



All Saints Catholic College



BEHAVIOUR POLICY

BE INSPIRED. BE EXCELLENT. SUCCEED

Document Record

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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, restoration 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 instil 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
- To encourage a culture of forgiveness and restorative practice

The centralised behaviour system outlined within this document aims to promote a culture of restorative practice and allows time for students to have a 'voice'. Restorative conversations after incidents of poor behaviour allow members of staff and students time to re-establish boundaries and expectations.

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 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. We also have a duty to create a learning environment which allows for high quality teaching and learning in which no lessons are lost to poor behaviour.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools • Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

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.

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 enter the classroom in a quiet and ordered way.
- 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.
- Say the school mantra and have the pupils respond.
- 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

As the lesson progresses:

- Undertake regular learning checks through strategies such as questioning
- Encourage and praise positive behaviour
- Do NOT allow a child to leave the room if the issue is one of a medical nature – on call should be pressed.
- Teachers professional judgement should be used in regards to the toilet. If a pupil is required to use the toilet, they will be challenged and, only when absolutely necessary, be allowed to take the toilet pass and use the toilet in lesson time.
- Reinforce 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 staff should ensure that our pupils should:

- Keep the school clean and tidy, and place litter in bins
- Walk purposefully inside the building, dressed in their correct uniform
- Act safely in all recreation areas
- Pupils keep to the left of the corridors, and take care of walls and furniture displays.

Lunchtime

All staff, and especially duty staff, should ensure that pupils:

- Are 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 'Damascus', a Short off-site direction 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.

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.

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.

Achievement points should be electronically recorded on SIMS.

These can be awarded for a variety of reasons, i.e. excellent work, participation in a lesson etc. They will be monitored each half term by the Pupil Progress Leader 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

- Star of the Lesson Certificate
- 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

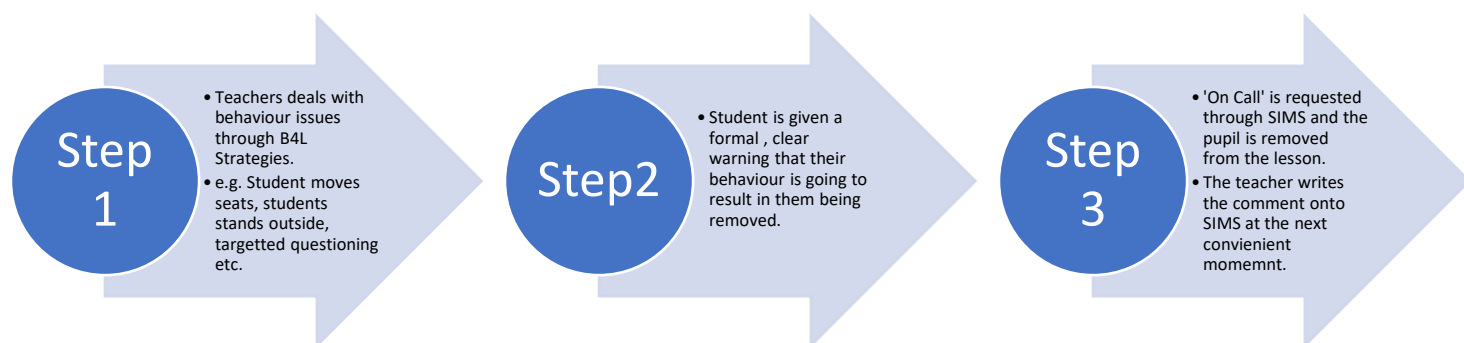
SANCTIONS

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 misdemeanours of a few or to impose a sanction which is designed to humiliate a pupil.

Detentions will be issued and sat on the day that an incident occurs. Parents will be informed via text message that their son/daughter will be staying in school after the final bell. This is to ensure that the teacher and pupil can engage in restorative conversations to ensure that any issues can be resolved before the next lesson.

In Class Behaviour System:



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 i.e. Failure to hand in homework, no equipment, uniform issues. These don't result in detention but will still be monitored by Heads of Year and the Senior Leadership Team. Multiple behaviour points for the same behaviours may result in a detention and isolation being issued.

Incidents of disruption within the classroom

Teachers, during the course of their lesson, will sanction behaviour themselves and will deal with low level disruption through strategies such as moving the pupils around, standing pupils outside, speaking with them at their desk and giving out short 10 minute detentions after the lesson (either at break, lunch or after school).

When learning within the classroom is not able to take place, the teacher will use 'on call'. 'On call' is the last resort for the teacher and is signalling to the pupil that their behaviour is so disruptive that they must be removed to protect the learning of others.

Pupils that are disruptive to the learning of others will be removed from their lesson will be taken to the Head of Department (or 2ic when HOD is unavailable). If the pupil continues to be disruptive or fails to comply, they'll be removed and taken to 'Damascus'

At the end of the day, the pupil must sit their detention for 30 minutes. At this point, the teacher who issued the detention will conduct a restorative conversation with the pupil to ensure that any issues are rectified and the relationship can be restored. A truly 'fresh start' can be given for the next lesson.

