



All Saints Catholic College

# BEHAVIOUR AND RELATIONSHIPS POLICY

**BE INSPIRED. BE EXCELLENT. SUCCEED**

## Document Record

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## Contents Page

Content	Sub sections	Page Number
Introduction	A. Purpose	4
	B. Aims	4
	C. Rationale	5
	D. Implementation	5
Discipline in schools	Key Poi its	6
Consistency Across the Classroom	A. As the lesson is about to begin	6
	B. As the lesson progresses	7
	C. As the lesson nears conclusion	7
	D. Lunchtime	7
	E. Behaviour outside of the classroom	7
	F. At the end of the day – the classroom	7
Behaviour Outside School		7
Support for Positive Discipline	A. Aim	8
	B. Rewards	8
	C. Attendance	8
	D. Achievement Points	9
Sanctions	A. Aim	9
	B. Incidents of disruption within the classroom	10
Behaviour for Learning Steps – In Class	A. Entry to lessons	10
	B. Equipment	11
	C. Engagement	11
Suspensions and Exclusions	A. Suspensions	13
	B. Types of Suspensions	13
	C. Permanent Exclusions	14
Intervention	A. Behaviour Improvement Plans	14
	B. Parental Communication and Meetings	14
Situations, Actions and Sanctions – Guidance for Staff	A. Prohibited items	15
	B. Searches	16
	C. Use of restraint	16
	D. Assault	16
	E. Bullying	16
	F. Fighting	17
	G. Damage to School Property	17
	H. Fire Safety	17
	I. Harassment (race, religion, sexuality, culture) including sexual harassment and sexual violence	17
	J. Mobile Phones	17
	K. Truancy	18
	L. Walking out of School without permission	18
	M. Uniform/dress code	18

Appendices	A. Behaviour for Learning	19
	B. Detentions / Internal Exclusion	20
	C. Behaviour Improvement Plans	23
	D. Mobile Device Policy	23
	E. Uniform and Kit List	24

## **INTRODUCTION**

### **A) Purpose**

At All Saints Catholic College our aim is to ensure excellent standards in the learning and conduct of all pupils. The purpose of this policy is to produce a working document which reflects the current needs of the school.

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.

### **B) Aims**

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

It is important that staff understand the importance of using a wide range of preventative and intervention strategies when dealing with behaviour. It is important to remember that teaching and learning go hand in hand with behaviour, and that it is often well planned, correctly pitched, and engaging lessons which promote positive behaviour. At All Saints we implement mental health and trauma informed approach to behaviour. This behaviour and relationship policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice:

- 1 – Consistent trauma-informed approach to behaviour
- 2 – Strong school leadership
- 3 – Effective classroom management
- 4 – Rewards and consequences
- 5 – Behaviour strategies and the teaching of good behaviour
- 6 – Staff development and support
- 7 – Pupil support systems
- 8 – Liaison with parents/carers and other agencies
- 9 – Managing pupil transition
- 10 – Organisation and facilities

The centralised behaviour system is run with Class Charts. All incidents are logged within this system and communication with parents / carers is run through the app.

## **C) Rationale**

The rationale behind the policy is that pupils and staff have the right to work and conduct themselves to the best of their ability.

### **Pupils**

- have the right to a calm environment in which they can work and learn
- treat each other with respect, respect other people's property, the school and school property.
- move around the school in a sensible way.
- be on time for school and for lessons and have correct equipment for each lesson.
- wear the school uniform correctly.
- know the systems to follow so that no one has negative experiences

### **Staff**

- have the right to a calm environment in which they can teach
- to be treated with respect
- their teaching learning spaces to be respected at all times
- to feel safe and supported

## **D) Implementation**

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

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

Our responsibility to safeguard and promote the welfare of young people is of paramount importance and we believe that safer pupils make more successful learners. We also have a duty to create a learning environment which allows for high quality teaching and learning in which no lessons are lost to poor behaviour.

The school has CCTV coverage throughout the school site. Footage from the CCTV recordings will be used to gather evidence of any reported misbehaviour and be used by school in any pupil discipline meetings. CCTV footage will not be shared or shown to any parents or carers due to GDPR restrictions.

## **E) Legislation and statutory requirements**

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

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

A consistent yet flexible implementation of this policy by all is vital in order to consider the varied and complex needs of the pupils who attend All Saints. Our Behaviour & Relationships Policy acknowledges the school's legal duties in respect of safeguarding and in respect of pupils with special educational needs (SEND). A pupil who has behavioural issues may also have a special educational need. To be fully inclusive, we tailor our strategies and make reasonable adjustments. A guided approach using the expertise of our SEND Team is the most productive method. We believe that our pupils are entitled to study in a calm, positive and productive atmosphere. We want all pupils to feel safe and confident on the school site, in the community, at home, in classrooms, corridors, stairwells, outside areas and on buses, and enjoy being part of a friendly, welcoming community.

Whilst it is impossible to eradicate all poor behaviour in our school, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour.

