



# Behaviour Policy 2019- 2021

By	Review period	Method
Full Governing board	3 years	Meeting

Ownership:

Revision History

Review	Changes	Next review date
January 2019	Yes	January 2021
November 2019	Updated guidance	November 2021

# Behaviour Policy

***“Aspire not to have more, but to be more,”***

*Saint Oscar Romero*

*Education associated with Romero aims to be of the highest possible quality. The formation of the young people in our care is expressed in the values of respect, compassion and justice. Our schools are communities of faith where we hope to empower young people to take up the challenge to be more in their daily lives. To take action for social and environmental justice, and to create a more just and compassionate world.*

## **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 young people in our care.

## **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.

## HOLY CROSS CATHOLIC PRIMARY SCHOOL

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### Appendix 1. Behaviour in HOLY CROSS CATHOLIC PRIMARY SCHOOL

<p>Date Implemented March '15      Review Date June '18 Review July 2018 Next review due July 2021 Interim Review November 2019 – to make amendments</p>
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#### **Whole School Behaviour Policy**

Good behaviour and effective discipline are essential to the smooth running of our Catholic school. These help to promote a happy, caring and secure environment in which learning can take place and where there is respect between all members of the school community. Discipline involves a respect for oneself, others and property. It encourages tolerance, courtesy and consideration for others as reflected in the teaching of the gospels.

MT 22:37 Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment. And the second is like it: "Love your neighbour as yourself."

#### **Objectives**

To establish a set of rules and routines that will promote good relationships, respect for people and property and keep children safe.

To establish incentives and consequences that are clear and concise, just and fair and understood by the whole school community.

To prepare guidance for adults supervising children so that there is a consistency of **approach in the following areas:**

- the recognition of achievement;
- unacceptable behaviour;
- children who give cause for concern;
- children who are unfit through sickness to remain in school; and
- children with special medical needs

To establish a whole school approach to Circle Time activities designed to promote self-esteem among pupils.

To develop an inbuilt system of assessment, evaluation and review of policy and practice. Children are encouraged to play together cooperatively and to show consideration for the needs of others. Good relationships are important especially those between staff and pupils. Pupils should feel confident enough to be able to approach staff with any problem.

## **The School Rules**

The School Rules are known as The Golden Rules. They have been devised through consultation with staff and pupils. The rules are phrased in a positive way to encourage everyone to think positively about their behaviour towards people and property. They are designed to protect the children with inbuilt health and safety factors obviously evident. We hope they encourage the feeling that school is a place to be happy in; to be respected and valued.

### **“The Golden Rules”**

**Try your best in all you do.**

**Show good manners to everyone.**

**Use ‘kind hands’ at all times.**

**Use kind and positive words at all times.**

**Show respect to school property and the property of others.**

**Take pride in your school uniform.**

**Always try to be happy and make others happy.**

## **Classroom routines**

Each teacher is advised to begin the new school year establishing with the children a set of class routines that will encourage positive behaviour and assist in good classroom practice. It is recognised by the staff that working with the children gives them a sense of involvement in the structures put in place within their own learning environment and will encourage them to respect these more.

The classroom routines should be a reflection and/or development of the wider Golden Rules. Reference to these rules and the reasoning behind them should be a regular feature in assemblies and personal and social education lessons. Children should be familiar with expected patterns of behaviour.

The School Rules and Routines should help to keep children safe and happy. They need to be reviewed regularly to ensure that they are pertinent.