All incidents like this should also be entered onto SIMS at the next available opportunity to ensure that that Heads of Year and Pastoral Support Officers are able to have impactful conversations with parents if incidents continue to occur.

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

- Detentions
- Time in the Internal Exclusion Base
- Short off-site direction to another school
- Fixed term exclusion
- Permanent Exclusion

Information should be recorded on SIMS and as much detail given as possible so the Assistant Headteacher for behaviour and the PUPIL PROGRESS LEADER can monitor and deal with incidents efficiently.

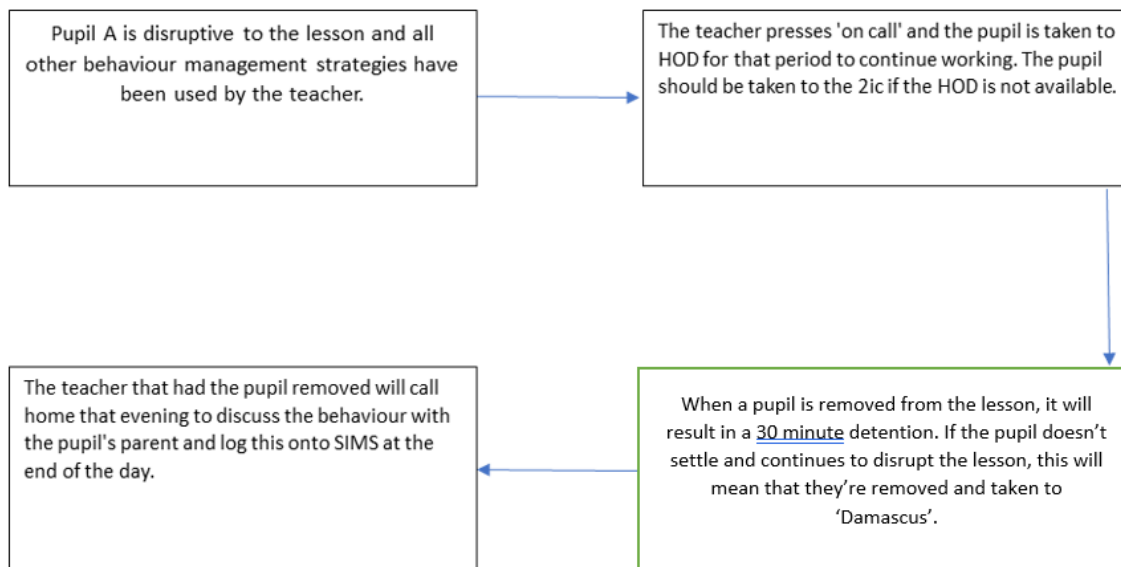
Parents will be informed about the detention via text message and a call will be placed to explain the reason for detention on the same night by the classroom teacher.

Continued behavioural concerns MUST be discussed with the HOD and PUPIL PROGRESS LEADER. Strategies must be put into place to support key students/classes.

Removing a pupil from lesson:

Our first instinct should always be to keep all pupils in all lessons. Pupils aren't able to learn if they're not in lessons. It is both our job and responsibility to keep pupils in lessons and work with them and only remove them to another classroom when it is absolutely necessary and all other behaviour management strategies have been attempted.

Process for Removals:



When a pupil is removed, they should be sent to HOD (or 2ic) with work for that period. The teacher should log the removal on the 'pupil removal spreadsheet' so that PPL, KS managers and SLT can see which pupils have been removed through the day and administer detentions on the same day.

Detentions

- If a detention is set for after school then a parent should be notified via text message before the end of the day, but there is no legal need to do this. A detention will go ahead even if the parent has not been notified. A reminder though that parents should be notified as a matter of courtesy, good practice and Safeguarding. This can be done through a text message.
- Once a detention has been notified to the home it is NOT the case that parents/guardians can 'decline' it. Special dispensation may be made for matters of 'safeguarding' but this is at the discretion of the Assistant Headteacher for behaviour.
- ALL detentions MUST be recorded on SIMS.
- 1 'on call' will result in a 30-minute detention. 2 'On calls' during the day will result in a 60 minute detention. 3+ incidents will result in a 60 minute detention and a day spent in Damascus the following day. If pupils are continuing to cause disruption through the day, they may be taken to Damascus for the remainder of the day and booked in for the following day

- Students who fail to behave during the detention will be given a 60 minute detention the following day.

Detention Expectations:

- It is expected that the pupil sitting the detention will be working in silence when they are not having their restorative conversation with the teacher. Work will be provided for students that do not have homework or revision to complete.
- It is expected that the teacher that has removed the pupil will come to the detention to speak with the student.
- Detentions are purposeful and must be used to restore the working relationship between staff and pupil. The pupil must be given the opportunity to share their grievance.

The Internal Exclusion Base (Damascus)

Damascus may be used to:

- Hold pupils whilst an investigation is underway.
- 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.
- Failing to attend multiple after school detentions.
- Hold pupils who have returned from exclusion without a post-exclusion meeting taking place.