In addition, this Policy is based on:

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

## **DISCIPLINE IN SCHOOLS**

### **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 support staff.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits and whilst out at Alternative provision.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

## **CONSISTENCY ACROSS THE CLASSROOM**

Staff are expected to know their pupils' needs and have considered this within their lesson plans. Staff are asked to ensure that the following procedures are followed.

### **A) As the lesson is about to begin:**

- meet pupils at the door
- ensure pupils enter the classroom quietly and sensibly
- ensure pupils have a seating plan
- ensure that there is a retrieval activity on the board so that pupils can begin working immediately upon entering the room
- take your register within the first 10 minutes

### **B) As the lesson progresses:**

- ensure pupils know the objective for the lesson
- circulate the classroom
- check for understanding using the science of learning strategies
- encourage and praise positive behaviour
- do not allow a child to leave the room if the issue is one of a medical nature – request on call to support. Ensure Pupil Passports are followed.

### **C) As the lesson nears conclusion:**

- encourage pupils to check their work
- circulate the classroom
- ensure pupils stand behind their desks
- dismiss pupils one row at a time
- check pupil behaviour as they move onto the corridor

### **D) Lunchtime:**

All staff should ensure that pupils:

- are polite and courteous to each other and all staff
- queue properly on the yard and wait until instructed to enter the dining room
- leave the table tidy
- put all rubbish in the bins

### **E) Behaviour outside of the classroom:**

We want our school to be a welcoming place which staff and pupils are proud of. To achieve this staff should ensure that pupils should:

- keep the school clean and tidy
- act safely and politely in all recreation areas

### **F) At the end of the day – the classroom:**

- the classroom is left clean and tidy
- ensure all computers and lights are switched off and that all windows are closed
- teacher stands by door and monitors exit
- if a teacher is expected on duty at the gate, they should leave with their class

### **BEHAVIOUR OUTSIDE SCHOOL**

Behaviour of pupils outside of school could be grounds for a serious sanction. This could be entry to 'Damascus', a short off-site direction or a suspension, or permanent exclusion if there has been a serious breach of school policies where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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

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

- taking part in a school/school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

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

### **SUPPORT FOR POSITIVE DISCIPLINE**

#### **A) Aim**

To promote a positive learning environment and celebrate student's success and achievement resulting in a culture of excellence, where pupils feel valued and to use their gifts and talents to the best of their ability.

#### **B) Rewards**

Behaviour which displays the school values is rewarded.

School values:

- Faith
- Family
- Respect
- Excellence
- Community



- Resilience

### **C) Attendance**

Rewards will be awarded to all pupils who have 100% attendance and those who have significantly improved their attendance.

Each week we reward:

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

### **D) Achievement Points**

#### **ASAP points**

Pupils are awarded ASAPs for displaying the school values, these are worth 1 point each. Achievement points are electronically recorded on Class Charts and are shared with parents, carers, staff and pupils. Each term there is a rewards assembly where achievement points are celebrated and rewarded with bronze, silver and gold badges. Each term one pupil in each year group will receive a headteacher's award, a head of year award or a subject award. These are given to the pupils who have demonstrated outstanding commitment to the values of the school and their education.

#### **Types of rewards**

- half termly awards assemblies
- meeting with the Head teacher and Head of Year
- awards evenings
- early entry to lunch time/break time queues
- shout-outs on Class Charts and social media pages
- positive Class Charts messages / text messages
- positive phone calls home from class teachers
- positive post cards home
- awards, including subject & attendance badges, certificates and suitable

#### **Prizes**

- periodic award of e-vouchers and other prizes via the "Rewards Shop"
- periodic breakfast rewards
- departmental Pupil of the Week/Month
- recognition in assemblies
- school/Press photographs
- special privileges/rewards
- annual Prizes/trophies
- subject certificates/badges
- school certificates
- reward trips/events

## **SANCTIONS**

### **A) 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.

Staff at All Saints may use one or more of the following sanctions in response to unacceptable behaviour:

- a verbal reprimand
- expecting work to be completed at home or after school
- detention after school (no notice applicable). If parents / carers have an issue accessing Class Charts they must contact the school and request phone calls home.
- referring the pupil to a Progress Leader or a senior member of staff
- Class Charts messages or phone calls home to parents /carers.
- parental meetings.
- agreeing a behaviour contract.
- putting a pupil on a 'Behaviour Improvement Plan' (BIP)
- pupils being placed in Damascus
- short offsite placement
- long offsite placement
- suspension
- permanent exclusion

### **B) Incidents of disruption within the classroom**

Teachers will sanction behaviour and will deal with low level disruption through de-escalation strategies/issuing behaviour points/contacting parents.

If disruptive behaviour affects the learning of others, the teacher will use 'On call'. 'On call' is the last resort for the teacher and is signalling to the pupil that their behaviour is unacceptable.

### **Behaviour for Learning Steps – In Class**

We encourage all staff to use strategies that prevent poor behaviour in lessons and around school. The most important factor is the importance of knowing individual pupils well, so that we know what affects a pupil's behaviour and what the school can do to address this. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave.

