



# OUR LADY & ST. BEDE

CATHOLIC ACADEMY

**Our Lady and St Bede Catholic Academy**

## **Pupil and Behaviour Discipline Policy**

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## **PUPIL BEHAVIOUR AND DISCIPLINE POLICY**

### **Legal Framework and Guidance:**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- School Standards and Framework Act 1998
- The Education Act 2002
- Education and Inspections Act 2006
- The Equality Act 2010
- Education Act 2011
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- Schools (Specification and Disposal of Articles) Regulations 2012
- Use of reasonable force Advice for headteachers, staff and governing bodies July 2013
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Education (Independent School Standards) (England) Regulations 2014.
- DfE 'Behaviour and discipline in schools' 2016
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018
- Keeping Children Safe in Education 2018
- DfE 'Sexual violence and sexual harassment between children in schools and academies' 2018
- DfE Mental Health and Behaviour in schools 2018

### **Associated Policies and/or reference documents**

- Safeguarding and Child Protection
- Anti-Harassment and bullying
- SEN and Code of Practice
- Uniform
- Use of Reasonable force - MAT
- Exclusions guidance (LA and DFE)
- Acceptable Use
- E-Safety

## **Roles and responsibilities**

### **Governors**

The Local Management Board is responsible for approving and monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Pastoral Team will support staff, monitor behaviour and liaise with parents
- The Senior Leadership Team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil conduct and behaviour expectations – see below
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant staff promptly
- Be aware of the Home School Agreement – see website
- Support staff to ensure a consistent approach

### **Aims:**

Teachers should demonstrate their own adherence to the underlying Christian values of the Academy by the way they promote good behaviour and in their responses to pupils. In exercising their professional duties, staff should be honest, fair and just. Setting a good example will result in pupils feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that pupils complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of pupils
- keep children safe - see Safeguarding Policy

## Core Principles:

**“Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you”.**

(Colossians 3:15-16)

- Children have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their pupils. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Pupils being disrespectful should never be tolerated; pupils should show respect to staff at all times and in turn, staff should be sensitive to the needs of pupils. In keeping with the ethos of the academy, it is expected that all **staff and pupils are courteous and respectful at all times.**
- Recognitions and awards are more effective than punishment in motivating pupils. Good behaviour and achievement must be recognised – see Recognitions and Rewards below
- Discipline should be constructive in nature and staff attitudes must be consistent.
- Discipline works best when enforced immediately. Standards must be met and appropriate referrals made. A clear and consistent code of conduct is necessary for all pupils and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.
- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Pupils with behavioural issues will be supported through the pastoral system
- The Academy acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.

## Our Mission

Our History - Our Lady and St Bede is a Catholic School whose origins date back to before 1850. Starting life as a school for pupils of all ages in the parish of St Mary's, Catholic education in Stockton expanded across the town forming St Bede's and St Mary's secondary schools which came together to create Our Lady and St Bede. Today we carry on the dedicated work of the Sisters of St Paul, the De La Salle Brothers, lay staff, pupils and the wider community.

## Our Aims

With the history of our school at the forefront of our minds we will:

- Embrace our motto daily: 'To know God is to know oneself'.
- invite everyone through the Catholic tradition into a life of faith.
- Aim to be the best in all we do.

## **Our Values**

Together, we will continue our history and live out our aims through what we believe are our most important personal values of:

- Integrity
- Hard Work
- Compassion

## **Aims:**

Teachers should demonstrate their own adherence to the underlying Christian values of the Academy by the way they promote good behaviour and in their responses to students. In exercising their authority staff should be honest, fair and just. Setting a good example will result in students feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that students complete assigned work • regulate, as appropriate, the conduct of pupils

## **Definitions:**

Whilst not an exhaustive list, for the purpose of this policy, the Academy defines ‘**unacceptable behaviour**’ as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy
- Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive behaviour

- Smoking/Vaping
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones/ear phones without permission
- Graffiti/vandalism/chewing gum or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery/make-up/false nails, trainers etc – see uniform policy)

### **Sexual harassment**

The Academy prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet, email or mobile phones
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.

