

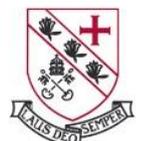
Behaviour Policy 2021

By	Review period	Method
Full Governing body	2 years	Meeting

Ownership: Director of Student Welfare and Head of Pastoral

Revision History

Review	Changes	Next review date
November 2019	Updated guidance	January 2021
December 2019 and January 2020	Yes	December 2022
July 2020	Covid 19 additions	July 2022
July 2021	Updated guidance	July 2023



Purpose of the Policy

The purpose of our policy is to:

- Promote and sustain the highest standards of behaviour from all members of the community so we can all work and learn in a friendly, safe, caring and ordered environment.
- To create a clear structure of rewards and consequences, communicating this to all members of the community.
- To develop an ethos of success for all.

The success of our policy rests on the agreed understanding that behaviour is the shared responsibility of all. In order to uphold our values, rewards and sanctions need to be consistently applied by all staff to all students.

Aims

To foster an ethos that through encouragement, praise and reward for appropriate and responsible behaviour reflects the principles outlined in our vision statement.

Through personal example and teaching, we aim to help children form good relationships. We aim to help our young people become considerate, courteous and respectful of other people and property.

To help our young people develop self-confidence and self-esteem so that they will feel valued and supported by adults and by each other.

To lead our young people towards a greater degree of self-discipline and independent learning in response to the values they have learned.

St Joseph's Vision and Values and how this policy supports this

We are dedicated and proud to provide exceptional, inclusive and inspirational education to students of all faiths, and none, in a Catholic setting. We pride ourselves on providing an aspirational and supportive environment, which enables all of our students to thrive in school and in life.

Every student leaves us with the education and experiences to enable them to thrive academically and empower them to enrich their own lives, and those around them. Education at St Joseph's takes place in a fully inclusive environment where students learn to value diversity. Students are supported by their peers and inspired by committed staff. Our strong, proactive partnerships help us continually improve our school and sustain excellence.

The College offers an education with a solid foundation of Christian values. We expect the very best from each and every student and seek to be a community where all are valued. The College motto, *Laus Deo Semper* (praise to God always), underpins all relationships in the College. We praise God by finding the best in others and treating each person with dignity as a child of God.

The policy aims to support our vision statement and is linked to the following College policies:

- Safeguarding Policy
- Confidentiality Policy
- Data Protection Policy
- Equality and Diversity Policy
- Drugs and Substance Abuse Policy
- Attendance Policy
- Positive Handling Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Admissions Policy
- Online-safety Policy
- Intimate Care Policy

St Joseph's Expectations

All members of our community should uphold the Gospel values and are expected to be:

- | | |
|---------------------|---|
| Considerate | respecting everyone else as an individual;
building self-worth and appreciating others |
| Courteous | being polite and helpful at all times |
| Co-operative | being willing to work together and get on with each other |
| Hard working | doing our best, building a culture of achievement |

Honest being truthful; knowing right from wrong

Responsible being reliable and responsible for our actions;
behaving as part of our community

These expectations apply to lessons, social times, trips, after College clubs and travel to and from College.

Rewards

When good behaviour and good work are valued, students grow, flourish and want to learn, encouragement and motivation is the key. Praise can be linked to work, effort, willingness, contribution, co-operation, team work, thoughtful actions towards and for others and personal achievement.

St Joseph's Reward System

Reward
▪ Verbal praise and positive comments
▪ Commendation
▪ Praise Postcard Home
▪ Leading Learner Award
▪ Leadership Certificate
▪ Celebration Awards Ceremony

Years 7 & 8		Years 9, 10 & 11	
Number of Commendations	Reward	Number of Commendations	Reward
25	Praise Postcard	N/A	N/A
50	Bronze Certificate	15	Bronze Certificate
80	Silver Certificate	30	Silver Certificate
120	Gold Certificate	50	Gold Certificate

Behaviour Rules

In the classroom

Students are expected to follow these rules in every lesson

- Respond promptly to the signal for attention.
- Follow instructions from staff when given.
- Remain on task as directed.
- Work hard on the set tasks and with full concentration.
- Listen when others are speaking.
- Remain in your seat unless you have been given permission to move.

- Record homework in the Planner.
- Leave the classroom tidy.

Arrive on time for all lessons, assembly and tutor time. Between lessons there is a “change over” time in which students must move purposefully and quietly to their next lesson. Teachers must mark students as being late if they arrive after the start of the lesson without authorisation.

Be equipped: this includes a pen, pencil, ruler, eraser, calculator, a reading book and planner. Tutors will monitor student equipment on a daily basis with checks during morning registration. Students who are unable to present their tutor with the right equipment will be set a C10 (10 minute equipment) detention during that day’s break time. This detention will be monitored by a duty member of staff in a designated classroom.

Failure to have the correct PE kit for a lesson will result in the student being unable to participate in the lesson and so will be sanctioned with a C30 detention, set by the PE teacher for the following day.

Students will be able to rectify equipment issues by purchasing missing items in the Library.

Additional Rules to note:

Uniform should be worn in accordance with the Uniform Policy

No water breaks are allowed during lessons, except as directed in PE. Water is freely available during break and lunchtime.

No use of electronic devices during the College day. “Electronic devices” as a term includes mobile phones, tablets, smart watches and other smart devices.

Students seen with a phone or associated paraphernalia should be told to put it away immediately. The consequences for failing to follow such instructions is the confiscation of the phone, which will be handed into Student Reception where it can be collected at the end of the College day.

Persistent noncompliance by students using phones in school will be escalated to a C90 Sanction.

