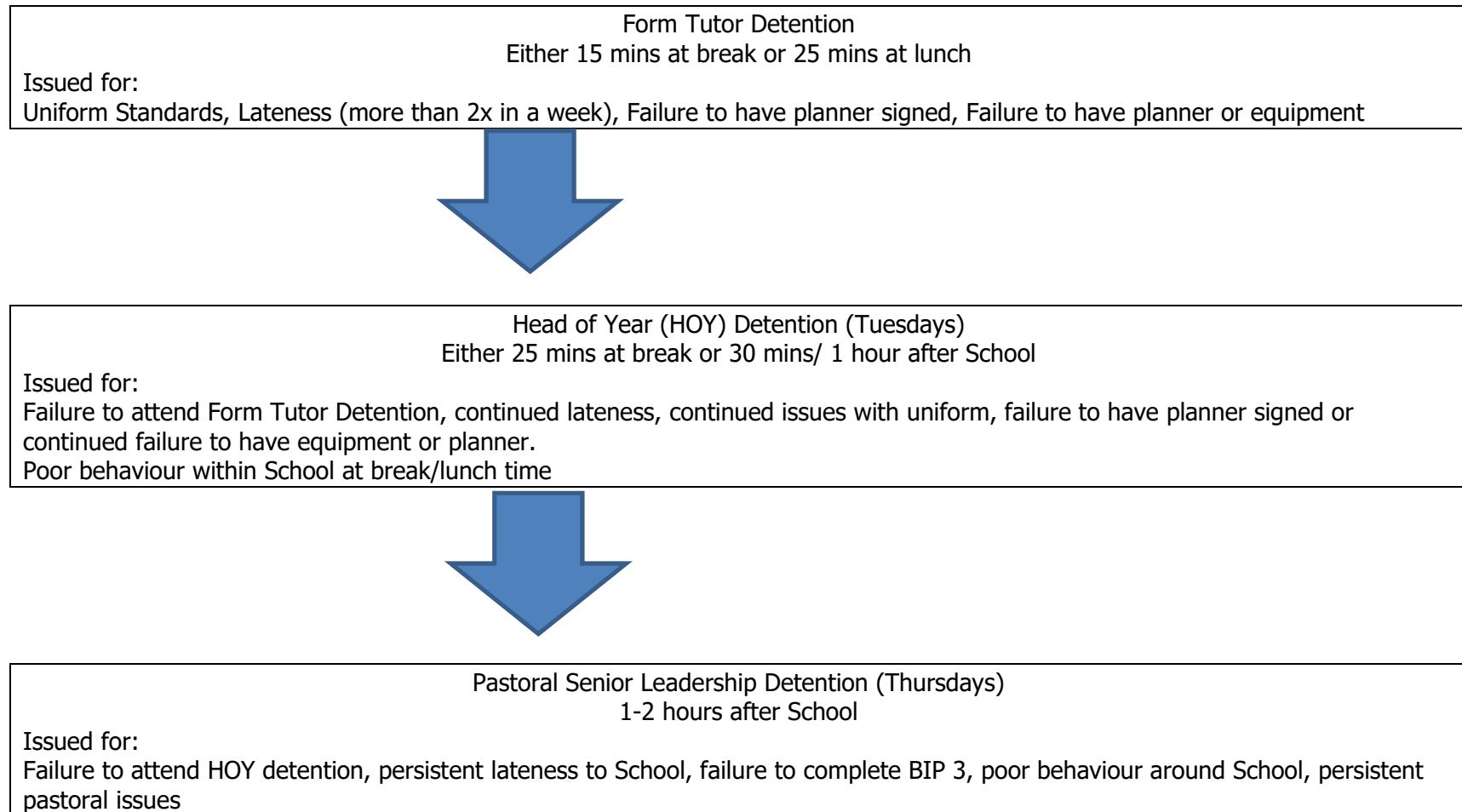
Detention procedure:

- Each member of staff is expected to record the detention in the student planner and must either ring home or send a text
- **The Detention must be logged on SIMS.**
- If the journal is forgotten, a diary sheet should be issued to the pupil by the Form Tutor
- Each department to build up a bank of resource materials for pupils to do during a detention in that subject.
- Pupils will not be allowed to wait around the School premises for friends who are in detentions.
- Pupils issued with a detention must have this **logged on SIMS** as soon as possible after the detention has been issued. This information will be analysed by the Heads of Key Stage and Assistant Headteacher/ Deputy Headteacher in charge of Pastoral Care.
- Form tutors to monitor detentions of pupils through **regular journal checks**.
- If a pupil misses a detention **or** fails to have it signed by a parent then the detention is **doubled and re-issued by the Head of Department (logged on SIMS) and a phone call home**.
- If the pupil fails to attend the Head of Department detention, then they are to be referred to the member of leadership attached to that year group. They will then be **issued a Senior Teacher detention** which they complete with that member of leadership.

