

All Saints Catholic College



Behaviour Policy

Date reviewed by Governors:

19th June 2017

Date to be further reviewed:

June 2018

INTRODUCTION

Purpose

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

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

Aims

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

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

In summary, the policy aims:

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

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

Rationale

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

- Everyone has the right to a calm environment in which they can work and learn
- We will treat each other with respect – where staff speak and act courteously to students and so educate students to show similar respect towards staff and each other.
- We will respect other people's property, the College and the College property.

- We will all move around College in a sensible way.
- We will be on time for College and for lessons and have correct equipment for each lesson.
- We will wear our College uniform correctly.
- We will do our best in lessons and allow others to get on with their work.
- We will not tolerate bullying or making other people feel small.
- We will accept responsibility for our actions and accept the opportunity to 'make things right'.

Implementation

A copy of this Policy will be available on the 'staff' Y drive and the Code of Conduct will be displayed in classrooms. INSET will be used to train staff. Collective and Form Time will be used to inform and train students.

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

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

Discipline in schools – teachers' powers

Key Points

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

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

A STAGED APPROACH

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

Stage 1 – Classroom teacher

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

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

Stage 1 - The Form Tutor

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

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

Stage 2 - Head of Department

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

Examples of behaviour which should be corrected by the Head of Department	Strategies available to the Head of Department to assist with behaviour management
<ul style="list-style-type: none">• Persistent unacceptable behaviour in subject lessons• Disrupting the education of other pupils• Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention)• Inappropriate use of language towards subject teacher• Disturbance / Arguing between pupils• Failure to complete subject teacher detention• Repeated lack of compliance about starting work or moving seats• Persistently arguing back to class teacher• Constant lateness to lesson• Repeated lesson truancy	<ul style="list-style-type: none">• Pupils placed in their lesson or to others in the department.• Pupil placed with another member of the department• Discussion with pupil at an appropriate moment• Negotiation of apology• Phone call home• Letter home• Meeting with parents/carers• 1hr HoD detention, with sticker placed in planner to inform parents.• Place pupil on Subject Report• Detention logged on SIMS by HOD• Community service within department• Behaviour Improvement Plan level 1 or 2

Stage 2 - The Head of Year/ Pastoral Support Officer

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

Examples of behaviour which should be corrected by the Head of Year	Strategies available to the Head of Key Stage to assist with behaviour management
<ul style="list-style-type: none">• Persistent refusal to hand over jewellery/non-uniform/make up• Persistent refusal to hand over phone/MP3 player etc (see procedure for mobile phones)• Persistent bullying• Persistent defiance of the uniform code• Unacceptable verbal abuse of staff (including racist remarks)• Disagreement/fight between pupils• Unprovoked assault on another pupil• Unacceptable behaviour to/from college• Failure to comply with sanctions/strategy laid down by form tutor or Head of Department.	<ul style="list-style-type: none">• Pupils isolated with Head of Key Stage• Discussion with pupil at appropriate moment• Negotiation of apology• Phone call home• Letter home• Place pupil on Behaviour Improvement Plan (BIP 2 or 3) see <i>section on behaviour improvement plans</i>.• Referral to Assistant Head Teacher, Pastoral and discussion of referral to internal/external support agencies and /or referral to Governors Disciplinary Panel.• Referral to Assistant Head Teacher and discussion of Internal Exclusion base (IEB).• Level 2 behaviour to be logged on SIMS by Head of Key Stage.

BEHAVIOUR AROUND SCHOOL

All staff are responsible for general behaviour around school.

Departments responsible for their corridors / area during break and lesson change- over

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

Senior Leadership Team Call Out (See Appendix D)

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

Examples of behaviour which could lead to an SLT Call Out:	Follow Up:
<ul style="list-style-type: none">• Fighting• Threat of violence• verbally hostile refusal to work• verbally hostile refusal to move seats• Direct swearing at staff or pupils• The pupil has an emergency problem• Walking out of lesson• Mobile device confiscation• A pupil is missing from class• Any medical issue that requires first aid or may involve the child leaving the class room	<ul style="list-style-type: none">• The classroom teacher must provide work for that pupil for the remainder of that lesson, if they are taken by SLT• The class teacher must inform the Head of Department that an SLT call out has taken place and log the incident on SIMs.• The HoD and the class teacher must meet that pupil at end of day• The pupil should be issued a minimum of a 1hr HoD detention, if the SLT call out was for a behavioural issue

Staff must not leave pupils unsupervised in the classroom or in offices. To make a call out staff should ring Mrs Keogh if they have a phone in their room, or send a reliable pupil with a note to alert.