The Academy will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well being

### **Pupil conduct and behaviour expectations:**

#### **As a minimum, Pupils and pupils are expected to:**

- Comply with all academy rules and expectations
- Conduct themselves around the academy in a safe, sensible and respectful manner
- Arrive at lessons on time and enter the room quietly
- Stand when another teacher or visitor enters the room and greet them appropriately
- Come to lessons properly equipped
- Treat others, their work and equipment with respect
- Take their diaries to all lessons
- Follow teachers' instructions
- Refrain from being argumentative or defiant
- Take off coats, non-uniform items of clothing or jewellery
- Only leave a lesson with the teacher's permission (with a note or pass )
- Produce their very best class and homework
- Have respect for the academy environment.

### **Classroom Climate**

- Teachers are responsible for establishing and maintaining high expectations of pupil behaviour in all of their lessons.
- Pupils are expected to follow the behaviour expectations as outlined in the document entitled 'Pupil Behaviour Expectations' and these should be clearly displayed in every classroom.
- Teachers should ensure that all pupils in all lessons follow our school expectations and teachers should invest the time necessary to establish consistent adherence to these routines.
- Teachers are to ensure that pupils are kept in classrooms unless an urgent situation arises that requires them to leave.

### **Sanctions Available to all Staff to support the behavioural climate**

- Quiet word/Verbal warning.
- Stand outside of lesson for a maximum of 3 minutes. If this is the case a follow up sanction involving a break/ lunchtime detention must be issued depending on the nature of the incident by the class teacher using a C2 within ClassCharts.  
Class Teacher Detentions: Breaktime/Lunchtime/After School. The C2 system automatically places the pupil on whole school detention.
- Isolation: departments may organise a departmental isolation timetable. This should be used for part of a lesson only and then the pupil should be put back in their original class. Any pupil who is isolated must receive an automatic C3.

- 'On Call Team': in extreme cases (refusal to follow instructions, abuse of a member of staff, endangering other pupils) simply give the student a C4 and a member of Team who is 'On Call' will attend immediately.

**All staff are expected to use the behaviour management system to record all incidents of pupil behaviour and the subsequent action taken. Staff are urged to use their professional judgement on whether an incident needs recording eg. A pupil who is late on a single rare occasion compared to a pupil who is regularly late (i.e more than once over a short period of time).**

### **Our Behaviour System in Summary**

1. Establish and maintain high expectations by the class teacher
2. Proportionate and immediate action by the class teacher: C2
3. Escalation of action by the class teacher: C2
4. Ongoing recording of incident and subsequent actions taken by the class teacher: C2
5. Referral to Head of Department: C2x3
6. Referral to Head of Year: C2x3
7. Referral to Assistant Headteacher: C2x3
8. Referral to Headteacher: C2x3

### **Expected behaviour at break and lunchtime:**

Pupils should conduct themselves in an orderly fashion in corridors, the dining rooms and wet weather rooms. Coats should not be worn indoors. Where possible, pupils should walk on the left and line up quietly at the beginning of lessons. Mobile phones must **not** be used in the building especially in the dining rooms.

In good weather, pupils should go outside to the designated areas. Wet weather rooms are assigned to each year group in times of inclement weather. Pupils should not run around or eat in these rooms.

Pupils misbehaving during these times will have appropriate sanctions imposed

### **Behaviour out of academy:**

Our Lady and St Bede Academy is committed to ensuring our pupils act as positive ambassadors. The same behaviour expectations for pupils on academy premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from academy during educational visits
- Good behaviour on the way to and from school. In the event of poor behaviour reported on academy buses, the academy, and in some cases the academy/LA, has the right to withdraw travel passes
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

#### **Incidents off-site:**

Under the Education and Inspections Act (2006), the Academy has the right to exercise discipline beyond the Academy premises. This includes misbehaviour:

- on activities arranged by the Academy such as work experience, educational and sporting events
- on the way to and from academy (including on the buses)
- when wearing the Academy uniform in a public place or they are in any way identifiable as a pupil of the Academy
- which could have repercussions for the orderly running of the Academy
- poses a threat to another pupil or member of the public
- which could adversely affect the reputation of the Academy

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the Academy will investigate the incident, communicate with parents and discipline pupils accordingly.