In the Street and corridors during lesson transition

In the Street and corridors any member of staff has the authority to enforce the rules. These are:

- Wear full uniform correctly.
- Walk purposefully without running on the stairs and in corridors.
- Only line up outside classrooms that require staff to be present (Science, Technology, Art and Food Preparation and Nutrition) – in these cases students should line-up outside classrooms in single file, remaining quiet and keeping corridors clear.
- In all other cases, students should enter the room directly, to keep the corridors clear.

In the Street and corridors during social times

- Indoor eating and drinking is only allowed in the canteen area and the Street.
- No bags should be left in the street, corridors or outside the Library.
- No running or playing games.
- No disturbance through windows or doors, including excessive noise.
- No littering.
- Clear away all meal debris from the canteen area and Street.
- Queue up quietly and in an orderly manner for lunch, following the direction of duty staff. No pushing-in.
- Bags are permitted in the canteen, but should not be left in front of Student Reception.

- Lockers should be used promptly at the start and end of social times, giving consideration to allowing access to peers with neighbouring lockers and not disturbing students who are working in nearby classrooms.
- Students should be downstairs at break and lunch. Students can only be upstairs if they have been directed to do so by a member of staff, who will supervise them.

In College grounds and outside College

- Keep the College grounds clear from litter.
- No food, drink or bags on the field, Astro, or multi-use games area (MUGA).
- Ball games should only be played on the Astro, MUGA or field.
- Interact with peers and staff positively and politely at all times, following instructions given by Lunchtime Supervisors.
- Behave sensibly when travelling to and from College having due regard for local residents and the reputation of the College.
- Cross the roads in a safe and disciplined manner.
- Bicycles must be dismounted on the College site and walked to the storage areas or exits.

Investigating incidents of poor behaviour

College staff will investigate incidents of poor behaviour to establish responsibility for breaches of the College's Behaviour Policy. Students will be questioned and asked to write statements about these incidents. Refusal to write full and honest accounts of incidents will be treated as an offence in itself, resulting in sanctions for noncompliance and dishonesty.

Serious offences

There are a number of behaviours that are non-negotiable and will be dealt with by issuing a Seclusion (S1-S5) or a Fixed Period Exclusion.

- Blatant defiance, including walking away when being spoken to by any member of staff.
- Violence of any kind.
- Abusive language to any staff member.
- Racist, sexist or homophobic language.
- Peer on peer abuse/bullying
- Sexual harassment or assault.
- Harassment or bullying.
- Anti-social behaviour: spitting, graffiti or vandalism.
- Damage to property or theft.
- The possession of illegal drugs and related paraphernalia.

Any act in public that brings the College into disrepute, any crime relating to violence or drugs could result in a Permanent Exclusion.

Peer on Peer abuse/Bullying

Peer on peer abuse is a Safeguarding concern – any suspicions you have about students negatively interacting with each other should be passed on the Safeguarding team through a CPOM referral or using the paper referral form (available in Pastor officer 1 or moodle – staff documents).

The College recognises that:

- Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms.

- It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.
- This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals.
- this form of abuse should never be tolerated or passed off as “banter” or “part of growing up”.
- Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Bullying is defined as negative behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race/culture, religion, gender, sexual orientation disability, SEN, appearance/health, home situation, CLA or Young Carer status

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying will result in serious sanctions – S1+, Fixed Term Exclusion or Permanent Exclusion, depending on the specific circumstances. Student Managers will log bullying onto Schoolbase once suspected incidents have been investigated.

Actions taken to support the victim:

- Counselling
- Safe place provided at social times
- Restorative meeting
- Referrals to external agencies

Actions taken to support the perpetrator:

- Counselling
- Class move
- Restorative meeting
- Referrals to external agencies

Weapons Statement

In the case of a student choosing to bring any object onto the College site that could be used as a weapon to strike, club, stab or slash another person, will most likely result in permanent exclusion, irrespective of the quality of that student’s previous conduct record.

For guidance on the process of Fixed Period Exclusions and Permanent Exclusions, please see Appendix B.

The Consequences

To make the system easy for everyone to understand, we use a set of consequences called C10, C30, C60 and S1-S5 as described below.

All consequences are cumulative. If a student misses/fails a C10, C30, C60, C90 or S1-S5, not only will they be escalated to the next level of sanction, but they will be expected to complete the original sanction too.

Teachers who set an after College sanction (C30, C60 or C90) must email parents when logging it on Schoolbase. We cannot expect parents to check Schoolbase, they need to be alerted of any detentions.

The guidance on the behaviour and consequences are displayed in classrooms and are attached in Appendix A.

In those situations where students are repeatedly given C30s and are spending repeated days in seclusion (S1-S5) we will provide support to these students through behaviour monitoring reports and pastoral interventions. For further information on behaviour support please see the behaviour guidance document.

Behaviour Code Meetings

As part of its quality assurance procedures, the College's pastoral team meets six times a year to review the behaviour logs of all students in the College. It is used to ensure:

- Consequences are being administered consistently;
- To collate and review behaviour log entries of individuals so that appropriate behaviour and academic support strategies may be set up and implemented.

There are five levels on the Code and students are allocated to a level according to behaviour concern and the duration of these concerns. These levels are referred to as Code 1 – 5. It is anticipated that most students will enter at Code 1, although students will be allocated a higher code if deemed appropriate. It is anticipated that students will, over time, descend the code; this achievement will be notified to parents and carers.

This process should not be viewed as being equivalent to the consequences outlined in Appendix A, but should be viewed as part of the College's internal review. Parents and carers will be notified if their children are on any part of this level.

See Appendix E for details about the five levels of the Behaviour Code meetings.