We also focus on how to deal with poor behaviour when it happens. Our expectations are displayed in classrooms and are used to remind pupils of the high standards we expect at All Saints. All staff will use key appropriate classroom management strategies before initiating the steps below.

It is essential that staff manage persistent low-level behaviour that disrupts the learning of others by giving clear signals to pupils of the inevitable consequences of continued misbehaviour. Staff will use and adapt behaviour management strategies to help support pupils and prevent them from entering the next steps of the behaviour management system. Our school believes that all pupils should be praised in public and criticised privately.

Shaming pupils does not result in better behaviour, it simply drives resentment and damages self-esteem. We have consulted both pupils and staff when creating this policy. This is a school policy which will be embedded in a consistent approach across the entire school and in line with our Catholic ethos (Appendix A)

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

### **A) Entry to lessons**

#### **Staff will:**

Aim to develop a positive relationship with pupils from the outset of the lessons by greeting pupils into the classroom at the start. Staff will also establish clear routines, following the lesson structure plan, including use of the seating plan, formal starts and ends to lessons.

#### **Pupils should:**

Make their way to their classroom taking the shortest possible route, ensuring they are on time for the start of the lesson. Pupils, when instructed by the member of staff, should enter the classroom or teaching space in a calm, orderly manner adhering to their seating plan. If pupils adhere to the above, they will be awarded one ASAP.

### **B) Equipment**

#### **Staff will:**

During form time /period one form tutors will check that pupils within their form have all the equipment for the day. Staff will ask pupils at the start of each lesson if they have the required equipment to participate in the lesson and can borrow equipment if needed.

#### **Pupils should:**

Ensure they have all the equipment for the lesson they are going to participate in. All pupils should be organised ensuring they have basic stationery equipment including black pen, red pen, pencil, ruler, rubber. Pupils will also be expected to have specialist equipment for certain lessons (e.g.: calculator for Maths and Science lessons and sports kit for PE lessons). If they have not got the equipment required, they should make the member of staff aware at the earliest opportunity. If pupils have all the required equipment for their lesson, they will be awarded one ASAP.