The number of pupils in Damascus should be kept to a minimum.

Isolation in Damascus can be decided or authorised by the PUPIL PROGRESS LEADER and should be discussed with the Assistant Head or Deputy Head

The relevant PUPIL PROGRESS LEADER or Pastoral staff must inform parents by phone in advance if time in the Damascus is planned as a sanction but Damascus may be used as an immediate sanction for poor behaviour.

Damascus will run from 9.15am – 3.00pm. 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 Damascus and MUST provide work

EXCLUSIONS

Heads of year 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 by the Headteacher/ Deputy Headteacher. An exclusion letter will be sent, with the form being signed by the Headteacher or Deputy Headteacher. Jo Keogh must have the accurate information for the letter to be sent home.

Types of Exclusions from School

The school follows statutory guidance issued by the DFE. Exclusion is at the discretion of the Headteacher/Deputy Headteacher only.

There are two types of exclusions from School:

Fixed Term: 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 behaviour 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 use of Damascus will be appropriate, or a Short Off-Site Direction or Fixed Term Exclusion is more appropriate.

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.

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 behaviours 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 behaviour 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 Pupil Progress Leader 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
- e) Parental Meeting must take place before a student is allowed back into circulation.

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 storage devices
 - Any object that could potentially cause injury
 - Laser pens or any laser pointing device
 - Chewing gum • Fizzy drinks
 - Energy drinks
 - Make up
 - Jewellery
 - Pornographic imagery/ items or inappropriate materials
 - Vapes or e-cigarettes
- a) Isolate student using subject leader or on call system
 - b) Item confiscated (item usually requiring collection by parent/carers or police)
 - c) Pupil Progress Leader informed
 - d) Incident investigated
 - e) Will result in internal isolation or Fixed Term exclusion/ suspension
 - f) Parental Meeting must take place before a student is allowed back into circulation.

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. detention or time in isolation.

5. Drugs

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

- a) An investigation takes place involving the police when appropriate.
- b) Parents are contacted and meeting must take place.
- 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 subsequent occasions must be noted on SIMs so that this can be monitored by PUPIL PROGRESS LEADERS/SLT.

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
- c) Isolation whilst an investigation takes place.
- d) Further internal isolation or Fixed Term Exclusion / Suspension to the Internal Exclusion Base
- e) Parental Meeting must take place before a student is allowed back into circulation.
- f) 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 i.e. Lifting up skirts, flicking bras
- Sexualised comments directed at another person
- Use of electronic devices to take unwarranted and potentially sexualised pictures i.e.
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

Students that perpetrate this type of behaviour will be isolated in the schools Internal Exclusion Base to protect the safety and dignity of all students. Students will not be allowed back into circulation until a parental meeting has taken place alongside the police community support officers based within the school.

All incidents of Sexual Harassment will be punished severely and the school will fully support the victim if they wish to make a formal report to the police.

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 added onto SIMs. 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 to 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 3:30 following a detention. 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 Damascus, 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 issued with a 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 and Vapes.

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 Damascus 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 detention that night.

Any form of verbal aggression towards a member of staff must be dealt with. 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
- d) Parental Meeting must take place before a student is allowed back into circulation.

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 spend time in Damascus upon return.
- c) Walking away from a member of SLT will automatically result in a double detention that evening.

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.

All Staff have had CPI de-escalation training and Pastoral staff have had advanced CPI training.

19. Uniform/ Dress Code

Pupils are expected to wear their uniform with pride and “dress for success” at all times.

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
- After school detention
- Or time in Damascus for persistent failure to wear the Correct Uniform

Should staff feel it more appropriate, they may provide uniform to pupils or allow time for the issue to be rectified.

APPENDIX A

Covid 19 Additions:

The Governors have a responsibility to ensure that behaviour does not compromise the health and safety of staff or students and reserve the right to sanction students, these sanctions include where necessary Fixed Term Exclusion and Permanent Exclusion.

Students who fail to follow the rules and therefore compromise the health and safety of others will:

- Be issued with a verbal warning
- Will be moved seats (where logistically possible)
- If your behaviour does not improve, your parent/carer(s) will be contacted and arrangements made for you to go home. Return to College the following week will be dependent on your ability to demonstrate a willingness to adhere to the expected behaviours indicated in this policy.
- If your behaviour is deemed high risk, for example deliberate behaviours that put yourself or others at risk such as spitting or deliberately coughing at people, your parents will be contacted and a fixed term exclusion applied.

All Saints Catholic College acknowledges that students will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to college. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, college trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of reengagement with learning and the college community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences students may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention
- For some students, including those with attachment concerns or SEN/D, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

The College recognises that behaviour could be a sign that for some individual students there is an unfulfilled need and that the behaviour is communicating that there is a problem. The college will undertake an individual risk assessment for the student and use reasonable endeavours to make the necessary adjustments to

reduce the stimulus that may be triggering the challenging response, keeping in mind the health and safety of students and staff.