The 'Support System' – Partner Teacher

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

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

CONSISTENCY ACROSS THE CLASSROOM

Lessons should not be disrupted with visits or messages from other staff or pupils. Pupils are expected to stand for any member of staff should they visit a classroom. Staff are asked to ensure that the following procedures are followed.

As the lesson is about to begin:

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

As the lesson progresses:

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

As the lesson nears conclusion:

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

At the end of the day:

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

BEHAVIOUR OUTSIDE THE CLASSROOM

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

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

Lunchtime

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

BEHAVIOUR OUTSIDE COLLEGE

Behaviour of pupils outside of college could be grounds for a Fixed Term or Permanent exclusion if there has been a serious breach of College Policies and allowing the pupil to remain in college would seriously harm the education or welfare of the pupil or others in the College.

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

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

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

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

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

The college reserves the right to work with the police on such matters if necessary and sanction if required. This may include the use of

POSITIVE DISCIPLINE

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

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

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

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

Positive pupils

Are ready to learn,

Listen to and follow instructions,

Always try hard and persevere when faced with a challenge,

Speak in the correct way to adults and other pupils.

Monitoring behaviour across the School

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

These guidelines would equate to the grades being summarised as;

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

Please see the more detailed summary below

Each half term, pupils scoring 1 and 2 across the board generally would qualify for a letter of praise.

Pupils who are only fulfilling the minimum requirements (scoring 3s) would not qualify for a letter of praise but nor would it trigger a cause for concern.

Pupils scoring 4/5 consistently would trigger the cause for concern, leading to action from the Head of Year.

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

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

independently and shows dedication to the community

lessons

- Doesn't consistently apply themselves
- Can miss detentions
- Refuses to hand over journal/ BIP
- Limited resilience, needs constant support

defiant and refuses to do as told ie. Sit where directed

- Fails to attend a number of detentions
- No resilience

Support for Positive Discipline

1. Rewards

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

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

Attendance

Half Termly certificates will be awarded to all pupils who have 100% attendance

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

Each half term there will be prizes for:

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

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

Punctuality

Half Termly certificates will be awarded to all pupils who have no lates per term.

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

Achievement Points

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

25 Achievements Points	Form Tutor Certificate
50 Achievements Points	Head of Year Certificate
100 Achievements Points	Head's Certificate
Over 150 Achievements Points	Governor's Certificate

Achievement points can be electronically recorded on SIMS or written into the student's journal. These can be awarded for a variety of reasons ie. Excellent work, participation in a lesson etc.

Form Tutors will collect these every 6 weeks and report to the Head of Year/ PSO

Types of rewards

Informal Rewards

- All staff, at all times, should seek to encourage and praise pupils through the use of -
- Gestures of approval/humour, comments in the pupil planner
- Private or public praise in lessons
- General praise to the whole group when things are going well, routines,/rules are followed
- Comments on work

Formal Rewards

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

SANCTIONS

Aim

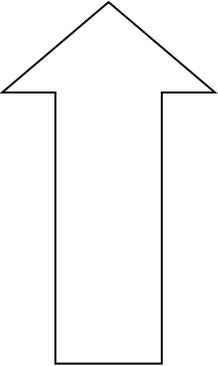
To develop a consistent pattern of sanctions which are known, understood and agreed by all, and which support the Code of Conduct. Pupils have the right to expect fair and consistently applied sanctions. An appropriate sanction is one which is designed to put matters right and encourage better behaviour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

Detention stickers should be served by a member of staff when a pupil requires an after-College detention or when Head of Department, Head of Key Stage or form tutor is asked to become involved.

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to Head of Department, Head of Key Stage or form tutor. The matter may then be referred to a member of Leadership attached to the Year Group.

2. Sanctions

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

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

Behaviour Points:

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

Serious Incidents

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

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

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

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

Graduated Response

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

- Detentions
- Time in the Internal Exclusion Base
- Fix term exclusion
- Permanent Exclusion

Whole School Sanctions

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

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

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

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

Detentions

Detentions of varying length can be carried out by any member of staff.
Detentions of up to 15 minutes require no written communication with the home.

Detentions of more than 15 minutes must be notified to the home 24 hours before. Written notice may be given but we may organise immediate detentions through telephone conversations with the home. This immediate contact with parents is not popular with our pupils but effective.

Once a detention has been notified to the home it is **NOT** the case that parents/guardians can 'decline' it.

If colleagues need any support with this please see a member of SLT.

ALL detentions MUST be recorded on SIMs.

Detentions will follow be set under the following areas and following these structures:

HoDs experiencing difficulty in completing a detention with any pupils in their subject area should seek assistance from SLT, after two failed attempts for the pupil to attend. Parents MUST be contacted by the subject teacher or HoD

ALL detentions must be recorded on SIMS

An SLT detention will then follow. These will be recorded by the Pastoral Administrator and texts sent home to parents.