Special Events

The College organises many events over the academic year, such as curriculum specific visits, enrichment visits, spiritual visits, sporting fixtures and the Year 11 Prom. The College reserves the right to not include students in such events if there is a one-off serious behaviour concern or if there have been a series of behaviour concerns that cast doubt on whether the individual student has proved to be trustworthy in such situations.

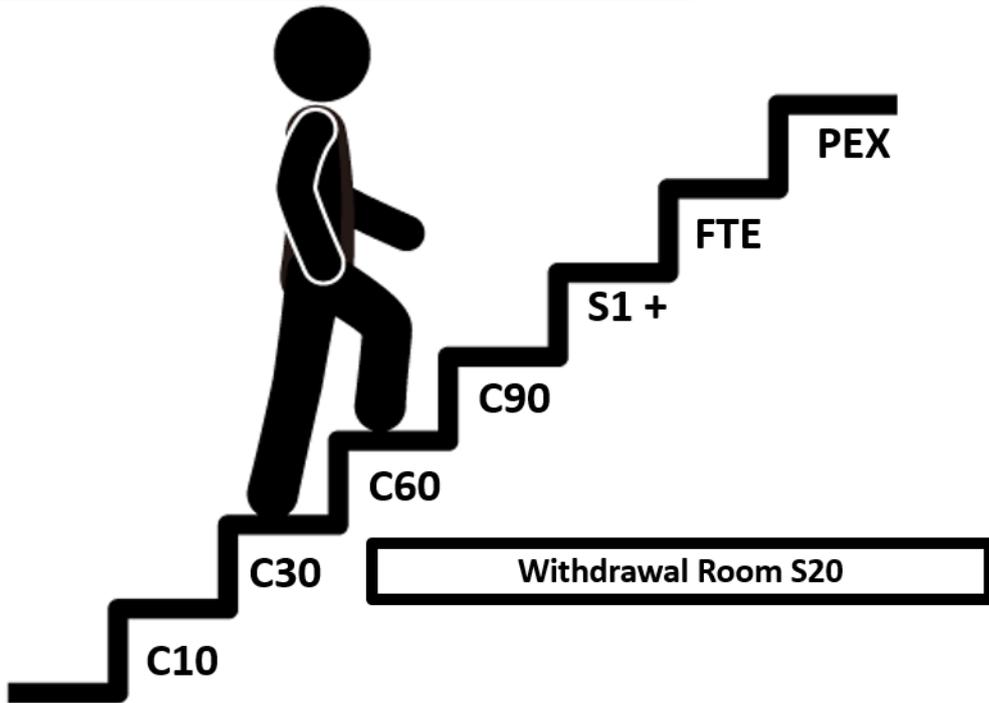
Appendix A

Consequences

C10	Equipment DT at morning break only	Failure to have the correct equipment in morning registration, including uniform. Discussion with student Sanction at break time	10 minutes detention
			Break time same day
			Report to Duty Teacher
C30	After College detention with Pastoral Team	Disruption to learning or breach of standards (including failure to work hard) late to College in the morning or failure to attend a C10 detention.	Up to 30 minutes detention
			After College – the next day (15.00-15.30)
			Student reports to detention duty Student Manager in designated room and has a restorative meeting with Class Teacher
Double C30	After College detention with Pastoral Team over two consecutive afternoons	Failure to attend a C30 detention	Up to 30 minutes detention
			After College (15.00-15.30) over two afternoons
			Student reports to detention duty Student Manager in designated room
C60	After College detention with SLT on a Friday or nearest end point of the week.	More than one incidence of being late to College in the morning, or poor punctuality throughout the College day. Length of sanction will increase with frequency of lateness. Poor behaviour in a C30.	Up to 60 minutes detention
			After College
			Report to the SLT duty person in G01
C90	After College detention with SLT on a Friday or nearest end point of the week.	Non-attendance of Double C30, C60 or truancy of one lesson. Poor behaviour in a C60. Serious pre-S1+ incident, including being sent to the Withdrawal Room.	90 minutes detention
			Friday After College
			Report to Leadership Group in G01
S1-S5		Major disruption to learning or breach of standards including	1 day or more