### **C) Engagement**

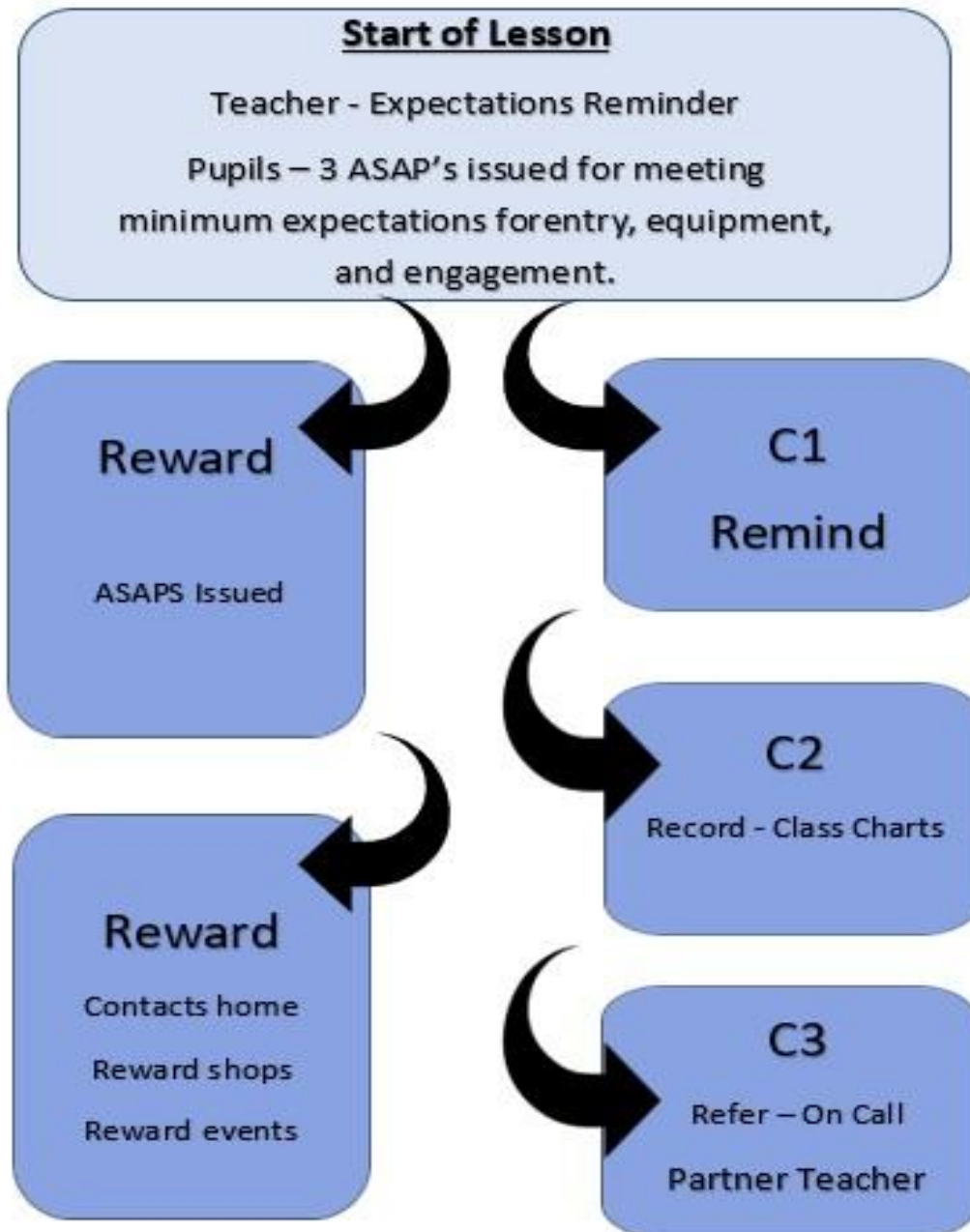
#### **Staff will:**

Create and maintain a stimulating environment that encourages pupils to be engaged by using varied teaching strategies that best meet the needs or requirements of the class. Staff will highlight and promote good behaviour, pieces of work or positive participation in the lesson.

**Pupils should:**

Engage in the lesson or activity they are participating in. They should ensure they are always playing an active role in the lesson by either completing the required task independently or participating in group work to the best of their ability. If pupils remain engaged in their lesson for the duration and complete the required task, they will be awarded one ASAP.

By meeting all three expectations, pupils can achieve three ASAPs each lesson. Staff, at their discretion, may award additional ASAPs for pupils that have exceeded expectations, such as, an exceptional piece of work, reading out in class or representing school in an activity.



Teachers will use a formal system of warnings and clear consequences which follow a staged approach. These are broken down and covered under four basic school rules:

A – Attend every lesson and be on time

S – Succeed in your own learning

C – Correct uniform, appearance and equipment

C – Community – respect those around us and their right to learning and be safe

<b>SCHOOL RULE</b>	<b>Not meeting expectations</b>
<b>A</b> Attend - every lesson, on time	Late to school
	Significant Late to Lesson
	Persistent Late to Lesson (3 or more late to lessons in a week)
	Truancy
	Persistent truancy
<b>S</b>	Insufficient work completed
	Failing to follow instructions
Succeed - in your own learning	Failing to complete vital independent learning task/homework
	Not engaged in learning
<b>C</b> Correct uniform and equipment, be equipped for learning.	Incorrect uniform (Including Jewellery)
	Incorrect/Missing equipment
	Break time or lunch time failure to follow instructions
	Open defiance
<b>C</b> Community – respect those around us and their right to learning and be safe	Failure to respond to partner teacher
	Bullying
	Community Issues/vandalism
	Fighting/Physical Assault
	Disruption to learning
	Hate speech

Where there have been multiple serious behaviour issues then the graduated approach will be put into place (see Appendix B):

- Detentions
- Placed on a Behaviour Improvement Plan
- Placed in Damascus
- Short off-site direction to another school
- Suspension
- Long off-site direction to another school - Permanent Exclusion

## **SUSPENSIONS AND EXCLUSIONS**

### **A) Suspensions**

Pupil progress leaders must ensure that account/reports of incidents which could result in suspension are gathered swiftly so that an informed and prompt decision can be made. They will contact parents/carers if a serious incident has occurred on the same day, and to inform them of a suspension if that decision is made by the Headteacher. A suspension letter will be sent, with the form being signed by the Headteacher. Only Ms Gilligan can suspend pupils from the school.

In accordance with the class charts Protocol, C5 will result in an exclusion:

- physical abuse of pupils or staff
- bullying
- racism
- homophobia
- sexual harassment
- escalated defiance
- extreme behaviours
- prohibited item

### **B) Types of Suspensions / Exclusions from School**

The school follows statutory guidance issued by the DFE. Suspension is at the discretion of the Headteacher.

There are two types of exclusions from School:

**Suspension:** a maximum of 45 days per school year.

**Permanent exclusion:** a pupil may not return to school (see below)

**Short off site:** 3 to 5 days placed at an alternative school

**Long off site:** up to 12 weeks at an alternative school with reviews every 4 weeks to monitor progress. This may result in the pupil remaining at the alternative school if the placement is successful.

The exclusion or suspension of a pupil is a serious matter. It is not a step which the school takes lightly and it is a consequence of a serious breach of school discipline.

### **C) 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 Headteacher's judgment, it is appropriate to permanently exclude a child for a first, 'one-off' offence.

### **Intervention**

#### **A) Behaviour Improvement Plans**

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

#### **B) Parental Communication and Meetings**

In the first instance, parents will be informed of behaviour issues through Class Charts. In cases where behaviour is escalating through the day or requires isolation (Damascus), Pupil Progress Leaders, Pastoral Support staff or SLT members will call home to discuss.