#### **Incidents involving technology** (e.g. mobile phones/chat rooms/internet sites):

Mobile phones must ***not*** be used inside the building. If a pupil is seen using his/her phone inside, without direct permission from a member of staff, the phone will be confiscated and should be collected at the end of the academy day. Regarding any suspicions relating to illegal content or sexual imagery, the phone will be confiscated and may be handed over to the police for investigation.

The use of defamatory or intimidating messages/images inside or outside of the Academy will not be tolerated. Disciplinary sanctions will be applied to perpetrators.

As per our Acceptable Use Policy in relation to the use of technology, still pictures or video being taken on site is prohibited unless under the direction of a member of staff.

#### **Disciplinary action against pupils found to have made malicious accusations against staff and other adults working in the Academy:**

In order to fulfil its commitment to the welfare of children, Our Lady and St Bede Academy has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Bishop Hogarth Catholic Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Our Lady and St Bede Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/ carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Body and Directors of Bishop Hogarth Catholic Education Trust.

Any pupil found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support

## Recognising and rewarding good behaviour:



### **'Catching them being good'**

Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the academy. Therefore, frequent use of encouraging language and gestures, both in lessons and around the Academy is to be encouraged so that positive behaviour is instantly recognised and positively rewarded.

Examples of recognitions/rewards include:

- Congratulatory post cards home
- Personalised letters to parents
- Celebration assemblies
- Special privileges (e.g. early lunch pass)
- Trips
- Weekly nomination stickers
- Badges for Fortes in (sport/arts/academic/community service) at bronze, silver and gold level
- Honours
- End of Year Mass trophies and awards

## Classcharts



### Key Stage 3

To be effective, it is important that Classcharts is used consistently and frequently as a tool to promote and recognise positive learning behaviours.

In line with their Departmental policy, all Subject Teachers should award between 3 and 5 Classchart points per class/week under the headings of Presentation/Acting on feedback/Above and Beyond.

Half termly, the Pastoral Team will award Classchart points for attendance and Virtues. Positive learning behaviours will be recognised and awarded to correspond with academic mentoring and reporting rounds.

Recognitions and rewards for pupils in both academic and pastoral should be shared with parents through Academic Mentoring and reporting systems.

### Sanctions and interventions:

#### Systems and procedures

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned it is important to remember that they are not exhaustive lists.

**Sanctions** are more likely to promote positive behaviour if the pupils see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the pupils
- impose sanctions fairly and consistently
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour'
- attempt to link the concept of sanctions to the concept of choice, so that the pupils see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour (self-regulation)

- avoid whole group sanctions that punish the innocent as well as the guiltily
- never issue a sanction which is humiliating or degrading or involves corporal punishment

The Academy will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately in relation to the misbehaviour identified, the pupils' age and any specific SEND or religious requirements** and, whilst not an exhaustive list, will draw from a range of strategies including:

- **Verbal warning**
- **Withdrawal from classroom**
- **Cooling off period**
- **Behaviour/punctuality/Monitoring reports**
- **Multi agency assessments**
- **Withdrawal of access to the academy IT system** (e.g. if the pupil misuses it)
- **Additional monitoring/ reporting**
- **Additional work**
- **Meetings with parents**
- **Confiscation of property** - the Academy reserves its right to confiscate, retain or dispose of a pupil's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the Academy's uniform rules/an item which poses a health or safety threat/illegal items. It also has the power to search without consent for prohibited items including (not an exhaustive list):
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that has been or is likely to be used to commit an offence, caused personal injury or damage to property
  - Any item banned by academy rules such as chewing gum, aerosol sprays, e-cigarettes, energy drinks.
  - Mobile phone or electronic device

Records of confiscated items will be kept and items will be stored safely and returned to the pupil and or parent as appropriate – normally at the end of the academy day. However, illegal items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items.