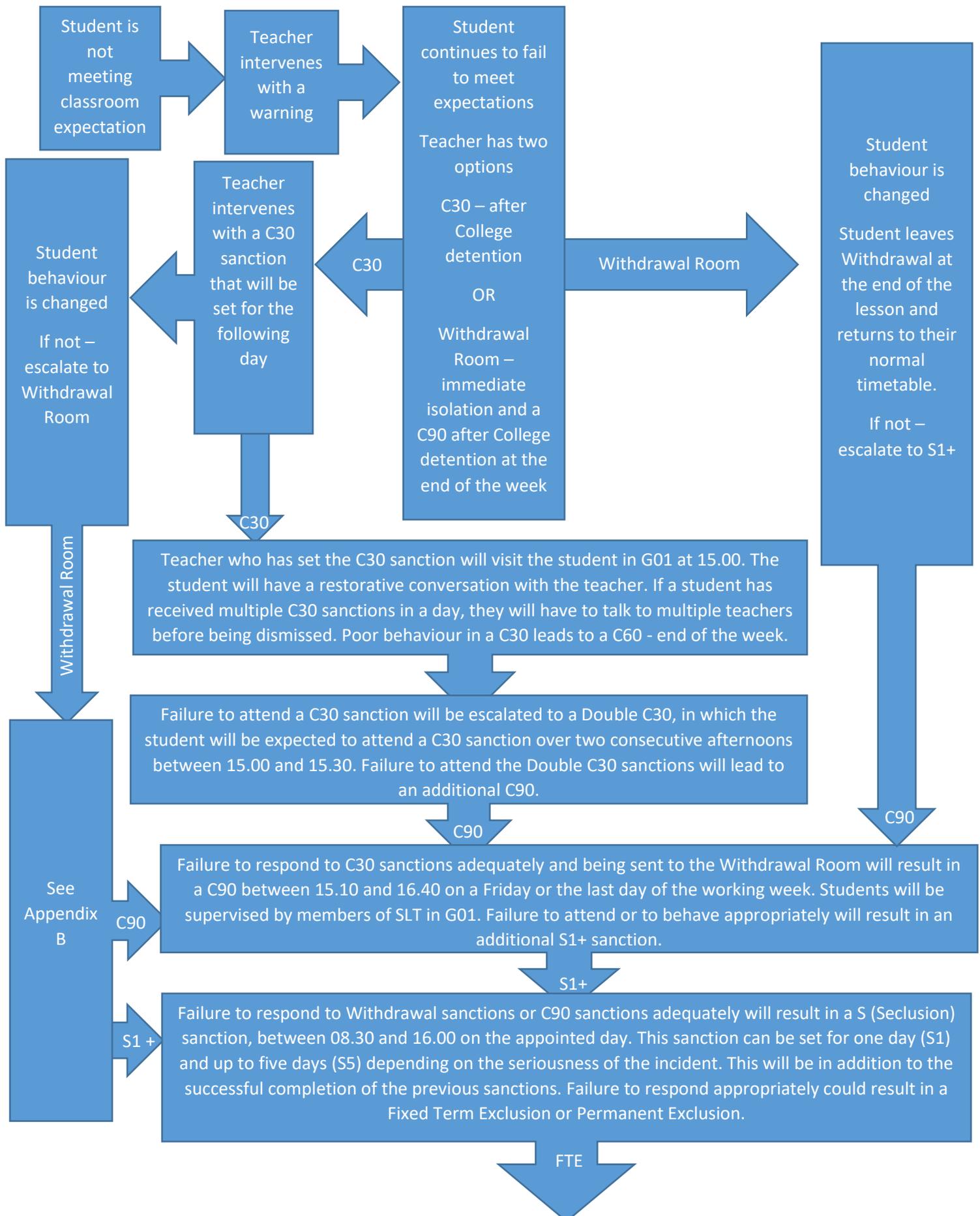
		physical aggression, verbal abuse, non-compliance and truancy of longer than one lesson. Failing the Withdrawal process. Non-attendance of C90 detentions, or poor behaviour in a C90.	All day 8:30am – 4:00pm
	Internal exclusion in the Seclusion Centre		Report to Main Reception for pick up by Seclusion Centre Manager.

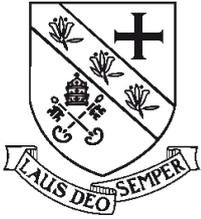
Escalation Overview:



Appendix B

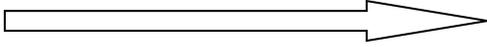
Teacher Managing Behaviour





St. Joseph's Catholic College

CONSEQUENCE 10

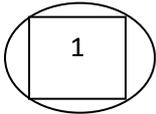


Consequence 10 (C10):

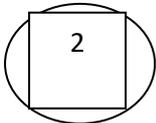
Up to 10 minutes detention

Set by tutor in registration. Managed by duty teacher in a designated classroom during morning break

BEHAVIOUR



Failure to be properly equipped at the start of the day



Failure to meet uniform requirements

Equipment:

Pen

Pencil

Ruler

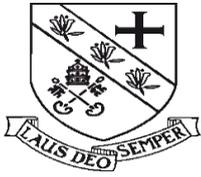
Eraser

Calculator

Reading book

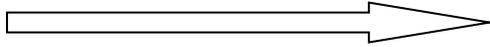
Planner

Uniform – see Uniform Policy



St. Joseph's Catholic College

CONSEQUENCE 30



BEHAVIOUR

Consequence 30 (C30):

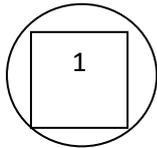
30 minutes detention set by class teacher

Held after College 15.10-15.40 by Pastoral Team.

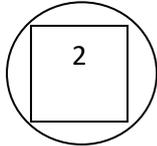
Failure to attend C30 = Double C30 over two afternoons.

Teacher informs parents of C30 detention via email.

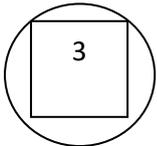
Teacher meets student and discusses behaviour.



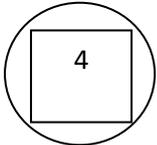
Late to class



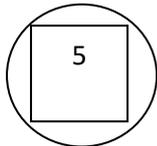
Noncompliance



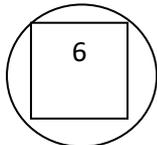
Misuse of equipment



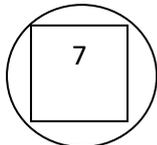
Repeated failure to conform to uniform standards



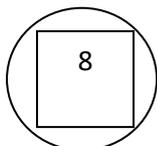
Low-level disruption in the classroom/ corridors



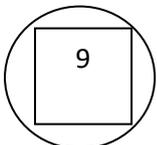
Use of offensive language/name calling



Chewing and/or eating in class



Failure to complete homework or class tasks



Not having the correct PE kit

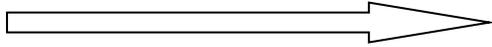


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Withdrawal Room:

Student will leave their classroom and proceed immediately to the withdrawal room, where they will work in silence until the end of the lesson.

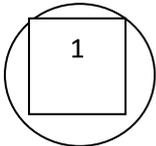
Withdrawal Room



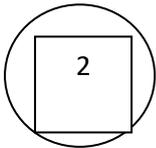
Class teacher logs a Withdrawal sanction on Schoolbase. Parents will be informed via email.

