St Patrick's RC High School

Behaviour for Learning

Policy including Written Statement of Behaviour Principles

Adopted by Full Governing Board

Delegated Committee:	**Pupil Welfare**
Reviewed on:	**Autumn 2025-2026**
Next review:	**Summer 2025-2026**
Reviewed by:	**Mr M Connelly**
Statutory:	

Signed: **…….. (Chair)**

BEHAVIOUR FOR LEARNING

School Mission Statement

Our school community is guided by the values of truth, resilience, service, love and faith.

Our Catholic faith is taught, lived and celebrated. We strive for academic excellence, celebrate ambition and value the achievements of all.

We recognise the importance of kindness, the value of friendship and our role in making a difference to God's world.

Catholic Social Teaching

In addition to our school values of, Love, Truth, Resilience, Faith and Service that underpin our School's mission statement, the Governing Body of St Patrick's RC High School ensure the School's moral compass is rooted in Scripture and the Principles of Catholic Social Teaching. These principles guide the staff and pupils to live out our faith in the world. These principles are:

1) The dignity of the human person:

   Every human person is created in the image and likeness of God, which means that everyone's life and dignity must be respected equally without exception.

2) Family and community:
   The human person is not only sacred but social. How society is organised has impact on the dignity and growth of every human person and community. We are all the People of God, one family.

3) Solidarity and the Common Good:

   What happens to one of us has an impact on us all. Justice and peace is at the heart of solidarity. We are called to work for a peaceful and just world where everyone has a fair share of what they need to live and opportunities to develop and grow are equal.

4) Rights and responsibilities:

   Every person has a right to life, which makes all other rights possible. Everyone has a right to food, healthcare, housing, education, employment too. We must all take responsibility to call for and respect these rights for everyone, locally and globally.

5) Preferential option for the poor and vulnerable:

   We should judge society on how well it cares for and stands with people who are experiencing poverty and who are vulnerable. Scripture teaches us that God has special concern for people who are forced to live on the margins of society. The Church calls us to respond and put their needs first and to call for governments to do the same. For example: Provision and support for those families that are disadvantaged within our community ("Pat's Pantry")

6) Dignity of work (including Participation & Subsidiarity):

   Work gives us dignity by enabling us to participate in God's creation. Contributing and making a difference is essential for our well-being and fulfilment. Everyone has the right to productive work, a real living wage and the opportunity to be part of a union. For example: CEIAG Careers Education Information and Guidance

7) Stewardship:

   The world that God created has been entrusted to everyone and we are all accountable as stewards of the earth – our common home. Our world has been given to us as a precious gift to enjoy and protect for future generations. For example: The school's Care for Creation Club

British Values Statement

St Patrick's teachers uphold public trust in the profession and maintain high standards of ethics and behaviour. Teachers do this by promoting the fundamental British values of:

- Democracy
- The rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

This policy is in line with the Mission and values of St Patrick's RC High School. A successful behaviour policy requires the commitment and **consistency of practice of all staff** to ensure that learners know the standards expected of them. **All members of the school** are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

1. **Aims**

This policy aims to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect mission, charism, the example of Jesus, values of the school, and the principles of Catholic Social Teaching (see previous page)
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Outline the expectations, rewards and consequences of behaviour
- Provide a consistent trauma informed approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Be fully inclusive ensuring the policy does not disadvantage or adversely bias any pupil including those with SEND, disadvantaged pupils and those pupils with a protected characteristic/s

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Not being equipped to learn
- Lateness to lesson, or truancy to school and/or lesson
- Incorrect uniform and breaches of our uniform policy including obvious make up, painted/false nails, fake lashes, fake tan and ant type of piercing
- Chewing gum or being in possession of fizzy/high energy drinks (or any food/drink deemed excessively unhealthy)
- Being in possession of banned items named in the school rules
  - Fizzy and high energy drinks
  - A mobile phone (should be switched off and not seen at all times whilst within the school boundaries) or other electronic devices