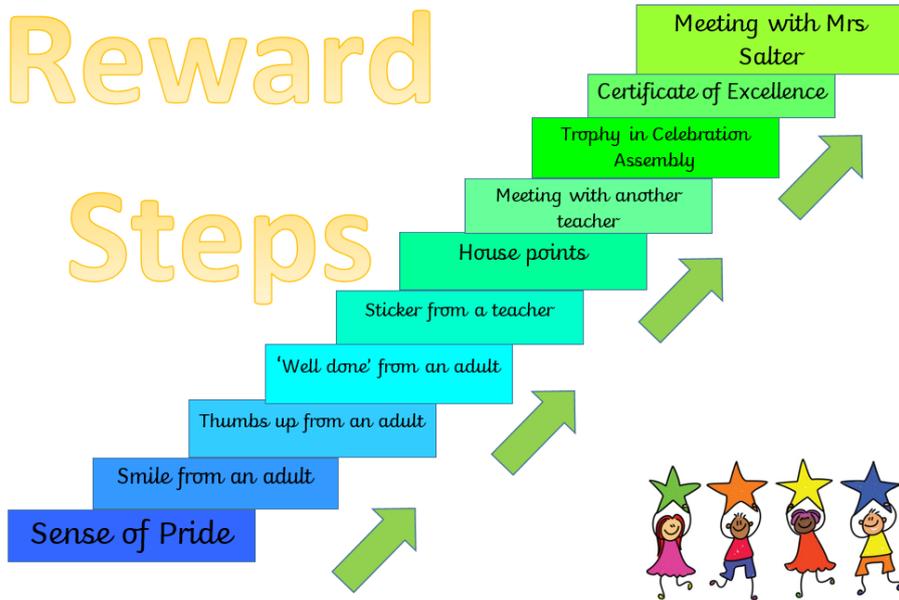
## **Rewards and Consequences**

The main emphasis and regulator of behaviour in the school is praise and pride in what we do. We do, however, recognise the need for consequences as a response to unacceptable behaviour. It is important that children have a recognised structure of rewards and consequences that are applied to behaviour and these will obviously differ according to each situation or event. We have established a hierarchy of rewards and consequences which include opportunities for personal reflection and more public responses to behaviours. Staff and the School Council have been consulted on this hierarchy.

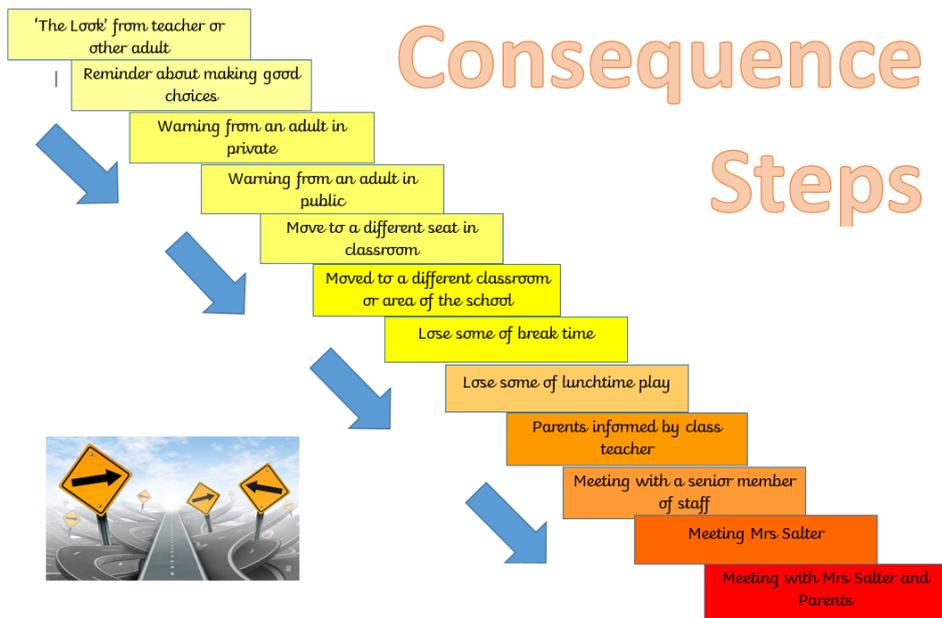
The recognition of achievement is an important part of personal growth. We recognise that the measure of success is individual. That is why, as a staff, we use our incentives in response to intellectual, social, moral, physical and spiritual advancements where identifiable.

Children are encouraged to praise each other and celebrate success as a class. Children who engage in activities outside of school and achieve results in performance are encouraged to share that information and receive praise during assembly time or when representing the school in out of school activities.

# Reward Steps



# Consequence Steps



## Unacceptable Behaviour

The staff at the school have, through consultation, identified incidents where the supervising adult might reward or impose a consequence. Unacceptable behaviour includes:

- Unacceptable noise level
- Children off task - wasting time, poor attitude to work
- Interruption to class discussion/class teaching
- Unkind behaviour e.g. name calling
- Physical attack on peers
- Destruction of another child's work or property

- Using bad language
- Leaving class without permission
- Refusal to carry out an instruction issued by an adult\*
- Stealing\*
- Directing bad language at an adult\*\*
- The intentional destruction of school property\*\*
- Leaving school without permission\*\*
- Any improper sexual behaviour\*\*
- Any behaviour that could be deemed to be a racist incident\*\*

\* Should any of these incidents occur they must be recorded and reported as soon as possible.