- **A variety of forms of detention (e.g. break and lunchtimes/after school following communication with parents) and where this will not compromise a pupil's safety. It should be noted that Parental consent is not required for detention.**
- **Catch-up sessions break and/or lunchtime**
- **Withholding participation in a school event/trip/sporting activity**

- **Withdrawal of break or lunchtime privileges**
- **Carrying out a community/useful task in the academy**
- **Internal exclusion/isolation** - In many instances internal exclusion is more appropriate than a fixed-period exclusion. See Inclusion/P4L below - If a pupil is on internal exclusion, it will be for a limited period only (as defined by the Academy) and appropriate work will be set. The Academy will ensure that pupils are kept in isolation no longer than is necessary and that their time will be used constructively. Internal exclusion is principally used as a sanction for disruptive, defiant behaviour and truanting.
- **A fixed period exclusion** (note: pupils excluded from academy for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion – see also DfE and LA guidance. Permanent exclusions will be considered for:**
  - Physical assault (against a pupil or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
  - Verbal abuse/threatening behaviour (against a pupil or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
  - Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer on peer
  - Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
  - Sexual misconduct including sexual abuse, sexual assault, sexual harassment
  - Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
  - Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
  - Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
  - Carrying an offensive weapon
  - Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
  - One-off serious incidents not covered by the categories above.

#### **Interventions:**

Interventions and support strategies have an important role to play in getting a pupil back on track. The Academy will, therefore, draw from a range of interventions and strategies including:

- Restorative approaches
- Named member of staff as point of contact
- LA Graduated responses (e.g. reduced/personalised timetable)
- Pope Francis referral via Head of Year
- Personalised support programmes (e.g. anger management/self-esteem/resilience)
- One to one mentoring sessions (e.g. with well-being co-ordinator)
- Multi-agency working (e.g. Early Help)
- Engaging with parents

#### **Recording:**

Incidents of a serious nature should be recorded in CPOMS with details of the incident and any actions taken or interventions put in place. Details of impact should be attached as/when appropriate – see appendix 1

### **Procedures for dealing with misbehaviour:**

Sanctions must only be made by a member of staff who has been authorised by the Headteacher. In the first instance, misbehaviour should be dealt with by the teacher on the spot, following the C1-C4 procedure outlined below. C3 should only be used in extreme cases when a pupil's attitude and behaviour lead a member of staff to believe that he/she has the potential to cause major disruption the teacher should refer him/her to the Head of department (lesson disruption). Head of Year (disruption during breaks and lunchtime).

### **Classroom Management:**

Teachers should maintain high standards at all times and should impose sanctions when pupils fail to adhere to these standards. When a pupil fails to meet the standards set out in academy/departmental policies, the member of staff should inform the Curriculum Leader outlining the problem and action taken by them. Curriculum Leaders must accept responsibility for classroom standards in their departments and must monitor the classroom management of staff in their department. They should impose sanctions on referred pupils and liaise with the Head of Year /Climate for Learning Lead/Assistant Headteacher (Welfare/Pastoral) to ensure that behaviour monitoring and records are kept up to date. Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

### **Punctuality:**

Pupils who are regularly late for academy should be monitored by their form tutor. If a pupil continues to arrive late for academy he/she should be referred to the Head of Year who should request a telephone call home/ referral to Early Help/ letter home to parents. – see also Attendance Policy.

### **Dress code:**

Pupils must be challenged by all members of staff if they fail to comply with uniform regulations (including length of skirts/make-up/appropriate footwear/jewellery) and sanctions imposed on repeated offenders – see also Uniform Policy

### **Homework:**

Homework is compulsory; failure to hand in work on time without a reasonable explanation must result in a sanction being imposed. Failure to adhere to this sanction must result in a referral to Curriculum Leader.

### **Serious incidents:**

When an incident occurs during a lesson of sufficient seriousness that it needs immediate action, staff should send one pupil not involved in the incident with a note to the Assistant Headteacher (Welfare/Inclusion) with the instruction that if s/he is not available they ask a member of the office staff to send a member of the SLT. All incidents of a serious nature should be investigated by the HOY/AHT in the first instance and recorded using the record of incident forms – see appendices 2 and 3

Pupils who have been referred more than twice in a period of two weeks should have written comment in their diary and a written referral should be sent to the Head of Year. For serious incidents an immediate referral should be made, however on all occasions reasons for referral and sanctions imposed should be recorded. (email/CPOMS)

In cases of extreme misbehaviour, (e.g. behaviour which threatens the safety of pupils and/or staff, the services of external agencies such as the Police or Social Care may be called upon.