BEHAVIOUR

The student will return to their normal timetable, but will sit a C 90 detention on the nearest Friday or designated day (15.10-16.40).



Disruptive behaviour continues after a teacher's warning



Refusal to work hard, despite teacher instructions to do so



St. Joseph's Catholic College

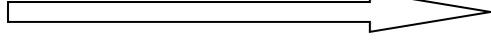
Seclusion 1 – Seclusion 5:

Time in the SJSC – 8.30-16.00

Obviously this is subject to the seriousness of the incident.

Decisions at this level are made by the Head of Pastoral in consultation with Senior Leadership. Following investigation this may lead to a Fixed Period Exclusion.

Seclusion 1 +



BEHAVIOUR

1

Refusal to accept a Withdrawal sanction or C90. Poor behaviour in the Withdrawal Room, or C90 detention.

2

Major disruption of a class activity

3

Stealing/vandalism/damage of equipment

4

Truancy

5

Abusive language towards a member of staff

6

Any form of violence / dangerous behaviour

7

Harassment or threatening behaviour to students/and or staff – racist, homophobic, sexist behaviour

8

Inappropriate behaviour in a number of lessons

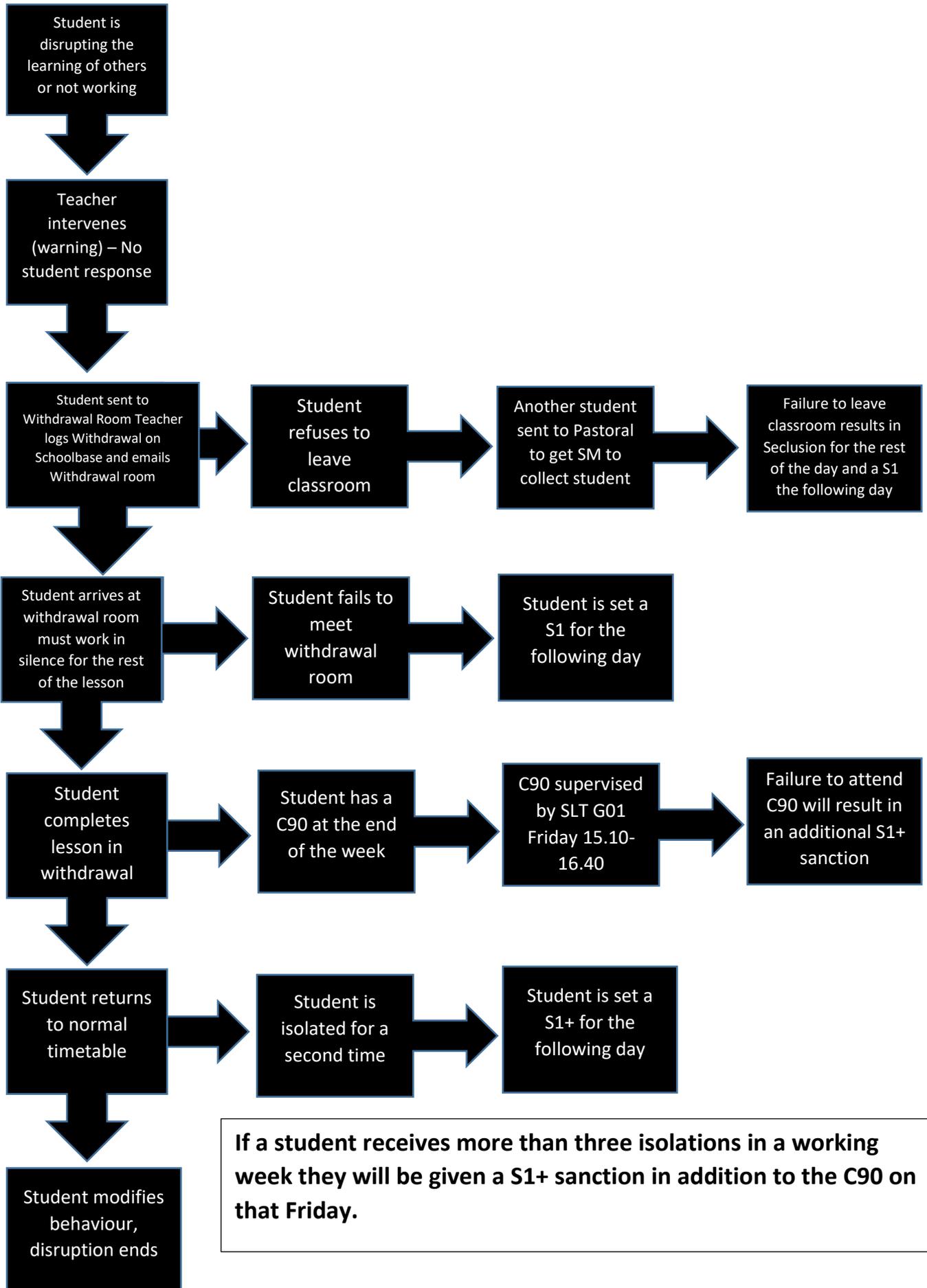
9

Being sent to the Withdrawal Room more than once in a day or more than once in a working week.

10

Noncompliance - directly refusing to respond to a member of staff's instructions, including the writing of dishonest witness statements during behaviour investigations.

Appendix C Withdrawal Room Process:



Withdrawal Room

The purpose of the Withdrawal Room is to support staff facing disruption, defiance and persistent noncompliant behaviour. It will provide them with the ability to remove these students from the learning environment, ending disruption for the class and giving the disruptive students an incentive to change their behaviour. The withdrawal room will be supervised by a senior member of staff.