\*\* Should any of these incidents occur they must be recorded and reported immediately.

No list of behaviour is exhaustive. There will always be variations and degrees of behaviour. Teachers need to exercise their own professional judgment.

Certain factors that need to be taken into consideration are:

- a. the seriousness of the incident
- b. the child's background
- c. the frequency of the behaviour
- d. the context within which the behaviour occurred

When dealing with unacceptable behaviour a positive approach should always be endorsed. The child should always be given the opportunity to put right what is wrong.

Various strategies may be employed. Encouragement is not least among these. If consequences are necessary then teachers should refer to those that have been discussed and accepted within the Behaviour Policy.

The child should be helped to understand that it is the behaviour that is considered to be wrong - not the person.

Persistent offenders should have their behaviour logged in case further assessment is required. Teachers need to feel supported. The management team are there to assist should any behaviour seem to require their intervention. Colleagues should also support each other in this way. Parents need to be informed about what constitutes unacceptable behaviour and such information should be included in the school brochure.

*N.B Under government guidance members of staff are permitted, as a last resort, to physically restrain or move a child who presents as a danger to themselves, others or school property. Please refer to the school's 'Positive Handling Policy'.*

### **Consequences for Serious Level Unwanted Behaviour**

If unacceptable behaviour is **serious or persistent** it may be necessary to apply any or all of the following as the circumstances require:

The referral of the incident to the Deputy Head of School who will decide a course of action and refer back to the class teacher with a recommendation.

The referral of the incident to the Head of School who will decide a course of action and refer back to the class teacher with a recommendation.

The logging of the behaviour and the action taken in the Head of School's Behaviour Record.  
Letter home informing of unacceptable behaviour.

Letter requesting parents to make an appointment to visit the school to discuss unacceptable behaviour.

A request for a parent come to school to discuss the behaviour with the Head of School or Deputy Head of School. This may be the case in the event that the child and parent need to be issued with a warning that unless the child's behaviour improves one of the two actions below may be invoked.

- Fixed term exclusion i.e. for a named period.
- Permanent exclusion

Please note: Letters home or contact with parents because of unacceptable behaviour should only be carried out after consultation with Head of School or Deputy.

## **EXCLUSIONS**

Exclusions will be used at the discretion of the Head of School for serious acts of misbehaviour. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in an academic year) or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be converted to a permanent exclusion.

Exclusions, whether fixed-term or permanent, may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the school's Behaviour Policy:

- Physical assault against a pupil or adult;
- Verbal abuse/threatening behaviour against a pupil or adult;
- Bullying;
- Racist abuse;
- Theft;
- Persistent disruptive behaviour;
- Sexual misconduct.

This is not an exhaustive list and there may be other situations where the Head of School judges that exclusion is an appropriate sanction.

### **Making a decision to exclude**

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. Before deciding whether to exclude a pupil, the Head of School will:

- ensure that an appropriate investigation has been carried out;
- consider all the evidence available to support the allegations;
- allow all children involved to give his/her version of events;

- look at the particular circumstances of each case.

The Head of School has to be satisfied on the balance of probabilities that the pupil was responsible for the behaviour in question. In considering whether permanent exclusion is the most appropriate sanction, the Head of School will consider:

- the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of Holy Cross' Behaviour Policy;
- the effect that the student remaining in the school would have on the education and welfare of other members of the school community.

### **Reporting the decision to exclude**

Whenever a pupil is excluded the Head of School, without delay, will notify parents/carers of the period of exclusion, the grounds for it and how they can make representations to the Governing Body. Exclusions will be reported to the Chair of Governors as soon as possible after the exclusion has taken place, giving reasons for the exclusion and its duration if fixed term.

A follow up letter will be sent to the parents of the excluded with details of the return to school day and the return to school meeting with the parents and child. Parents of the victim will also be informed the same day.

### **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, the Head of School will also:

- Notify the Local Authority (LA) giving the details of the exclusion and reasons for it
- Notify the governing board giving the same details
- For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the Head of School must also inform the 'home authority' of the exclusion without delay.
- If any exclusion of even one day would cause a pupil to miss a public examination, the Head of School will inform the LA and the governing board.

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

- The number and type of exclusion the reasons, gender, ethnicity and age of pupils 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 pupils.