All incidents involving knives, weapons and extreme or child pornography will be referred to the Police

### **Staff training**

As part of their continuing professional development teaching staff will receive regular updates and/or training on behaviour management and expectations. Newly qualified or newly appointed staff to the academy will receive training at the point of induction. In addition, nominated staff will receive specialist training in physical restraint. Support for staff to improve their practice can be requested as and when needed.

### **Pupil Support & Dealing with Underlying Issues**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Use of reasonable force- see also MAT Policy**

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

### **Physical restraint:**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Investigations**

The Academy will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

If a serious incident takes place it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see appendices 2 and 3

### **Role of the Head of Years:**

Head of Years are responsible for dealing with pupils whose behaviour has warranted the involvement of parents.

It is usually consistently disruptive pupils who cause most teachers problems. The Head of Year may be involved with a particularly serious incident which in itself necessitates the involvement of parents.

Where an individual or group of pupils prove to be disruptive, staff who teach these pupils should join together to develop a coordinated action to deal with the problem. Staff should meet under the leadership of the Assistant Headteacher (Welfare/Inclusion) and Head of Year to -

- Identify the disruptive pupil/s
- Formulate a combined and appropriate strategy for dealing with such pupils (which may include the drawing up of a behaviour plan or the imposing of sanctions)

Such a meeting should be initiated by Head of Year arising usually from referrals.

If a pupil is referred for any reason, either to the Curriculum Leader or Head of Year this should be recorded in the pupil's diary as a means of informing parents. Diaries should be checked by the form tutor not less than once per week.

### **Monitoring/Report Forms:**

Report forms are designed to monitor attitude, behaviour and general ability of a pupil to conform to all standards expected in both academic and pastoral areas.

**Departmental Reports:**

A Curriculum Leader should place a pupil on departmental report if they have been referred twice or more within a two-week period and the report should operate for a minimum of two weeks. Pupils must receive satisfactory reports for all lessons during the period of the report; failure to do so may result in:

- Further sanctions being imposed and/or
- Referral to the Head of Year detailing issue and sanctions imposed
- Referral to Assistant Headteacher (Welfare/Inclusion)
- Involvement of parent(s)/carer(s)

**Pastoral/Behavioural Report**

A Head of Year should place a pupil on behavioural report if:

- They are referred by a Curriculum Leader
- Referred by a form tutor when they have two or more referrals in a week.
- If they have been referred for poor behaviour at least twice in the period of a week for poor behaviour outside of the classroom.
- For an incident that is regarded by Head of Year as warranting being placed on report.
- Parents have requested it

All comments must be satisfactory before a pupil is taken off report. An unsatisfactory comment must result in the period of the report being extended and a letter sent home to the parents.

If a pupil continues to receive unsatisfactory comments, they must be referred to the Assistant Headteacher (Welfare/Inclusion). If a pupil's behaviour does not improve, parents must be invited to an interview with the Head of Year and in many instances the Assistant Headteacher (Welfare/Inclusion).

There may be occasions when an incident is sufficiently serious to warrant the involvement of the Assistant Headteacher (Welfare/Inclusion) and/or Headteacher.

Head of Years must complete a weekly report for Assistant Headteacher (Welfare/Inclusion). These reports will be an item for discussion at weekly SLT meeting.

## **Inclusion**

**“The heart of the discerning acquires knowledge, for the ears of the wise seek it out”.  
(Proverbs 18:15)**

We strive to provide a supportive and nurturing learning environment within which our young people can develop and grow emotionally and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach develops pupils to become resilient, confident and independent.

Some of our pupils find education challenging for a number of reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our pupils are given the best opportunities to experience success. This prepares them well for their next steps, be it post 16 education, an apprenticeship or a job with training.

We recognise that children can, and sometimes do, make mistakes. We firmly believe, however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos.

## **Pope Francis**

The Pope Francis Centre offers additional support to pupils who are experiencing difficulties on their journey through the Academy. These difficulties can be short or longer term and for a variety of reasons and may prevent pupils from accessing fully the opportunities the Academy has to offer. Staff in the Pope Francis Centre work closely with the Pastoral Team, striving to provide a learning environment where all pupils can achieve their personal goals. The advice and support made available is delivered in partnership with pupils, on the basis of equality and inclusivity. Support is offered in a variety of different forms and parental involvement is encouraged to ensure that a strong home/school relationship is developed and maintained.