This sanction is covered by Section 5 of the Education Act 1997 and gives Colleges authority to detain pupils at the end of the day for **10 minutes**. Longer after-College detentions must be notified to parents 24 hours in advance using the procedure below. The time a pupil spends in detention should be purposeful: aiding academic studies or contributing to the College community. The teacher who arranges the detention has the duty of care, and should ensure the pupil is adequately supervised.

Detention procedure:

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

- If the pupil fails to attend the Head of Department detention, then they are to be referred to the member of leadership attached to that year group. They will then be **issued a Senior Teacher detention** which they complete with that member of leadership.

Pastoral Detention Structure

Subject Teacher Detention

Either 15 mins at break or 25 mins at lunch

Issued for:

Failure to have correct book or equipment, failure to complete homework, insufficient work completed in class, poor behaviour in class

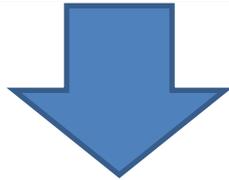


Subject Detentions

Either 25 mins at break or 30 mins/ 1 hour after College

Issued for:

Failure to attend Subject Teacher Detention, truancy from lesson, continued issues with homework or having correct book, removal from class due to behaviour, Poor behaviour within lessons



Curriculum Senior Leadership Detention (Thursdays)

1- 2 hours after College

Issued for:

Failure to attend Subject Leader detention, more than 1 incident of truancy, continued poor behaviour in lessons despite detention

Pastoral Detention Structure

Form Tutor Detention

Either 15 mins at break or 25 mins at lunch

Issued for:

Uniform Standards, Lateness (more than 2x in a week), Failure to have planner signed, Failure to have planner or equipment



Head of Year (HOY) Detention (Tuesdays)

Either 25 mins at break or 30 mins/ 1 hour after College

Issued for:

Failure to attend Form Tutor Detention, continued lateness, continued issues with uniform, failure to have planner signed or continued failure to have equipment or planner.

Poor behaviour within College at break/lunch time



Pastoral Senior Leadership Detention (Thursdays)

1-2 hours after College

Issued for:

Failure to attend HOY detention, persistent lateness to College, failure to complete BIP 3, poor behaviour around College, persistent pastoral issues

When isolating pupils the following applies:

- Please remember first of all that these children are your responsibility, you have a **duty of care** and should ensure that the pupil is adequately supervised at all time.
- Pupils should not be isolated by working on corridors or in 'public spaces', but should be **isolated in classrooms / offices**, pupils should always be **supervised**.
- Mrs Keogh must be informed if a pupil is isolated and where they are so that registers can be accurate.
- Parents must be contacted and informed as to why the student has been isolated
- NO student can be isolated without authorisation from the assistant head or the deputy head.

The Internal Exclusion Base (IEB)

The decision to place a student in the IEB lies with SLT only.

The IEB may be used to:

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

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

Isolation in the IEB can only be decided or authorised by the SLT

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

The IEB will run from 9.30 – 4.30pm. Students will not be allowed access to the main College building. Lunch and access to toilets will be allowed within the facility.

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

Exclusions

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

Fixed Term Exclusions

Exclusion is at the discretion of the Headteacher only.

Types of Exclusions from College

The College follows statutory guidance issued by the DFE

There are two types of exclusions from College:

Fixed Term for a maximum of 45 days per College year

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

Exclusion is our most serious sanction.

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

Use physical/ verbal aggression towards another student or member of staff

Bully another student

Act in a manner that endangers the health and safety of others or themselves

Supply or possess a banned substance

Carry an offensive weapon

Persist in disrupting teachers teaching and students learning

Exclusions may also be appropriate in instances of theft and damage to property

Bring the name of the College into disrepute in the local community

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

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

Permanent Exclusions

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

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

Behaviour Improvement Plans

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

We ensure that SMART targets are set. This not only helps support pupils in understanding poor behaviors but ensures that they can be successful in correcting them. Targets will be specific to each individual and measured in order to monitor progress and impact of the targets set. The targets will be agreed with each individual and so ensuring that they are realistic and achievable. There will be time frames put in place to ensure progress is rapid and sustained. This process allows for a realistic improvement plan and ensures each pupil is supported with their behavior improvement.