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

### **The Powers of the Governing Board**

The governing board may review all the various categories of exclusions and will consider any representations made by the parents of the excluded pupil.

The governing board has no power to increase the severity of an exclusion. It can, however, uphold an exclusion or direct the pupil's reinstatement, either immediately or by a particular date. However, in the case of fixed term exclusion that does not bring the pupil's total number of days

of exclusion to more than five days in a term the governing board cannot direct reinstatement and is not required to arrange a meeting with parents.

### **Discipline / Appeals Committee**

The governors will convene a Disciplinary Committee of three governors to consider permanent exclusions. At least one member of this committee will be nominated to receive training on exclusions. The meeting will be convened and conducted in line with the legal requirements and current DFE guidance.

### **Convening an Appeal Meeting**

#### **Fixed Term Exclusions of 5-15 Days**

If the parents of an excluded pupil makes written representations the committee will consider them. The committee has the discretion to agree to a meeting to discuss 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 Head of School .

#### **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 Head of School (and an LA officer if the school 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 School 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 pupil if it is known that he/she will be present.

N.B. if a pupil 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 board should:

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

## **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 clerk 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 pupil.
- The School representative will present the school's case.
- He/she can be questioned by all the other parties.
- The parents and the pupil, if present, will still 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 pupils in the LA but may not comment on the specific case being discussed.
- The School 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 pupil. 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.
- 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 Head teacher of their decision in writing within one school day of the hearing, giving the reasons. They may not attach any conditions to any direction they have given the Head of School to reinstate the pupil. The School has in place established procedures both for the return to School of a pupil whose fixed term exclusion has been upheld, and for the reinstatement of a pupil whose exclusion has been overturned. On their return, a pupil first has a meeting with the Head of School or another senior member of staff, responsible for the pupil's welfare, along with his/her parents.

## **Permanent Exclusion**

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

- Serious actual or threatened violence against another pupil 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 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 board's views on the exclusion will be placed on the pupil's school record with copies of relevant papers.

### **Restorative Justice Process**

When a child has exhibited behaviour which falls below the expected level a restorative justice approach is taken. This may be facilitated by any adult and is based on based on four key features:

- RESPECT: for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY: taking responsibility for your own actions
- REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to return to their learning

### **Children who give cause for concern**

There may be times when individual children give cause for concern. It may be that this has reference to one particular aspect of their school life i.e. one area of school work or some specific behavioural problem. Sometimes, a change in home circumstances can affect the way a child performs/behaves at school and some incident, such as a family bereavement can temporarily cause concern. It is always helpful if parents can keep the school informed when circumstances change or alter as often, even minor changes can affect children.

If however, concern persists, then there are set procedures for staff to follow so that the correct help can be given.

### **Procedures for dealing with children who give cause for concern:**

1. If a teacher has cause for concern with a particular child then it is helpful if that child's previous teacher is approached first and the concern discussed with them.
2. An informal discussion between the class teacher and the parent needs to be held so that the concern can be shared.
3. With parental permission, a Graduated Response Record may be started to monitor and record behaviour support received by the child.
4. Regular reviews should take place and discussion between school and home should take place.

5. If necessary, and after parental consultation, further assistance may be sought from the School Special Needs Coordinator, or outside agencies e.g. The Educational Psychologist, The Behaviour Support Team etc.
6. Regular reviews with all interested parties should take place.
7. All staff will need to be informed of any strategies or structured programmes that have been introduced for particular pupils.

### **Children who are unfit through sickness to remain in school**

On occasions children are unwell at school. If a class teacher feels that a child is unwell and needs to return home the child should be accompanied to the School Office. The admin staff will assume responsibility for the child and use the pupil information to contact the parent and request that the child is collected from school. This must be recorded in the log book kept in the office. If it is not possible to contact the parent then the child should be escorted back to the classroom until contact is made.

If a child is very unwell then the Head of School or a Senior Member of Staff should be alerted for a course of action to be decided upon.

If a child is seriously unwell and requires medical attention and the parent cannot be contacted then the child will be sent to hospital by ambulance.

The Head of School/Deputy Head of School or Senior Member of Staff should be informed if a child sustains an injury to the head. Parents must be informed and the child should be collected from school. In the event that a parent cannot be contacted then the child should be sent for hospital treatment by ambulance.

Injuries to children in school must be recorded in the appropriate manner. Please see guidance sheet in the School Office. The record should be completed by the teacher in charge of the pupil at the time of the accident.