Through the Class Charts App, a lot of behaviour communication will be sent to parents including teacher comments. The comments left by teachers will be an account of an incident not their emotion or feelings about the incidents. Parents can then request to speak to the member of staff involved.

### **SITUATIONS, ACTIONS AND SANCTIONS – GUIDANCE FOR STAFF**

#### **A) Prohibited items**

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

The following items are prohibited items, this is not an exhaustive list:

##### **Unauthorised drugs (other than illegal drugs):**

- alcohol
- tobacco
- prescription medicines without the patient's 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
- E cigarettes / vape

### **Other prohibited items:**

- pornographic imagery/ items or inappropriate materials
- aerosols – hair and deodorant
- matches
- cigarette lighters
- fireworks
- weapons
- firearms
- ICT storage devices
- any object that could potentially cause injury
- laser pens or any laser pointing device
- chewing gum
- fizzy drinks
- energy drinks
- make up
- jewellery

If any prohibited item is found the process is -

1. Isolate pupil using subject leader or on call system
2. Item confiscated (item usually requiring collection by parent/carer or police)
3. Pupil Progress Leader informed
4. Incident investigated
5. Will result in internal isolation or suspension
6. Parental Meeting must take place before a pupil is allowed back into circulation.

### **Drugs**

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

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

Using or possessing or supplying drugs may result in a fixed term suspension or permanent exclusion.

Second time use, possession or supply of drugs will result in permanent exclusion.

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

### **B) Searches**

Searches on pupils will only take place when there is a strong belief that a pupil is carrying item[s] that are prohibited, or that could pose a danger or threat to pupils, or any other persons on school premises. Searches will be carried out by an authorised member of staff and will be of the same gender as the pupil. A witness will also be present. Staff may also use search wands whilst carrying



out searches. Searches are permissible on school premises or where teachers have responsibility for pupils (trips, visits etc.). If a pupil refuses to be searched, then the police or other relevant agencies may be called.

### **C) Use of restraint**

Staff are allowed to use reasonable force when restraining pupils who are acting in a threatening or dangerous manner or to prevent an accident. All Staff have had CPI de-escalation training and key members of staff have had advanced CPI training.

### **D) Assault**

#### **Pupils who assault a pupil/ member of staff:**

- a) Isolate pupil using subject leader or on call system
- b) SLT informed
- c) Incident investigated and the police involved as appropriate
- d) Result in a suspension or possibly a permanent exclusion
- e) Parental Meeting must take place before a pupil is allowed back into circulation, if this is the outcome of investigation

### **E) Bullying**

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

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

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

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

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

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

### **F) Fighting**

Pupils who are physically aggressive will face serious disciplinary consequences.

- a) Pupil placed in Damascus whilst an investigation takes place.
- b) Further internal isolation or suspension may take place. A parental meeting must take place before a pupil is allowed back into circulation.
- c) Possible suspension
- d) Possible permanent exclusion

### **G) Damage to School property**

- a) Parents are contacted
- b) Where appropriate, damage to be made good e.g. washing off graffiti
- c) Where appropriate, payment is requested from parents
- d) Appropriate sanctions given

## **H) Fire Safety**

Any pupil setting off a fire alarm or misusing fire safety equipment without just cause or abusing fire-safety equipment will be suspended from school. Actions which deliberately endanger the safety of others may lead to permanent exclusion. Any charges incurred will be directed to parents.

## **I) Harassment (race, religion, sexuality, culture) including sexual harassment and sexual violence**

An investigation will take place, and the punishment will then be determined.

The school will take a zero-tolerance approach to harassment, it will not be written off as 'banter', 'part of growing up', or just having a laugh'. Sexual Harassment and/ or sexual violence can come in many forms. This includes (but isn't exclusive to):

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

Pupils that perpetrate this type of behaviour will be suspended/excluded from school, the duration and type of suspension/exclusion will be determined following investigation.

## **J) Mobile phones**

The school promotes the responsible use of mobile phones and e-safety and cyber bullying is taught in ICT and personal development lessons. If an issue of anti-social behaviour combined with the use of social media is brought into School by pupils (even if the incident occurred outside school) then staff will investigate. Depending on what occurs in school then a sanction (detention, Damascus, suspension) may apply, and we reserve the right to involve the police as well as parents.

The school exercises the right to look at the content of mobile phones and other devices (Appendix D).

## **K) Truancy**

If a pupil has been identified as truanting:

- a) Parents will be contacted by phone, email, text or via Class Charts.
- b) Truancy will result in a pupil receiving a day in Damascus.
- c) The Educational Welfare Officer may be notified in worst cases.