Pastoral Detention Structure



Pastoral Detention Structure



When isolating pupils the following applies:

- Please remember first of all that these children are your responsibility, you have a **duty of care** and should ensure that the pupil is adequately supervised at all time.
- Pupils should not be isolated by working on corridors or in 'public spaces' (with exception of outside the Headteacher's office), but should be **isolated in classrooms/ offices**, and pupils should always be **supervised**.
- Mrs Keogh must be informed if a pupil is isolated and where they are so that registers can be accurate.
- Parents must be contacted and informed as to why the student has been isolated
-

The Internal Exclusion Base (IEB)

The IEB may be used to:

- Hold pupils whilst an investigation is underway (no more than one day).
- Internally exclude a student for a serious offence/infringement of school Code of Conduct, or repeated offences, when all sanctions have been exhausted and been ineffective.
- Hold pupils who have returned from exclusion without a post-exclusion meeting taking place.

The number of pupils in the IEB should be kept to a minimum. The alternative of isolating pupils with other staff in school should be considered.

Isolation in the IEB can be decided or authorised by the HOY and should be discussed with the Assistant Head or Deputy Head

The relevant HOY or Pastoral staff must inform parents by phone in advance if time in the IEB is planned as a sanction.

The IEB will run from 9.30 – 4.00pm (9.30-3.30 in winter). Pupils will not be allowed access to the main school building. Lunch and access to toilets will be allowed within the facility.

Staff will be informed, via email, of which pupils are accessing the IEB and MUST provide work

Exclusions

HOYs must ensure that account/reports of incidents which could result in exclusion are gathered swiftly so that an informed and prompt decision can be made. They will contact parents/carers of a serious incident has occurred on the same day, and to inform them of an exclusion if that decision is made. An exclusion letter will be sent, with the form being signed by the Assistant Headteacher/ Deputy Headteacher .

Fixed Term Exclusions

Exclusion is at the discretion of the Headteacher only.

Types of Exclusions from School

The school follows statutory guidance issued by the DFE

There are two types of exclusions from School:

Fixed Term for a maximum of 45 days per school year

Permanent a student may not return to school (see below)

Exclusion is our most serious sanction.

Pupils are at risk of either fixed term or permanent exclusion if they:

- Use physical/verbal aggression towards another student or member of staff
- Bully another student
- Refuse to follow instructions from a senior member of staff and/or modify their behaviour
- In response to a serious breach or persistent breaches of the school's behavior policy
- Act in a manner that endangers the health and safety of others or themselves
- Supply or possess a banned substance
- Carry an offensive weapon
- Persist in disrupting teachers teaching and pupils learning
- Exclusions may also be appropriate in instances of theft and damage to property
- Bring the name of the School into disrepute in the local community

The SLT will determine if the Internal Exclusion Unit will be appropriate, or a Fixed Term Suspension should be issued.

The exclusion of a student is a very serious matter. It is not a step which the school takes lightly and it is a consequence of a serious breach of school discipline. Each and every situation will be thoroughly investigated and judged in its own right. The full support of pupils and

Permanent Exclusions

The decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgment, it is appropriate to permanently exclude a child for a first, 'one-off' offence.

Behaviour Improvement Plans

On the occasion that a pupil requires intervention in order to support them in learning about and correcting wrong behaviors they will be placed on a Behaviour Improvement Plan (BIP). This will mean that the pupil will be set targets that will form a focus for their behavior improvement and a designated member of staff whom they will have to meet to evidence that they are meeting or working toward achieving their targets. There are three BIP levels. BIP1 with the form tutor, BIP2 with the head of Key Stage and BIP3 with a member of the Senior Leadership Team.