Pupils who are unwell should only be transported in a car accompanied by an adult passenger. In the case of a suspected fracture or break, a head injury, sickness or a severe asthma attack, medical help should be sought from a hospital and children should be transported by ambulance. Children sustaining minor injuries e.g. cuts, scratches may be given basic first aid by an adult. Adults should remember to wear the appropriate protective covering. Before placing a plaster onto a graze or cut the child's medical form should be checked to ascertain potential allergy to this treatment.

Any injury which has required medical attention or any sickness which has been reported to a member of staff should be made known to a parent either verbally or through the use of a standard letter.

### **Children requiring special medical needs**

If children attending school require medication then this must only be given by an adult after the appropriate consent form has been completed by the parent.

Children will not be given any medicine e.g. for a headache unless prescribed by a doctor and with the appropriate consent form completed by the parent.

If a child has a known medical condition e.g. epilepsy, asthma etc. then this information must be recorded in the pupils information file.

Staff should be aware of the children within their class who suffer from asthma and who need to use inhalers during the course of the day. Inhalers may be kept in school and children should be encouraged to look after them. If a child is known to need to use an inhaler before physical activity then staff should remind the child of this need prior to a lesson. A spare inhaler for each asthmatic child should be labelled and kept in the Class Medical Box. In the Foundation Stage inhalers will be kept in the teacher's cupboard and administered as instructed on the prescription with parental permission. It will be recorded each time medication is given.

### **Health Care Plans**

Children who attend school and who have particular needs because of physical impairment will have a specific Health Care Plan drawn up for them which will outline their needs and the school's particular response for them.

### **Looked After Children**

All staff at Holy Cross are aware of Looked After Children in their classes. We ensure that they receive all possible support and encouragement as pupils who need special provision and positive discrimination, whilst preserving confidentiality and showing sensitivity and understanding.



## Appendix 2.

### Behaviour in St Joseph's Catholic College

#### Monitoring

By	Review period	Method
Full Governing Board	Annual	Meeting

Ownership: Adrian Stoten/ Nicki Grace

#### Revision History

Review	Changes	Next review date
May 2016	Additional detail regarding exclusions	May 2017
May 2017	Additional detail regarding behaviour code meetings, Year 11 Prom and electronic devices	May 2018
July 2018	Revision of exclusion details to meet new advice. Updating of Behaviour Code and sanctions. Sanctions for lateness updated.	July 2019

### 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.

### St Joseph's Vision and Values and how this policy support this

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  
Equality and Diversity Policy  
Drugs and Substance Abuse Policy  
Attendance Policy  
Positive Handling Policy  
Special Educational Needs Policy  
Health and Safety Policy  
Admissions Policy  
E-safety Policy

## **St Joseph's Expectations**

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

<b>Considerate</b>	respecting everyone else as an individual; building self-worth and appreciating others
<b>Courteous</b>	being polite and helpful at all times
<b>Co-operative</b>	being willing to work together and get on with each other
<b>Hard working</b>	doing our best, building a culture of achievement
<b>Honest</b>	being truthful; knowing right from wrong
<b>Responsible</b>	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
▪ 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.
- 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.

**Be equipped;** this includes a pen, pencil, ruler, the exercise book for the lesson and planner

### 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.

The consequences for using a phone or other devices, or being seen around the College with the paraphernalia associated with these devices (such as headphones or speakers) are as follows:

- 1<sup>st</sup> time – confiscation, C2 detention and pick up at the end of the day
- 2<sup>nd</sup> time – confiscation, C2A detention and pick up at the end of the day
- 3<sup>rd</sup> time – confiscation, C2LG detention and parents to pick up at a convenient time
- 4<sup>th</sup> time – confiscation, C3 seclusion and parents called into College for meeting to collect phone

### **In the Street and corridors**

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 and keep to the left on the stairs and in corridors.
- Follow the 'one-way-system' instructions on stairwells.
- Use private voices without shouting or using offensive language.
- 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 ILC.
- No physical contact or games.
- No disturbance through windows or doors.
- No littering.
- Clear away all debris, plates and cutlery from the canteen area and Street.
- Queue up in pairs for lunch – no pushing-in.
- Bags are permitted in the canteen, but should not be left in front of Student Reception or by the entrance to the canteen.
- Students should be downstairs at break and lunch. Students can be upstairs if they have been asked to meet a member of staff for detention or study sessions.