## **L) Walking out of School without permission**

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

On these occasions:

- a) Parents will be contacted

- b) The pupil will be placed in Damascus on return
- c) An alternative placement may be sought for a pupil who leaves the school site without permission

### **M) Uniform & Appearance**

School uniform plays a valuable role in contributing to the ethos and inclusive nature of All Saints Catholic College. Our uniform identifies pupils as part of the All Saints community. Being appropriately dressed helps pupils to develop a positive mind set for learning and supports them in being successful learners. It is compulsory that only those items stipulated within the official school uniform list (Appendix E) are permissible to be worn by our pupils. The official school uniform must be worn by all pupils who are always on roll at All Saints Catholic College, including those attending Alternative Provision.

Hair must be of a naturally occurring shade. Distinct or two-tone colours are not permitted. Jewellery, make up and nail varnish are not permitted. Body piercing, false eyelashes and false nails are not allowed.

Failure to wear or have on their person, the correct school uniform will result in the implementation of a graduated response including:

- A verbal reprimand and warning of the pupil
- Contact with home
- Detention
- A period of time in Damascus

Should staff feel it more appropriate, they may provide uniform to pupils or allow time for the issue to be rectified. School will be the final arbiter in any disputes regarding uniform and appearance.

## **Appendix A - Behaviour for Learning**

We encourage all staff to use strategies that prevent poor behaviour in lessons and around school. The most important factor is the importance of knowing individual pupils well, so that we know what affects a pupil's behaviour and what the school can do to address this. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave. We also focus on how to deal with poor behaviour when it happens. The 'Behaviour for Learning' steps and expectations are displayed in all classrooms and are used to remind pupils of the high standards we expect at All Saints.

All staff will use key appropriate classroom management strategies before initiating the steps below. It is essential that staff manage persistent low-level behaviour that disrupts the learning of others by giving clear signals to pupils of the inevitable consequences of continued misbehaviour. Staff will use and adapt behaviour management strategies to help support pupils and prevent them from entering the next steps of the behaviour management system. Our school believes that all pupils should be praised in public and criticised privately. Shaming pupils does not result in better behaviour, it simply drives resentment and damages self-esteem. We have consulted both pupils and staff when creating this policy. This is a school policy which will be embedded in a consistent approach across the entire school and in line with our Catholic ethos.

### **Step 1- Revisit**

Staff will revisit their class lists, ensuring they understand and recognise any barriers that may affect any learning of pupils in the classroom. They should be fully aware and be able to implement strategies that have been suggested to minimise these barriers. The school expectations are clearly displayed in every classroom and around the building in communal spaces. At the start of every lesson, staff will revisit and reinforce these displays by drawing attention to them as part of their classroom management strategies. This is consistent in every class in the school. Class teacher will issue three "ASAP's" for each pupil who is showing the correct manner for "Entry" to classroom, having the correct "Equipment" and is also "Engaged" in their learning.

### **Step 2 – C1 – Remind**

If a pupil is displaying low-level poor behaviour in the classroom, the teacher must give the pupil a verbal warning by talking quietly to the pupil away from the rest of the class. The member of staff will then explain to the pupil that they are capable of behaving in a far more positive way but if the negative behaviour continues they would be placed on the next stage of the behaviour management system.

Teachers may wish to say something similar to this; **"(Name) This is to remind you about your behaviour. You are better than this. I am giving you a verbal reminder for..... this will give you an opportunity to change your behaviour, which I know you are more than capable of doing"**

The class teacher will keep a log of warnings in their planners to monitor repeat behaviours. There is nothing recorded on Class Charts at this stage. Staff should not give full class or group C1's

### **Step 3 – C2 Behaviour – Record**

If the pupil has been given time to regulate, but still not adhering to the C1 reminder from the member of staff, a C2 log will be made on class charts. The pupil will be informed of this in a quiet manner and again given an opportunity to change their behaviours.

Teachers may wish to say something similar to this; **“(Name) are capable of far more than the behaviour you are displaying today. I want you to be successful in my classroom, but the behaviour you are displaying is disruptive and affecting other pupils learning.**

**I am now recording this on Class Charts”**

An opportunity will then be taken at this step to quietly remind the pupil about classroom expectations. The pupil may serve a consequence with the class teacher to catch up on any missed learning and have a restorative conversation. If a sanction is given, the class teacher will be responsible for contacting home either via phone call or class charts. Staff should not give full class or group C2's.

### **Step 4 – C3 – On Call**

If all strategies have been tried and have failed so that the learning of others is still being affected, the class teacher can follow the “On Call” procedure for support. On-call member of staff will assist in taking the pupil to a “partner teacher”. The pupil will continue with their class work with the partner teacher.

Any pupil who receives a C3 and is referred to a partner teacher, will receive an C3 detention either the same day or the following evening after school. During this time, the member of staff should have a restorative conversation with the pupil regarding the issue. Any pupil that causes disruption with a partner teacher will be removed to Damascus for the remainder of the day.