- Confectionary in large quantities where there is a suspicion a pupil may be selling to their peers
- Laser pens/pointers
- Aerosols/Spray perfumes
- Any form of jewellery

Serious and Very serious misbehaviour is defined as:

- Repeated or persistent breaches of the school rules
- Refusal to follow instructions from a member of staff or persistent disrespect and/or defiance
- Verbal or physical abuse directed towards any member of staff or visitors
- Any form of child on child abuse (which includes bullying)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes or touching
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), creation and/or sharing of nude or semi-nude images and/or videos (including pseudo-images/Deepfakes, which are computer generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking (including vaping/electronic cigarettes)
- "Upskirting": Taking a picture/photograph/video under another person's clothing without their permission
- Racist, sexist, homophobic, biphobic, transphobic or other discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or anything which could be perceived as a weapon
    - Alcohol
    - Illegal drugs or paraphernalia
    - Stolen items
    - Tobacco, cigarette papers and/or any e-cigarettes or cartridges
    - Fireworks or 'bangers' (objects which can be thrown on the ground to explode)
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group over time, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic, Bi-phobic, Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

The logging, monitoring and intervention of Unkind Behaviours (which could lead to bullying)

All staff are directed to log any unkind behaviour witnessed between pupils in as much detail as possible, including the perpetrator, victim and any bystanders. This information is actively tracked and monitored by members of the pastoral team and our Anti-Bullying Lead (Ms Leah Austin) and pupils are escalated appropriately from both a perpetrator and victim perspective; with repeat offences receiving a graduated and escalated response. The victims' wishes are always considered when intervention is offered. If a pupil is

persistently unkind to others, even after relevant intervention, they will have 'Bullying' logged on their record and receive serious sanctions – with permanent exclusion the highest ultimate sanction (as with other persistent breaches of school rules).

Examples of victim intervention (not an exhaustive list)
Restorative meetings, peer mentoring, pastoral lead support, 1:1 intervention with relevant staff or anti-bullying lead, regular check-ins, parental meetings/intervention.

Examples of perpetrator intervention (dependent on frequency/magnitude of offences)
Departmental/Pastoral sanctions, parental meetings/intervention, Acceptable Behaviour Contracts (ABCs), 1:1 intervention by relevant trained staff, Internal Exclusion and Fixed-term suspensions. As aforementioned Permanent Exclusion would be considered in extreme cases of persistent unkind behaviour and bullying.

More information can be found in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The Senior Leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Utilise the ClassCharts app to monitor their child's attendance, behaviour, detentions, achievements, homework and liaise with their form tutor should there be any issues or concerns
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour/persistent/serious/very serious misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture including attendance at Parent and Carer's evenings, following the Home School Agreement and participating in surveys.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. The Governors of St Patricks RC High School will not accept any behaviour from parents and carers that would be disrespectful and abusive towards its staff members. This includes verbal, physical or online abuse including abusive, threatening emails and social media.

We expect parents to support decisions made by the school to address poor behaviour. Staff are highly trained with vast experience and understand how to balance the needs of the individual with the needs of the school community as a whole.

See the Home School Agreement Policy that can be found on our website for further information regarding "What we expect from parents and carers".

Home-School-Agreement-Spring-2023-2024-next-review-Spring-2025-2026.pdf

5.5 Pupils

Pupils will be made aware of and are consistently reminded in assemblies, form time and lessons of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with behavioural information and strategies wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

At St Patrick's RC High School we talk about **RESPECT.** This means:

- Respect themselves
- Respect their peers
- Respect the adults in the school
- Respect the school's environment and fabric of the building
- Respect their local community

At St Patrick's RC High School we focus on the promotion of positive behaviours, expectations and routines and phrase this to the pupils as **"becoming the very best version of themselves".**

6. School Rules and Expectations

6.1 Classroom Rules/Expectations and Routines

St Patrick's pupils are expected to:

- Arrive on time to school, form period and lessons, fully equipped, in full correct uniform and ready to learn. Full equipment includes the minimum of black/blue pens, pencil, minimum 15cm ruler and a scientific calculator
- Actively participate in all lessons
- Respect everyone's right to learn and do not disrupt the learning of others
- Respond instantly to staff instructions, first time, every time