### **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.
- You are expected to 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.

### **Serious offences**

There are a number of behaviours that are non-negotiable and will be dealt with by issuing a C3 Seclusion 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.
- Harassment or bullying.
- Anti-social behaviour: spitting, graffiti or vandalism.
- Damage to property or theft.

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

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 C1,C2 and C3 as described below.

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 C2s and are spending repeated days in seclusion (C3) 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 C 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 and sporting fixtures. These events often involve external support and are an opportunity for students to represent the College to the outside world. The College reserves the right to not include students in such these 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.

### **Year 11 Prom**

The Year 11 Prom is an opportunity to celebrate the end of Key Stage 4 education. It is an enjoyable time to say goodbye to friends and staff, the pressures of GCSE examinations having gone. The opportunity to attend the Prom is a privilege and is not an entitlement and will only be offered to students who have demonstrated that they can be trusted to take part in the Prom in a positive way.

However, there are certain events that **may** result in immediate withdrawal of the Prom privilege throughout the year:

- Exclusion

- More than one day in Seclusion
- Breaking the rules on a College trip or event
- Bringing the College's reputation into disrepute

All decisions to withdraw the Prom privilege will have undergone an adjudication process. The College reserves the right to refuse a place due to serious poor behaviour at any point throughout the year, leading up to and including the Prom night. The College's decision is final.

## Appendix A

### Consequences

<b>C1</b>	Consequence 1 Behaviour	Repeated minor disruption to learning or breach of standards.  Discussion with student	Up to 10 minutes detention
			Break time / Lunchtime
			Report to class Teacher / Tutor
<b>C2</b>	Consequence 2 Behaviour	Timed out or persistent disruption to learning or breach of standards or non-attendance of C1 detention.	Up to 20 minutes detention
			Lunchtime
			Report to class Teacher / Detention Duty Teacher
<b>C2A</b>	Consequence 2 After College detention	Continued disruption to learning or breach of standards or non-attendance of C2 detention.	30 minutes detention
			After College
			Report to Class Teacher / Associate Leader / Tutor/ Student Manager
<b>C2L</b>	After College detention with Pastoral Team	Late to College in the morning, or poor punctuality throughout the College day	60 minutes detention
			After College
			Report to the Pastoral Office
<b>C2LG</b>	After College detention with Leadership Group	Non-attendance of C2A or truancy of an individual lesson (or part thereof).  Serious pre-C3 incident.	90 minutes detention
			Friday After College
			Report to Leadership Group in Y01

<b>C3</b>	Internal exclusion in the Seclusion Centre	Major disruption to learning or breach of standards including physical aggression, verbal abuse, non-compliance and truancy of longer than one lesson. Non-attendance of C2L/ C2LG detentions.	1 day or more
			All day 8:30am – 4:00pm
			Report to Main Reception for pick up by Seclusion Centre Manager.



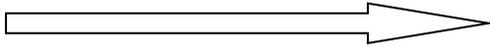
# St. Joseph's Catholic College

Consequence:

Up to 10 minutes detention

issued by class teacher held at break or lunchtime.

## CONSEQUENCE 1



## BEHAVIOUR

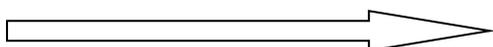
1	Late to class
2	Wearing excessive make-up, jewellery or false nails
3	Talking in class when the teacher or someone else is talking
4	Moving around class without permission
5	Not remaining on task
6	Minor/bad/inappropriate language
7	Not equipped for lesson
8	Low level disruption
9	Chewing and/or eating in class
10	Shouting out in class

**Any form of Bullying is unacceptable and may result in Fixed or Permanent Exclusion**



# St. Joseph's Catholic College

## CONSEQUENCE 2



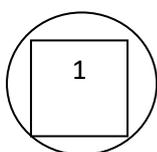
## BEHAVIOUR

Consequence:

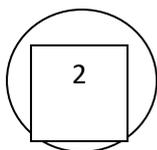
**20 minutes detention** issued by class teacher held at lunchtime.

Failure to attend C2 = C2A after College detention.

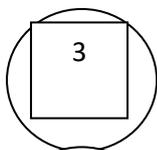
Letter home informs parents of C2A detention.