### **Lunch detention**

#### **1:20pm – KS3 in the Library / 12:20pm – KS4 in Room 1**

This will be actioned by the member of staff informing the pupil that they have a lunchtime detention and adding this to class charts, with a reason. These will take place at lunch time in designated room with a member of SLT / Pastoral Team. Should the incident take place after the pupil has already had lunch then this will take place the next day. Staff may place pupils on a lunchtime detention for the following reasons:

- late to lesson
- disruption to learning
- incomplete homework
- uniform & Appearance concerns
- lack of equipment / kit
- anything deemed appropriate by class teachers & support staff.

The detention starts at the beginning of lunch time (KS4 – 12:20pm / KS3 – 1:20pm). It is expected that pupils arrive to the detention within 5 minutes and attend detention prior to getting lunch. Arriving late, not attending or not conforming to expectations within the detention will see it upscaled to an afterschool detention the same evening.

### **Class Teacher / Pastoral Detentions – 30 min**

#### **3:10pm – 3:40pm**

This will be actioned by a class teacher or pastoral staff. The pupil will be informed of the sanction and this added to class charts, with a reason. These will take place in the canteen and pupils who have been issued with a detention will be escorted down to detention by a member of staff who has taken the pupil during the final period of the day. Should a member of staff not take the pupils to detention, pupils have a personal responsibility to make their own way. Staff may place pupils in detentions for:

- persistent breach of Uniform & Appearance rules
- truancy
- use of mobile technology
- leaving a classroom / walking away from a member of staff without permission
- failed Lunch Detention
- poor corridor or social time behaviour
- anything deemed appropriate by a class teacher or pastoral team.

Should the need to issue a detention occur before 2:00pm, then the detention can occur the same evening. Although there is no legal requirement, we will where possible, attempt to contact home via Class Charts and inform parents / carers of the detention. Pupils not conforming to the detention expectations or failing to complete the detention may have the detention upscaled to an SLT detention.

### **SLT Detention – 50 Mins (Friday Only)**

**3:10pm – 4pm**

The pupil will be informed of the sanction and this added to class charts, with a reason. These will take place in Room 11. SLT may place pupils in SLT Detentions for:

- persistent breach of the school Behaviour & Relationships Policy
- failed Pastoral / Class Teacher Detention
- anything deemed appropriate by a member of SLT.

Should the need to issue an SLT detention occur before 2:00pm, then the detention may occur the same evening. Although there is no legal requirement, we will where possible, attempt to contact home via Class Charts and inform parents / carers of the detention. Pupils not conforming to the detention expectations may have the detention upscaled, if this occurs then the pupil will complete a day in Damascus until 4pm.

### **Damascus**

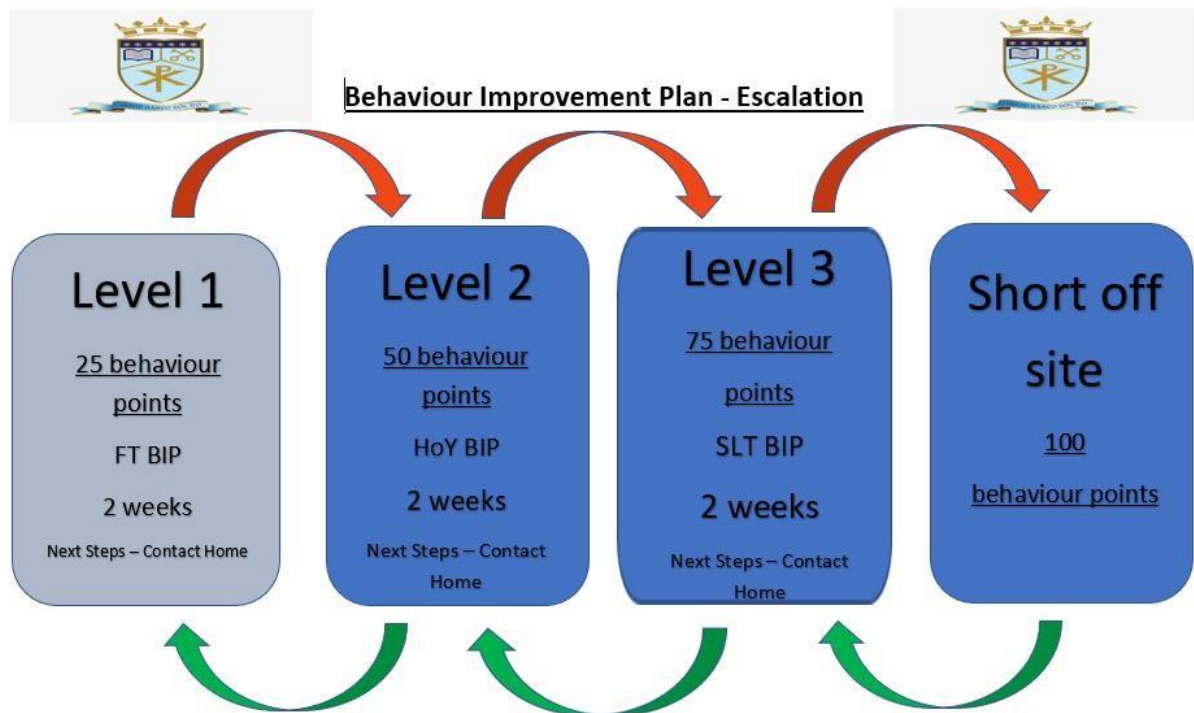
**9:10am – 3:30pm**

Entry into Damascus will be actioned by a member of the SLT or Pastoral manager. This may be for a full day or part of the day. Pupils who have been instructed to attend for the full day will attend Period 1 in the lesson. The pupil will be informed of the sanction and this added to class charts, with a reason. Where possible, the Internal Exclusion Manager will inform parents and carers prior to them being placed in Damascus. Reasons why a pupil placed into Damascus may include:

- to hold pupils whilst an investigation is underway.
- internally exclude a student for a serious offence/infringement of school Code of conduct, or repeated offences, when all sanctions have been exhausted and been ineffective.
- to hold pupils who have returned from suspension without a post-exclusion meeting taking place.
- anything deemed appropriate by a member of SLT or pastoral team
- failing to attend SLT after school detention (pupil will remain in Damascus until 4pm the next time they are in school).

Any pupils who have been placed in Damascus for the full day will remain in there until 3:30pm (4pm if their due to missed SLT detention). Work will be compiled by the Internal Exclusion manager for the pupil to complete. Pupils must adhere to the rules of Damascus, which includes, handing in mobile phone at the start of the day.

## **Appendix C – Behaviour Improvement Plans**





## **Appendix D – Mobile Device Policy Mobile Device Policy**

At All Saints we believe that pupils have the right to access education without the distraction and disruption caused by mobile devices. This policy must be strictly adhered to and if mobile devices are seen, heard, or used by pupils outside of the following rules, they will be confiscated and handed into the office where parents/carers can collect between 3:15pm-4pm. If it is not be collected by a parent/carer, the phone will be returned the following Monday to the child at 3:15pm. Parents/Carers are asked not to put the staff in a difficult situation by asking for devices to be returned early when pupils have been in breach of school policy.

### **Mobile Devices Guidelines**

- Pupils must not use a mobile device or headphones anywhere in school during the school day, except under the specific direction of a teacher. For the purposes of this policy, the school day begins the moment the pupil enters the school grounds and ends at 3:20pm.
- Pupils must not photograph or record other pupils unless explicit permission is given by a teacher, and consent is obtained from the pupils photographed. Pupils must show the resulting picture / footage to the teacher and pupils involved on request and delete said picture / footage if instructed. Failure to do so will result in the confiscation of the device until the picture / footage is removed.
- Pupils must not photograph staff without their explicit permission.
- Parents / Carers wishing to contact their son / daughter during the school day should contact the school. We have a well-established and efficient system for getting the messages to pupils as well as offering pastoral support if it is needed.
- Pupils who need to contact parents during the school day should speak to their Pastoral Lead or Pupil Progress Lead, who will make a phone available.
- Mobile devices in school are the pupils' responsibility. They should be switched off and kept securely bags or pockets or handed in to Form Tutors, Pastoral Leads or Pupil Progress Lead.
- Pupils who need to use a mobile after school should do so in a safe place within the school grounds and not on the main road, in line with police advice about mobiles being a major source of street crime.
- Mobile devices may be confiscated as part of investigations into behaviour / safeguarding incidents. A senior staff member will manage this confiscation in line with the

safeguarding policy. Parents will be contacted. Content on mobile devices will only be viewed in the presence of the pupil and only if appropriate. In certain circumstances, mobile devices may be passed to the police.

- Parents will be notified by Class Charts if their child's mobile device has been confiscated, and this also serves as a receipt. Devices will be kept securely, in a locked cupboard, in the school office.
- The school cannot accept any responsibility for the loss of mobile devices which have been brought onto school premises. All Saints will accept no responsibility for loss, theft of or damage of any mobile phone or electronic devices. As a result, school staff will not deviate from their priority of teaching and learning to investigate incidents of loss, theft, or damage.

## **Appendix E – Uniform and Kit List**

### **Summer Uniform List Boys**

- Navy blue trousers (straight leg fit)
- Plain black socks
- White shirt
- College Tie
- Navy blue blazer with college badge
- Sensible, plain, flat, black shoes without logos or adornment
- Navy blue v-necked jumper with college badge

### **Girls**

- Navy blue pleated College skirt or navy-blue trousers
- Plain black socks (no bows / no frills/ no over knee) OR black tights
- White Blouse
- College Tie
- Navy blue blazer with college badge
- Sensible, plain, flat, black shoes without logos or adornment.
- Navy blue V-necked jumper with college badge

### **Winter Uniform List (after October half term until Easter)**

- During the winter term, all pupils will wear a jumper under their blazers.
- Tights must also be worn with skirts to protect pupils from the cold.

### **PE Kit**

- Navy crew neck training top with logo
- Navy PE shorts with logo
- Girls leggings - black
- Reversible training top with logo
- Training track pants with logo