- Communicate with the teacher by putting their hand up and waiting for permission to speak
- Take pride in and complete all work set to a high standard, making maximum use of learning time
- Be polite and show respect to everyone in the school community including visitors
- Treat the school buildings and school property with respect
- Take responsibility for their actions and accept sanctions are a result of making poor choices
- Not to eat or drink (other than water) in a lesson. This includes chewing gum.
- Line up outside Form period and lessons at the start (should the teacher not already be in the classroom) and wait for the teacher to welcome the class into the room
- Stand in silence at the end of a lesson behind their tables and chairs and wait to be dismissed by the teacher one row at a time
- Not have a mobile phone out in lesson, use of smart watches or have any headphones visible

6.2 Unstructured time Rules/Expectations and Routines. (All other time when not in lessons)

St Patrick's pupils are expected to:

- Be polite and respectful to everyone at all time
- Respond instantly to reasonable staff instructions, first time, every time
- Not have a mobile phone out, use of smart watches or have any headphones visible
- Treat the school buildings and school property with respect
- Eat and drink in the correct areas at the correct time. (Never on the 1st or 2nd floor unless they are in a pastoral detention or co-curricular club and being supervised)
- Respond positively to reasonable requests made by any Prefect with regards their conduct and school routines
- Use the one way system at break and lunch. This means to exit via the Technology doors and enter via the Music doors
- Sit a maximum of 6 pupils around a table in the dining area and behave in a safe and orderly manner. Once food has been consumed pupils are to leave the tables and make their way outside
- Place chairs under dining tables when finished eating and ensure that trays, cutlery, plates and waste are placed in the correct areas before leaving to make their way outside
- Line up at break and lunchtime to be served in an orderly manner with no pushing in
- Transition to lessons, lunch and break in a safe and order manner. No pushing or pulling other pupils as this is highly unsafe behaviour
- Walk on the left hand side of corridors and stairwells when ascending and descending. This also includes the heller-up
- Use the outside spaces correctly i.e. only use footballs in the allocated ball game areas of the school and to behave in a safe and orderly manner. Swearing or any abusive comments are unacceptable
- In the event of a wet break or lunch to go to the area of the school allocated for their year group and are to behave in an orderly and safe manner. Pupils are to remain in these areas and not transition to other areas of the school. At lunchtime, pupils are to await until instructed by members of the lunch duty team before queuing for lunch

- Be dressed in full complete uniform before re-entering the building after break and lunch (without a coat) and make their way to lesson without delay

Additionally pupils are expected to:

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Actively participate and contribute in lessons including the wider life of the school including personal development opportunities
- Active servants of the school and wider community including charitable service and contributions

Where necessary, reasonable adjustments will be implemented to ensure all pupils (including the most vulnerable pupils and those pupils with SEND) are able to engage and meet behavioural expectations.

6.3 Pupil behaviour on Buses

When travelling to school on a school bus or public bus to and from school, pupils are expected to behave in an orderly manner and show respect to their peers, the public and the driver.

Pupils are expected to:

- Be polite and courteous towards the bus driver
- Remain seated until they leave the bus unless given permission to stand by the driver
- Take all rubbish with them when they leave
- Refrain from shouting, screaming, spitting, throwing items (including liquids), arguing, fighting or any unkind or bullying behaviour towards anyone
- Ensure no prohibited items or items identified in the school rules as banned
- Use mobile phones and electronic devices in a sensible manner and not to cause upset or harm
- Follow all reasonable requests made by the bus driver

See the Home School Agreement Policy that can be found on our website for further information regarding "what we expect from pupils".

Home-School-Agreement-Spring-2023-2024-next-review-Spring-2025-2026.pdf

7 Mobile phones and other banned electronic devices

Mobile phones are not allowed to be used or seen whilst on School premises. This included pre-school, form period, lessons, break and lunchtimes and any afterschool activity including clubs, sporting activities, musical or drama involvement, detentions, 1:1 support, Intervention and homework club. However, pupils are allowed to possess a mobile phone in school but it must be turned off and not visible.