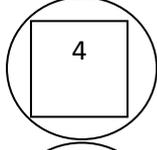
**Failure to attend C1 detention / disruptive behaviour in C1 detention**



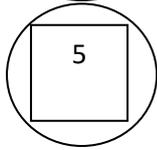
**Constantly ignoring instructions**



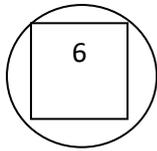
**Misuse of equipment**



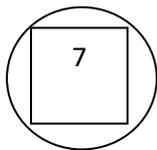
**Not conforming to uniform standards during one day**



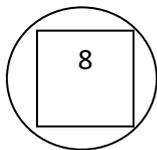
**Using personal electronic devices in the College – 1<sup>st</sup> time**



**Use of offensive language/name calling**



**Being timed out from the lesson**



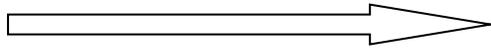
**Repeated failure to complete homework**

**Any form of Bullying is unacceptable and may result in Fixed or Permanent Exclusion.**



# St. Joseph's Catholic College

## CONSEQUENCE 2A



## BEHAVIOUR

Consequence:

**30 minutes detention** issued by class teacher held after College.

Letter home informs parents of C2A detention.

1	Failure to attend a C2 detention/disruptive behaviour in a C2A detention
2	Constantly ignoring instructions from one teacher
3	Continuous/serious misuse of equipment
4	Not conforming to uniform standards for more than one day
5	Using personal electronic devices in the College – 2 <sup>nd</sup> time
6	Repeated use of offensive language/name calling
7	Being timed out from the lesson for a 2 <sup>nd</sup> time in a week
8	Repeated failure to complete homework over a week
9	Truancy from a lesson

**Any form of Bullying is unacceptable and may result in Fixed or Permanent Exclusion.**

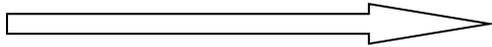


# St. Joseph's Catholic College

Consequence:

Time in the SJSC

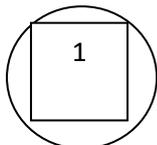
## CONSEQUENCE 3



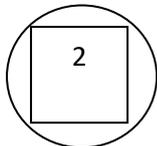
Obviously this is subject to the seriousness of the incident.

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.

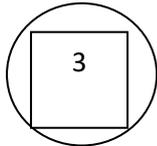
## BEHAVIOUR



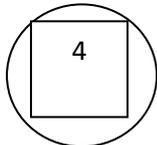
**Complete refusal to accept time out or C2 Behaviour in time out**



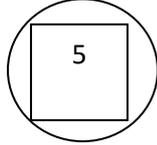
**Major disruption of class activity**



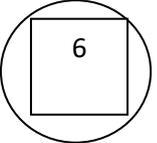
**Stealing/vandalism/damage of equipment**



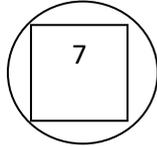
**Truancy from more than one lesson**



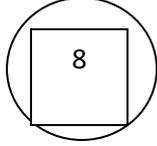
**Abusive language towards a member of staff**



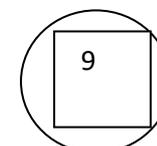
**Any form of violence / dangerous behaviour**



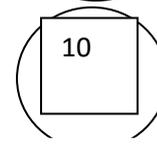
**Harassment or threatening behaviour to students/and or staff**



**Unacceptable behaviour in a number of lessons**



**Being sent to time out in several lessons**



**Repeated failure to follow instructions and College rules / procedures including uniform**

**Any form of Bullying is unacceptable and may result in**

## Appendix B

### Exclusions

1. In any circumstances where it becomes necessary to exclude a pupil 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.
- Where allowing a pupil to remain in the college would be seriously detrimental to the education of other pupils, to the welfare of other pupils, staff or of the pupil 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 pupil's disciplinary problems have been tried and have failed.
- When the behaviour of pupils outside the college is such that it can be considered as grounds for exclusion.

#### 3. The Principles of our Exclusion Policy

- The Executive Principal may exclude a pupil. In the absence of unavailability of the Executive Principal, the Head of School may also exclude a pupil.
- The Executive Principal oversees all exclusions by either personally making decisions about exclusion or ratifying any decisions taken by the Head of School as soon as possible.
- The Executive Principal may withdraw an exclusion that has not been reviewed by the governing board.
- When establishing the facts in relation to a possible exclusion, the Executive Principal or Head of School if appropriate 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 pupil for non-disciplinary reasons.
- Exclusion will never be used informally or unofficially. This is against the law.