The Withdrawal Room that provides teachers with support in dealing with students who are not responding to teacher interventions and who are either not meeting classroom expectations or are disturbing the learning of others.

The member of staff will give a student an initial warning, to give them the opportunity to change their behaviour. If the student does not respond to this warning they will be sent to the withdrawal room where they will spend the rest of the lesson. The class teacher will record the student's exit to the Withdrawal Room by logging it on Schoolbase (Daybook – Cause Withdrawal, Effect C90). They automatically receive a C90 for being withdrawn, 90 minutes after school, to be sat on the nearest Friday or end point of the week in G01, with the daily late students and supervised by a member of SLT. Failure to attend will result in a S1+ sanction. At the end of the lesson they will return to their normal timetable.

- Failure to leave the classroom for a Withdrawal sanction results in a S1+.
- Failure to meet expectations in the Withdrawal Room will result in a S1+.
- More than one Withdrawal sanction in a single day results in a S1+.
- More than three Withdrawal sanctions in a week results in a S1+.

Appendix D

Exclusions

1. In any circumstances where it becomes necessary to exclude a student the statutory guidelines and regulations will be followed.

2. Exclusion would normally be used:

- For a major first offence, such as serious actual or threatened violence, sexual abuse or assault, being in possession of banned substances or supplying banned substances, or carrying an offensive weapon, or an object that could be used as an offensive weapon.
- Where allowing a student to remain in the College would be seriously detrimental to the education of other students, to the welfare of other students, staff or of the student him/herself.
- More usually it follows a series of breaches of the College's disciplinary code and after a range of strategies to resolve the student's disciplinary problems have been tried and have failed.
- When the behaviour of students outside the College is such that it can be considered as grounds for exclusion.

3. The Principles of our Exclusion Policy

- Only the Principal (Co-Principal for 2021-22) may exclude a student. In the absence of the Principal, the Senior Assistant Principal will make this decision.
- The Principal may withdraw an exclusion that has not been reviewed by the governing body.
- When establishing the facts in relation to a possible exclusion, the Principal will always apply the civil standard of proof i.e. on the balance of probabilities.
- We will take care to ensure that a decision to exclude does not involve any kind of discrimination as defined by the Equality Act 2010.
- The College will always have due regard to its public sector equality duty.
- We will not exclude any student for non-disciplinary reasons.
- Exclusion will never be used informally or unofficially. This is against the law.

The Principal does, however, have the right to direct a student for education off-site to improve behaviour, or to arrange a 'managed move' for the same reason, but this will only be considered when there has been full consultation and agreement with parents and the receiving institution.

Where practical, the Principal will give the student an opportunity to present his or her case before taking the decision to exclude.

When considering exclusion, the Principal will take into account:

- Possible short term mitigating circumstances such as bereavement, mental health issues, etc.
- Whether the student comes into a category that is known to be a particularly vulnerable group (e.g. pupils with SEN, FSM pupils; looked after children; students with an EHCP; certain ethnic groups; traveller children) and whether all preventative strategies have been fully utilised.

- Whether a student has already had a number of fixed term exclusions which appear to be ineffective.

4. Duration of Exclusions

- The Principal may exclude a student for one or more fixed periods not exceeding a total of 45 days in any one school year or permanently.
- If a student is excluded for lunchtimes only, each lunch time counts as a half day.
- The Principal may exclude a student permanently if he /she judges the circumstances warrant

5. Action Following Any Exclusion

Following any exclusion of whatever type or duration, the Principal will:

- Inform the parents of the period and nature of the exclusion
- Give the reasons for the exclusion
- Advise the parents about rights of representation about the exclusion to the governing body and how these representations may be made
- Take account of his/her legal duty of care when sending a student home following an exclusion. 'Holding' arrangements until the student can be collected may be necessary.
- Provide work for the student for the length of the fixed term exclusion
- Provide the excluded student with work for the first five days of a permanent exclusion.
- Make arrangements to provide suitable full time education from the sixth day onwards for students who have been given a fixed period exclusion lasting longer than five days. Once alternative provision has been arranged from the sixth day of the exclusion, the Principal must by law inform the parents without delay of the start date, times and venue of the provision. This must be done no later than 48 hours before the alternative provision is to start.

If the excluded student is in Year 11 and has completed all public examinations, no alternative educational provision after six days is necessary.

This information will be put in writing and will be sent either by e-mail, by text, by delivering a letter directly to the parents, leaving it at their last known address or by posting it to this address. The information can also legally be sent home with the excluded student, but in this case we will always send a duplicate copy by a reliable alternative method. The information provided to parents will be clear and free of unnecessary jargon.

Where the excluded student is of compulsory school age, the College will also notify parents without delay and by the end of the afternoon session that for the first five days of an exclusion they are legally required to ensure that their child is not in a public place during school hours without reasonable justification and that they may be given a fixed penalty notice if they fail to do so.

Parents must be informed where a fixed term exclusion has been extended to a permanent exclusion. In such cases, the Principal must write again to the parents explaining the reasons for the change and providing any additional information required.

6. Informing Other Bodies

For any exclusion of more than five days, be it in a single block of days, an accumulation of short exclusions of more than five days in any one term, or a permanent exclusion, Principal will also:

- Notify the Local Authority (LA) giving the details of the exclusion and reasons for it

- Notify the governing body giving the same details
- For a permanent exclusion, if the student lives outside the local authority in which the school is located, the Principal must also inform the 'home authority' of the exclusion without delay.
- If any exclusion of even one day would cause a student to miss a public examination, the Principal will inform the LA and the governing body.