SITUATIONS, ACTIONS AND SANCTIONS – GUIDANCE FOR STAFF

1. Assault

Students who assault a member of staff or other students

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

2. Banned items

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

Banned items (other than illegal drugs)

Unauthorised drugs include:

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

Additional Banned Items

- Aerosols – hair and deodorant
- Matches
- Cigarette lighters
- Fireworks
- Knives
- Firearms
- ICT virus equipment – inappropriate material
- Any object that could potentially cause injury
- Laser pens or any laser pointing device
- Chewing gum
- Fizzy drinks (not purchased in Café Bernard)

- Make up
 - Jewellery
- a) Isolate student using subject leader or on call system
 - b) Item confiscated (item usually requiring collection by parent/carer or police)
 - c) Year Learning Leader informed
 - d) Incident investigated
 - e) Will result in internal isolation or Fixed Term exclusion/ suspension

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

3. Bullying

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

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

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

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

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

4. Damage to College property

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

5. Drugs

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

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

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

Supplying drugs will result in a Permanent Exclusion

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

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

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

6. Equipment

- a) Students are expected to bring into College:
- b) a) Pen, pencil, ruler, calculator, student planner.
- c) b) Correct books for a particular day
- d) c) Correct clothing and equipment that a particular lesson requires (e.g. PE and Food)
- e) Persistent failure to bring correct equipment will result in sanctions being applied to a student.
- f) Staff will give a warning on the first occasion and a sanction on the second and subsequent occasions.
- g) Students who arrive with inappropriate bags will have them confiscated and replaced with a bag for loan for the day.

7. Fighting

- a) The College has a clear 'no touch' rule for students, which includes aggression or retaliation. Students who are physically aggressive will face serious disciplinary consequences.
- b) Students who fight can expect:
- c) Isolation whilst an investigation takes place
- d) Further internal isolation or Fixed Term Exclusion / Suspension to the Internal Exclusion Unit
- e) Parents to be contacted
- f) Possible permanent exclusion

8. Fire Safety

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

9. Harassment (race, religion, sexuality, culture)

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

10. Homework

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

11. Intruders/strangers

Any student seen talking to or encouraging a stranger to come on to site or stay on site will be isolated and could be excluded or suspended. Any student letting a stranger into College or giving them any "information" will receive Fixed Term exclusion / suspension, a Governors' warning, or be permanently excluded.

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

12. Mobile phones

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

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

13. Smoking

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

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

In extreme cases of persistent disregard for the no smoking rule, students will be excluded to the care and supervision of parents at break and lunch. Smoking also includes the use of electronic cigarettes.

14. Language/Swearing

If a member of staff hears bad language directed at them or about them, the student must be removed from the classroom and placed in isolation (internal exclusion). In all cases a student that swears at a member of staff will be excluded or suspended for a Fixed Term either to the IEU or externally. An investigation will determine the length of the exclusion / suspension.

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

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

Instances of the use of swearing or bad language are noted on record. The repeated or extended use of extremely foul or disrespectful language (including racist and homophobic comments) will always result in fixed term exclusion / suspension.

15. Theft

After an item has been reported as stolen:

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

The College is not liable for the loss or theft of any items students bring into College.

16. Truancy

If a student has been identified as truanting:

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

17. Walking out of College without permission

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

On these occasions:

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

18. Use of restraint

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

19. Uniform/ Dress Code

Students are expected to wear their uniform with pride and "dress for success" at all times. The College will reward individual students and whole forms to encourage correct wearing of uniforms.

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

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

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

Appendix A: LETTER TEMPLATES

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

Level 1 letter (Form Tutor) - Appearance

Dear ...

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

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

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

Yours sincerely,

Head of Key Stage

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

Signed-----

Level 2 letter from HOD / PL

Information letter

Dear Mr. and Mrs. _____

I am writing to inform you that your son _____ has been referred to me by his class teacher for

repeatedly failing to produce homework.

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

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

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

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

Yours sincerely,

Miss X

Head of History

Level 2 letter from HOD / HOY.

Parental meeting

Dear Mr. and Mrs. _____,

I contacted you recently about the referral that was made by _____ class
teacher for

repeatedly failing to complete homework.

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

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

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

Yours sincerely,

Miss X

Head of History

Level 3 letter from AHT

Parental meeting

Dear Mr. and Mrs. _____,

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

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

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

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

Yours sincerely,

Mrs. X

Assistant Headteacher

Appendix B

----- Department Report Card

Name:

Form:

Class teacher:

Reason:

Day					
Date					
Comment					
Staff sig					

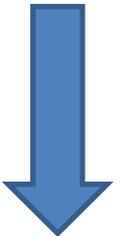
HOD signature_____

Parent / carer signature_____

2.	Following Seating Plan. Supporting the Teacher. Quickly. Completing All Tasks.	Being Cooperative. Starting Work Focused. Not Chatting.
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3.	Turning Around. Out of Seat Occasionally forgetting Home Work Chatting.	Looking For distractions. Not SLANTing Shouting Out. Off Task.
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4.	Late to Class. Instruction Distracting. Arguing. Walking Out.	Off Task. No Equipment. Uncooperative. Refusal to Follow Instructions.	Not Following Disrespectful. Bad Language.
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Consequences