SITUATIONS, ACTIONS AND SANCTIONS – GUIDANCE FOR STAFF

1. Assault

Pupils who assault a member of staff or other pupils

- a) Isolate student using subject leader or on call system
- b) SLT informed
- c) Incident investigated and the police involved as appropriate
- d) Will result in a Fixed Term Exclusion/ Suspension or possibly a Permanent exclusion

2. Banned items

The following items are 'banned items' (**for illegal drugs see 'Drugs Policy'**)

Banned items (other than illegal drugs)

Unauthorised drugs include:

- Alcohol
- Tobacco
- Prescription medicines without the patients name, date of prescription, dosage and name of drug
- Over the counter or other non-prescription medicines without a parental note of authorisation
- Solvents
- Volatile substances

Additional Banned Items

- Aerosols – hair and deodorant
 - Matches
 - Cigarette lighters
 - Fireworks
 - Knives
 - Firearms
 - ICT virus equipment – inappropriate material
 - Any object that could potentially cause injury
 - Laser pens or any laser pointing device
 - Chewing gum
 - Fizzy drinks
 - Energy drinks
 - Make up
 - Jewellery
- a) Isolate student using subject leader or on call system
 - b) Item confiscated (item usually requiring collection by parent/carer or police)
 - c) Head of Year informed
 - d) Incident investigated
 - e) Will result in internal isolation or Fixed Term exclusion/ suspension

The School follows the DfE guidance (Behaviour and Discipline in Schools January 2016) which gives the School the power to search without consent for certain 'prohibited items' (as listed above) as well as the power to confiscate, retain and destroy such items as determined by the guidance.

3. Bullying

Bullying is unacceptable behaviour and will not be tolerated at All Saints Catholic College.

Bullying is behaviour that deliberately tries to cause anxiety, fear or hurt. It can include being hit, pushed around, being teased, threatened, called names or having money or possessions taken or damaged.

Actions are described in the Bullying Prevention Policy as to what would happen to pupils in the event of a bullying incident.

Pupils are regularly reminded of what to do if they are being bullied or if they suspect a peer is being bullied. They are regularly reminded of the anti-bullying email which they can access.

Parents MUST contact school, immediately, if they believe that their child or another school student is being bullied.

Incidents of bullying that target those identified in the Equalities Act as having protected characteristics will be reported further and potentially to the police.

4. Damage to School property

- a) Parents are contacted
- b) Where appropriate, damage to be made good e.g. washing off graffiti
- c) Where appropriate, payment is requested from parents
- d) Appropriate sanctions given e.g. litter picking, other service to the community, detention or time in isolation.

5. Drugs

Pupils who bring or use drugs on site will be placed in isolation of the IEB while:-

- a) An investigation takes place involving the police when appropriate.
- b) Parents are contacted
- c) A referral to an appropriate outside agency for support work is arranged.

Using or possessing will result in a Fixed or Permanent exclusion.

Supplying drugs will result in a Permanent Exclusion

Carrying sufficient drugs which may be judged (by police) to be used for supply will result in Permanent exclusion. Where a student is allowed to return to school a 'Drugs Free in School' contract will be signed.

Second time use possession or supply of drugs following the signing of the 'Drugs Free in School Contract' will result in permanent exclusion.

The School will exercise its right to ask pupils to empty pockets and bags in cases where drug use/possession is suspected. If pupils fail to agree to this the School will contact the police and the police will conduct a search.

6. Equipment

Pupils are expected to bring into School:

- a) Pen, pencil, ruler, calculator, student planner.
- b) Correct books for a particular day
- c) Correct clothing and equipment that a particular lesson requires (e.g. PE and Food).

Persistent failure to bring correct equipment will result in sanctions being applied to a student. Staff will give a warning on the first occasion and a sanction on the second and subsequent occasions. Pupils who arrive with inappropriate bags will have them confiscated and replaced with a bag for loan for the day.

7. Fighting

- a) Pupils who are physically aggressive will face serious disciplinary consequences.
- b) Pupils who fight can expect:
 - Isolation whilst an investigation takes place
 - Further internal isolation or Fixed Term Exclusion / Suspension to the Internal Exclusion Base
 - Parents to be contacted
 - Possible permanent exclusion

8. Fire Safety

Any student setting off a fire alarm or misusing fire safety equipment without just cause or abusing fire-safety equipment will be isolated / excluded / suspended. Actions which deliberately endanger the safety of others may lead to permanent exclusion. Any charges incurred will be passed to the parents.