There will be a termly report to the governing body on all exclusions, covering:

- The number and type of exclusion the reasons, gender, ethnicity and age of students and whether they were already on Individual Education Programmes or Pastoral Support Programmes.
- Repeated exclusions and the school's response to them.
- Attendance figures.
- Follow-up action, including what has subsequently happened to permanently excluded students.

In addition, within 14 days of a request the College will report information about any exclusions within the last 12 months to the Education Secretary.

7. The Powers of the Governing Body

The governing body may review all the various categories of exclusions and will consider any representations made by the parents of the excluded student

The governing body has no power to increase the severity of an exclusion. It can, however, uphold an exclusion or direct the student's reinstatement, either immediately or by a particular date.

However, in the case of fixed term exclusion that does not bring the student's total number of days of exclusion to more than five days in a term the governing body cannot direct reinstatement and is not required to arrange a meeting with parents.

8. Discipline / Appeals Committee

The trustees will convene a Disciplinary Committee of three trustees to consider permanent exclusions.

The meeting will be convened and conducted in line with the legal requirements and current DFE guidance.

9. Convening an Appeal Meeting

Fixed Term Exclusions of 5-15 Days

If the parents of an excluded student wishes to make representations the committee will consider them.

The committee will meet to consider the exclusion, if this is requested by the parents.

In the case of a fixed term exclusion of more than 5 but not more than 15 school days, the committee, once having agreed to hold a meeting will hold that meeting between the 6th and the 50th school day after receiving notice of the exclusion from Principal. The trustees are not able to direct the reinstatement of the pupil but a record of their meeting will be placed on the pupil's record.

Longer Fixed Term Exclusions and Permanent Exclusions

Should the exclusion be for more than 15 days, or the total of fixed term exclusions be more than 15 days that term, or if the exclusion is a permanent one, the committee has a duty to convene a meeting to be held between the 5th and the 16th school day after the date of receipt of a notice to consider the exclusion.

The parents, the Principal (and an LA officer if the College chooses) will be invited to the meeting at a time and a place convenient to all the participants within the statutory time limit. The parent and the college may each be accompanied by a friend/advisor. The committee will ask for any written statements including witness statements in advance.

The clerk will circulate in advance of the meeting any written statements and a list of those who will be present at the meeting to all parties including the student if it is known that he/she will be present. This will be circulated 5 school days before the date of the meeting.

N.B. if a student has a number of lunchtime exclusions in any one term which add up to more than 5 school days, the rules above also apply.

Prior to the Meeting

The governing body should:

- Not discuss the exclusion with any party outside the meeting.
- Identify the steps they will take to enable and encourage the excluded student to attend the meeting and speak on her own behalf.

10. Conduct of the Meeting

The meeting will be conducted as follows:

- No party to the review will be alone with the committee before, during or after the meeting.
- The Chair makes all introductions and explains the reason for the meeting and the powers held by the committee either to uphold an exclusion or re-instate the student.
- The College representative will present the College's case.
- He/she can be questioned by all the other parties.
- The parents and the student, if present, will be asked if they have anything to add.
- The other parties may question the parent and /or comment on what the family has said.
- If present, the LA representative will provide information on support for students in the LA but may not comment on the specific case being discussed.
- The College may sum up its case.
- The parents or their representative may sum up their case.
- All the parties except the committee and the clerk leave.

The committee will apply **the 'balance of probabilities'** standard of proof to the allegation of misconduct by the student. This is not the same as requiring the criminal standard of 'beyond all reasonable doubt'

The clerk may help the committee by reference to notes taken, by reminding them of statutory procedures where relevant and by wording the decision letters afterwards.

In reaching that decision, the committee should be mindful that the government does not allow that exclusion is justified for:

- A breach of uniform or appearance, except for persistent defiance.
- Minor incidents such as failure to complete homework or to bring in money owed.
- Poor academic work.
- Lateness or truancy.
- Pregnancy.
- Misdeeds by a child who has special educational needs, except for very serious offences.

The committee through the clerk must inform the parents and the Principal of their decision in writing without delay, giving the reasons. They may not attach any conditions to any direction they have given the Principal to reinstate the student.

The College has in place established procedures both for the return to college of a student whose fixed term exclusion has been upheld, and for the reinstatement of a student whose exclusion has been overturned. On their return, a student first has a meeting with the Principal or another senior member of staff, responsible for the student's welfare, along with his/her parents.

11. Permanent Exclusion

We follow government guidance which sets out reasons why it would normally be inappropriate to reinstate a student. These are:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying illegal drugs
- Persistent and malicious disruptive behaviour, including open defiance or refusal to conform to school rules

When the committee decides to uphold a permanent exclusion, a letter to the parents (or to the pupil if aged 18 or over) will state:

- Their reason for the decision.
- The right of the family to appeal to an Independent Review panel, together with the name and address of the person to whom any request for a review should be sent (the constitution of the independent panel will be decided on a case by case basis).
- The date by which any request for a review should be lodged.
- That any request for a review must set out the grounds on which the request is made.
- That any claims on grounds of disability discrimination can also be set out. If a case for discrimination is made, this will be referred to a First Tier Tribunal or a County Court.

If the committee decides to overturn the exclusion, again as with fixed term exclusions, the decision as to whether there is to be an immediate reinstatement or a later date for this to occur will be conveyed to all parties. A note of the governing body's views on the exclusion will be placed on the pupil's school record with copies of relevant papers.

These policies should be read in conjunction with each other:

Safeguarding
Attendance
Data Protection
Educational Visits
Health and Safety
Medical Needs
Use of Restraint/ Positive Handling
Online–Safety
Intimate Care

Appendix E

St Joseph's Catholic College



Behaviour Code

This is a method of monitoring student behaviour to ensure that no student is not followed up and monitored closely. The pastoral team will meet once a term to discuss behaviour concerns about students, examining new behaviour issues and auditing the efficacy of sanctions given to students at previous meetings.