The Executive Principal does, however, have the right to direct a pupil 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 Executive Principal will give the pupil an opportunity to present his or her case before taking the decision to exclude.

When considering exclusion, the Executive Principal will take into account:

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

#### **4. Duration of Exclusions**

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

#### **5. Action Following Any Exclusion**

Following any exclusion of whatever type or duration, the Executive 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 board and how these representations may be made
- Take account of his/her legal duty of care when sending a pupil home following an exclusion. 'Holding' arrangements until the pupil can be collected may be necessary.
- Make arrangements to provide suitable full time education from the sixth day onwards for pupils 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 Executive 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 pupil 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 pupil, 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 pupil is of compulsory school age, the school 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 or converted to a permanent exclusion. In such cases, the Executive 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, the Executive Principal will also:

- Notify the Local Authority (LA) giving the details of the exclusion and reasons for it
- Notify the governing board giving the same details
- For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the Executive Principal must also inform the 'home authority' of the exclusion without delay.
- If any exclusion of even one day would cause a pupil to miss a public examination, the Executive Principal will inform the LA and the governing board.

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

- The number and type of exclusion the reasons, gender, ethnicity and age of pupils 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 pupils.

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 Board**

The governing board may review all the various categories of exclusions and will consider any representations made by the parents of the excluded pupil. If the pupil is aged 18 or over, he or she may represent themselves.

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

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

### **8. Discipline / Appeals Committee**

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

At least one member of this committee will be nominated to receive training on 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 pupil makes written representations the committee will consider them.

The committee has the discretion to agree to a meeting to discuss 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 Executive Principal.

#### **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 school 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 pupil if it is known that he/she will be present.

N.B. if a pupil 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 board should:

- Not discuss the exclusion with any party outside the meeting.

- Identify the steps they will take to enable and encourage the excluded pupil 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 clerk 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 pupil.
- The college representative will present the school's case.
- He/she can be questioned by all the other parties.
- The parents and the pupil, if present, will still 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 pupils 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 pupil. 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 Head teacher of their decision in writing within one school day of the hearing, giving the reasons. They may not attach any conditions to any direction they have given the Executive Principal to reinstate the pupil. The College has in place established procedures both for the return to college of a pupil whose fixed term exclusion has been upheld, and for the reinstatement of a pupil whose exclusion has been overturned. On their return, a pupil first has a meeting with the Executive Principal or another senior member of staff, responsible for the pupil'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 pupil. These are:

- Serious actual or threatened violence against another pupil 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 board'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

Educational Visits

Health and Safety

Medical Needs

Use of Restraint/ Positive Handling

E-Safety

## Appendix C

### 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"> <li>Repeated low level disruption reported on Schoolbase.</li> <li>Sent out of at least 1 lesson to be “parked”.</li> <li>Up to 5 C1/C2 detentions set by subject staff and have been completed successfully.</li> <li>Homework regularly not completed in a number of subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Report card used for individual subjects to monitor work and progress - Head of Department</li> <li>Tutor report card used to cover behaviour across subjects.</li> <li>Comments gathered from all teachers, possibly resulting in C2a or loss of social time.</li> </ul>
2	<ul style="list-style-type: none"> <li>Continued behaviour that fits Code 1 continued for more than 1 term.</li> <li>Low level disruption on several occasions in a number of subjects.</li> <li>Regular C1/C2 detentions, even if issued for missing previous detentions.</li> <li>Repeated and regular lateness to College or lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral report card to monitor work and behaviour, with consequences set on daily basis if necessary.</li> <li>Comments gathered from all teachers, possibly resulting in C2a/loss of social time/Seclusion.</li> <li>Parental meeting with tutor called to discuss behaviour with student present.</li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
3	<ul style="list-style-type: none"> <li>Continued behaviour that fits Code 2.</li> <li>Serious incident of disruption in any lesson that results in student being removed.</li> <li>One-off significant incident of poor behaviour, in or out of lessons, requiring pastoral team intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Report card to member of the pastoral team.</li> <li>Parental meeting called with Student Manager to discuss issues raised and possible consequences of continued poor behaviour and possible solutions.</li> <li>Referral to the college counsellor/TaMHS or to external agencies</li> <li>“Time-out” card issued and anger management sessions/therapeutic group work offered if appropriate.</li> </ul>

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