9. Harassment (race, religion, sexuality, culture) including sexual harassment and sexual violence

Any student who harasses other pupils will be treated in the same way as a bully. An investigation will take place by pastoral staff and the punishment will then be determined. This may include exclusions, suspensions, detentions or isolation. SLT must be informed of racist/ homophobic incidents so the appropriate paperwork can be completed for LA and police purposes.

This includes sexual harassment and sexual violence. Neither of these behaviours is acceptable and will not be written off as 'banter', 'part of growing up', or just having a laugh'. Sexual Harassment and/ or sexual violence can come in many forms. This includes (but isn't exclusive to):

- Inappropriate touching or grabbing of parts of the body particularly breast, bottoms and genitalia
- Touching of clothes with inappropriate intent ie. Lifting up skirts, flicking bras
- Sexualised comments directed at another person
- Use of electronic devices to take unwarranted and potentially sexualised pictures ie.
 - Up skirting/
 - semi naked or fully naked images
 - Unwanted physical touching or an attempted to make another person touch in a sexualised way that is unwanted/ resisted

This behaviour will be sanctioned and may lead to a Permanent Exclusion if it breaches the health and safety of all participants of the school community.

It is likely to be reported to the police dependant on the serious nature of the incident.

10. Homework

Homework is set in accordance with the School's homework policy. Failure to complete homework will result in an electronic behaviour point being completed and detentions being issued. A comment will be made in the journal by the class teacher. Parents will be contacted for worst offenders.

11. Intruders/strangers

Any student seen talking to or encouraging a stranger to come on to site or stay on site will be isolated and could be excluded.. Any student letting a stranger into school or giving them any "information" will receive a fixed term exclusion or be permanently excluded.

Any student who meets with pupils from another school outside the school gates or in the immediate vicinity of the school will likely spend time in isolation.

12. Mobile phones

Mobile phones are not be used at all during the School day (from 9am – 3pm). Mobile phones must be switched off and out of site during the school day. Any pupils who use their phone will have it confiscated and kept in the school safe. It will only be returned to them at the end of the day. Any electrical devices that are brought into school are done so at the personal liability of the student. The school will not be held responsible for damage or lost items. Staff have the right to use their discretion on the use of such devices at times other than the above – before and after school, trips, sport events etc.

The school promotes the responsible use of mobile phones and e-safety and cyber bullying is taught in ICT lessons. If an issue of anti-social behaviour combined with the use of social media is brought into School by pupils (even if the incident occurred outside school) then staff will investigate. Depending on what occurs in school then a sanction (detention, isolation, suspension to the IEB, Fixed Term Exclusion) may apply and we reserve the right to involve the police as well as parents. Pupils who have been involved in such an incident will also be banned from bringing these devices into school for the equivalent of one term and will have regular and random bag searches. They will receive a permanent ban on bringing devices into school if they are found with a mobile phone during the duration of the ban. The school also exercises the right to look at the content of mobile phones and other devices and delete material if it is deemed necessary and inappropriate.

13. Smoking

Smoking is banned for staff and pupils on the whole of the school site. Any pupils caught smoking will:

- a) Have their smoking equipment confiscated and disposed of (i.e. treated as a drug – see Drugs Policy).
- b) Parents may be called in for a discussion on health and duty of care.
- c) Be isolated at break, lunch or serve an 'after school' detention or a day in isolation.
- d) Potentially be referred to the School nurse for educational material and consultation.

Smoking also includes the use of electronic cigarettes.

14. Inappropriate Language/Swearing

If a member of staff hears bad language directed at them or about them, the student must be removed from the classroom and placed in isolation (internal exclusion). In all cases a student who swears at a member of staff will be isolated within IEB or be excluded for a fixed term. An investigation will determine the length of the exclusion / suspension.

A student deliberately shouting bad language across the classroom so other pupils can hear will be removed from class and placed in isolation.

Any form of verbal aggression towards a member of staff must be dealt with. Staff work on the principle 'Loud enough to be heard.....Loud enough to be punished'. Pupils are made aware that swearing will always be an issue which will result in disciplinary consequences even if unacceptable words are whispered to another student.