Students are placed at the level that is a “best fit” for their behaviour concerns. Students do not have to exhibit all behaviours associated with the Code number.

Code	Best fit description of behaviour	Possible consequences/interventions
1	<ul style="list-style-type: none"> Repeated low level disruption reported on Schoolbase. Sent out of at least 1 lesson to be “parked”. Up to 5 C10/C30 detentions set by subject staff and have been completed successfully. Homework regularly not completed in a number of subjects. 	<ul style="list-style-type: none"> Report card used for individual subjects to monitor work and progress - Head of Department Tutor report card used to cover behaviour across subjects. Comments gathered from all teachers, possibly resulting in C30 or loss of social time.
2	<ul style="list-style-type: none"> Continued behaviour that fits Code 1 continued for more than 1 term. Low level disruption on several occasions in a number of subjects. Regular C10/C30 detentions, even if issued for missing previous detentions. Repeated and regular lateness to College or lessons. 	<ul style="list-style-type: none"> Pastoral report card to monitor work and behaviour, with consequences set on daily basis if necessary. Comments gathered from all teachers, possibly resulting in C90 /loss of social time/Seclusion. Parental meeting with tutor called to discuss behaviour with student present.
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
3	<ul style="list-style-type: none"> Continued behaviour that fits Code 2. Serious incident of disruption in any lesson that results in student being removed (Withdrawal/Seclusion). One-off significant incident of poor behaviour, in or out of lessons, requiring pastoral team intervention. 	<ul style="list-style-type: none"> C90 Detention at the end of the working week. Report card to member of the pastoral team. Parental meeting called with Student Manager to discuss issues raised and possible consequences of continued poor behaviour and possible solutions. Referral to the college counsellor/TaMHS or to external agencies

		<ul style="list-style-type: none"> • “Time-out” card issued and anger management sessions/therapeutic group work offered if appropriate. • Involvement of parent support advisor.
4	<ul style="list-style-type: none"> • Continued behaviour that fits Code 3. • One-off and non-extreme incident of threatening/aggressive/violent behaviour. • Bullying incidents. • Disruptive behaviour during seclusion. • Refusal to attend detentions or similar serious issue of not accepting college sanctions. • Repeatedly arguing with or walking away from staff at all levels of the college. 	<ul style="list-style-type: none"> • Report card to Head of Pastoral. • Parental meeting called with the Head of Pastoral. • Early Help Record to be completed for student. • Pastoral Support Plan. • Consider the student for alternative educational provision. • Fixed term exclusion from college likely for further incidents.
5	<ul style="list-style-type: none"> • Continued behaviour that fits Code 4. • Very serious incidents of extremely aggressive or disruptive behaviour. • Student is not showing the changes in behaviour needed to succeed in the college. 	<ul style="list-style-type: none"> • Alternative curriculum arrangement or placement organised. • Student at risk of permanent exclusion.

Appendix F: St. Joseph's Catholic College Behaviour Policy Covid-19 Addendum

This addendum applies for the period the College is closed or partially closed due to the impact of Covid-19 pandemic.

Expectations for student behaviour remain as high as when the College is open normally.

All relevant College policies, including those for Behaviour, Anti-bullying and Online-safety are applicable, both within College and beyond the College gate, during the period of closure and partial closure.

The College recognises that all behavioural incidents are different, and any mitigating factors related to the pandemic will be included in the assessment of the incident and decision making, regarding sanctions issued.

Some aspects of the College hierarchy of sanctions, such as detentions, are not applicable during the period of College closure. Where incidents occur that are not significant enough to warrant an exclusion, detention or restorative sanctions may be applied when College has reopened.

Student engagement with remote learning is very important to maintain their progress and minimise learning gaps when College reopens. The College recognises, however, that there can be many factors that mean students cannot complete work during this period, such as access to ICT facilities or illness within the family. Incidents of failure to complete work will be recorded as on a student tracker and followed up pastorally, but will not lead to a sanction from College.

Students must use their College email accounts to log into all learning platforms and for online communication with staff and other students. That communication must, at all times, be appropriate for a classroom setting.

When in College, students must follow all procedures related to the control of risks related to Covid-19, including social distancing. Failure to follow these procedures is serious as it endangers the health of the community in College and more widely. Therefore, such incidents could result in an internal, fixed-term or permanent exclusion. These procedures include:

- Following any altered routines for arrival or departure.
- Following College instructions on hygiene, such as handwashing and sanitising.
- Following instructions on who students can socialise with at College.
- Moving around the College, as per specific instructions, including social distancing (for example, one-way systems, out-of-bounds areas, queuing).
- Expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoiding touching your mouth, nose and eyes.
- Avoiding coughing or spitting at or towards any other person.
- Students telling an adult if they are experiencing symptoms of coronavirus.

- Not sharing any equipment, where it can be avoided, or other items such as drinking bottles.
- Following the expectations about amended break and lunch periods, including where students are directed to be.
- Use of toilets.
- Any other activity that goes against government guidance, or good hygiene practice, and places others at risk.

During lessons in College, normal classroom expectations will apply regarding engagement with work and interaction with others. If necessary, a teacher will warn a student of failure to meet those expectations and record the incident and communicate it to other staff and parents through Schoolbase. If there is no improvement in behaviour that student will be removed from the lesson for that session by the Student Manager or SLT onsite and parents/ carers will be informed by telephone. The incident will then be assessed to determine whether further sanction, including exclusion from future days in College, should be applied.

July 2020