## **Internal Exclusion**

Internal exclusion forms part of our whole school approach to promoting positive behaviour and may serve a number of different purposes, including:

- To accommodate pupils who have been removed from a lesson at very short notice for poor behaviour
- A cooling off period for one off incidents
- A punitive measure for unacceptable behaviour and/or disruption
- Avoidance of a Fixed Term Exclusion (FTE)
- Time to reflect and move forward

Internal exclusion should not become:

- a provision for long-term respite care
- a dumping ground for pupils who may need specific support
- a ‘badge of honour’ for children and young people (i.e. they can gain inappropriate approval from their peers)
- a fast track to permanent exclusion

## **Associated Policies and/or reference documents**

- Safeguarding
- Anti-Harassment and bullying

- SEN and code of Practice
- Use of Reasonable force - MAT
- Exclusions guidance LA and DFE
- Pupil Behaviour Expectations

## Appendix 1 CPOMS Recordable Incidents

Reason	
<b>Physical assault against pupil <i>including</i></b>	
<ul style="list-style-type: none"><li>• Fighting</li><li>• Violent behaviour</li></ul>	<ul style="list-style-type: none"><li>• Wounding</li><li>• Obstruction and jostling</li></ul>
<b>Physical assault against an adult <i>including</i></b>	
<ul style="list-style-type: none"><li>• Violent behaviour</li><li>• Wounding</li><li>• Obstruction and jostling</li></ul>	
<b>Verbal abuse/threatening behaviour against a pupil <i>including</i></b>	
<ul style="list-style-type: none"><li>• Threatening violence</li><li>• Aggressive behaviour</li><li>• Swearing</li><li>• Homophobic abuse and harassment</li><li>• Verbal intimidation</li><li>• Carrying an offensive weapon</li></ul>	
<b>Verbal abuse/threatening behaviour against an adult <i>including</i></b>	
<ul style="list-style-type: none"><li>• Threatening violence</li><li>• Aggressive behaviour</li><li>• Swearing</li><li>• Homophobic abuse and harassment</li><li>• Verbal intimidation</li><li>• Carrying an offensive weapon</li></ul>	
<b>Bullying <i>including</i></b>	
<ul style="list-style-type: none"><li>• Verbal</li><li>• Physical</li><li>• Cyber/Online bullying</li></ul>	<ul style="list-style-type: none"><li>• Homophobic bullying</li><li>• Racist bullying</li><li>• Peer on Peer bullying</li></ul>
<b>Racist abuse <i>including</i></b>	

<ul style="list-style-type: none"> <li>• Racist taunting and harassment</li> <li>• Derogatory racist statements</li> <li>• Swearing that can be attributed to racist characteristics</li> <li>• Racist bullying</li> <li>• Racist graffiti</li> </ul>
<p><b>Sexual misconduct</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Sexual abuse</li> <li>• Sexual assault</li> <li>• Sexual harassment</li> </ul>
<p><b>Drug and alcohol related</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Possession of illegal drugs</li> <li>• Inappropriate use of prescribed drugs</li> <li>• Drug dealing</li> </ul>
<p><b>Damage</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• To school or personal property belonging to any member of school community</li> <li>• Vandalism</li> <li>• Arson</li> <li>• Graffiti</li> </ul>
<p><b>Theft</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Stealing school property</li> <li>• Stealing personal property (pupil or adult)</li> <li>• Stealing from local shops on a school outing</li> <li>• Selling and dealing in stolen property</li> </ul>
<p><b>Persistent disruptive behaviour</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Challenging behaviour</li> <li>• Disobedience/defiance</li> <li>• Persistent violation of school rules</li> <li>• Repeated truancy</li> </ul>
<p><b>Other - this category should be used sparingly</b></p>

- Serious incidents which are not covered by the categories above

**RANGE OF SANCTIONS AND INTERVENTIONS (NOT AN EXHAUSTIVE LIST)**

- Intervention by Senior member of staff
- Meeting with Parents
- Detention/Internal exclusion
- Monitoring reports
- Fixed term exclusion
- Permanent exclusion (following formal investigation)
- Police involvement



**Appendix 3 - Statement**

**Statement**

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

**Statement of Incident**

Signed: \_\_\_\_\_ Date \_\_\_\_\_