Instances of the use of swearing or bad language are noted on record. The repeated or extended use of extremely foul or disrespectful language (including racist, sexist homophobic or transphobic comments) will always result in a severe sanction, after investigation.

15. Theft

After an item has been reported as stolen:

- a) A full investigation will take place
- b) Pupils may be required to have their coats and bags searched
- c) Sanctions will apply to the thief

The school is not liable for the loss or theft of any items pupils bring into school.

16. Truancy

If a student has been identified as truanting:

- a) Parents will be contacted by phone, email or text
- b) Truanting for a lesson will result in the pupils being detained after School by the subject teacher / leader to complete work missed.
- c) Truanting from more than one lesson will result in the student receiving a day in isolation.
- d) The EWO will be notified in worst cases

17. Walking out of School without permission

Walking away from a teacher or responsible adult who is giving instruction or sanction is unacceptable. Walking out of school without permission and signing out without permission is always unacceptable.

On these occasions:

- a) An attempt will be made to contact a parent
- b) The pupils will serve a Leadership detention or spend time in isolation
- c) Walking away from a member of SLT will automatically result in time in isolation.

18. Use of restraint

Staff are allowed to use reasonable force when restraining pupils who are acting in a threatening or dangerous manner or to prevent an accident.

19. Uniform/ Dress Code

Pupils are expected to wear their uniform with pride and “dress for success” at all times. The School will reward individual pupils and whole forms to encourage correct wearing of uniforms.

Pupils who fail to wear the correct uniform or fail to wear their uniform correctly (this includes contravening the school rules on make-up, jewellery and hair styles) will be given a ‘uniform behaviour point’.

Failure to wear the correct school uniform will result in the implementation of a graduated response including:

- A verbal reprimand and warning of the student
- Contact with home
- In school or after school detention
- Or time in the IEU for persistent failure to wear the Correct Uniform

Appendix A: LETTER TEMPLATES

Key staff above who wish to contact parents by letter should use the **standard letter templates** shown in this document. It is important that HODs, Heads of Key Stage and SLT try and involve the member of staff who initiated the referral whenever possible.

Level 1 letter (Form Tutor) - Appearance

Dear ...

I wish to raise a concern with you regarding _____ appearance to school. _____ is continuing to *wear make-up* (specify), despite having already been addressed several times.

I trust you will ensure that your child's appearance is in accordance with school policy in future.

Please complete and return the slip below to acknowledge that you have received the letter.

Yours sincerely,

Head of Key Stage

I acknowledge receipt of the letter regarding uniform and will ensure that _____'s appearance is in accordance with school policy.

Signed-----

Level 2 letter from HOD / HOY

Information letter

Dear Mr. and Mrs. _____

I am writing to inform you that your *son/daughter* _____ has been referred to me by his class teacher for *repeatedly failing to produce homework*.

This matter is being taken seriously, as the department has high standards and is particularly keen for _____ to do well.

If the problem persists I shall invite you to come in to school to discuss it with me, along with his class teacher / form teacher.

However, I trust you will discuss our concerns with _____ and that from now on we will see a positive difference.

In the meantime, please do not hesitate to contact me if you wish to discuss the matter further.

Yours sincerely,

Miss X

Head of History

Level 2 letter from HOD / HOY

Parental meeting

Dear Mr. and Mrs. _____,

I contacted you recently about the referral that was made by _____ class teacher for *repeatedly failing to complete homework.*

I am concerned that there are still problems and I would now like you to invite you into school to discuss the matter.

I would be grateful if you attend a meeting on _____ at _____.

If this is inconvenient, please contact school to make an alternative appointment.

Yours sincerely,

Miss X

Head of History

Level 3 letter from AHT

Parental meeting

Dear Mr. and Mrs. _____,

I have tried to contact you by telephone but have been unsuccessful.

Therefore, I am writing to inform you that your _____ has been referred to me by
_____, *Head of Year* ____/ _____, *Head of* _____ for
repeatedly truanting from school.

As this is a serious matter I would like to invite you into school to discuss the matter
_____ *at* _____.

If this time is inconvenient please feel free to contact the school to rearrange the appointment.

Yours sincerely,

Mrs. X

Assistant Headteacher

Appendix B

----- Department Report Card

Name:

Form:

Class teacher:

Reason:

Day					
Date					
Comment					
Staff sig					

HOD signature_____

Parent / carer signature_____