Should a pupil use a mobile phone or have a mobile phone on show whilst on the school premises this will be classified as Misbehaviour and logged as a behavioural incident on Class Charts. A member of staff will request to confiscate the phone, when the request is complied with the member of staff will hand the phone into the school office for safe storage. Pupils can collect the confiscated mobile phone from 3.00pm at the end of the school day.

Should a pupil refuse a request from a member of staff to confiscate a mobile phone, this will be classified as Serious Misbehaviour and will result in a consequence of a 1 hour after school Senior Leadership detention. A member of the Senior Leadership team will be notified and the pupil concerned will be given a further opportunity to comply with the confiscation request by the member of the Senior Leadership team. Should this request be ignored/refused the pupil concerned will be placed in Internal Exclusion unless the phone is handed over immediately. Repeated refusal to follow instructions could result in a suspension; this includes refusing to go into Internal Exclusion.

The confiscation of mobile phones is logged and tracked daily. Any pupil who repeats the offence of using or having a mobile phone out on show within one half-term will be liable to increased sanctions that will involve parental involvement. These include collecting the mobile phone from school in person by the parent/carer and a meeting with the Head of Year about the persistent using/showing of a mobile phone whilst on school premises.

8 Responding to misbehaviour, serious and very serious misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Behaviour points are logged on our pupil management system: Class Charts
- Sending the pupil out of the class to work in another area that is supervised by a member of staff
- Setting of written tasks, such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'. When this is actioned the pupil concerned will be set specific behaviour related targets that are reviewed by teachers/staff after each lesson. The report is monitored daily by a

member of staff. This initially is usually the pupil's form tutor unless the pupil's report is subsequently escalated to HOY or Senior Leadership due to repeated failure to consistently meet the report targets.

- Removal of the pupil from the classroom resulting in Internal Exclusion
- Suspensions
- Permanent exclusions, in the most serious of circumstances

9. Behaviour for Learning in the Classroom

9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Share or display the behaviour curriculum or their own classroom rules and behaviour expectations
- Develop a positive relationship with pupils, which will include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines including but not limited to entering and exiting lessons calmly
    - Communicating expectations of behaviour verbally and in other ways
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Dealing with low-level disruption
    - Using positive reinforcement
    - Provide achievement points for excellent work and behaviour including "Star of the lesson"

9.2 Dealing with misbehaviour: Class Teacher

Should a pupil display misbehaviour in a lesson, the teacher/staff member will follow the graduated approach of Chance, Choice, Consequence:

CHANCE (C1):	**The pupil is given a chance to behave in the manner required (No consequence and a reminder of expectations)**
CHOICE (C2):	**The pupil is given a choice to behave in the manner required and is informed of the consequence should they not do so** **(No consequence and further reminder of expectations)**
CONSEQUENCE (C3):	**The pupil is given a proportional sanction for the behaviour exhibited** **(Consequence including behaviour points which may also result in a detention)**

- The teacher should ensure the pupil is aware of the date, time, duration and location of the detention. In the detention the teacher should explains to the pupil why their behaviour was not acceptable and the impact it was having on their and others learning and to ensure a positive teacher/pupil relationship is maintained for a positive start to the next lesson. **(RESTORATIVE CONVERSATION)**

- Persistent misbehaviour where the pupil's persistent/repeated behaviour is impeding their and/or others' learning should be referred to the Head of Department or removal buddy.
  This will be classified as a **C4**. Should a pupil's behaviour result in a removal/exit from lesson by the member of staff leading the lesson (**C4)** then the consequence for this will be an **afterschool detention.** This detention will occur on the following school day (unless this is not appropriate for the member of staff concerned or if a verbal agreement has been made with a parent/carer via telephone to complete the detention on the same day
- Should a pupil refuse to leave a lesson after being issued with a C4 removal/exit, then Internal exclusion will be considered as a graduated escalated sanction
- Staff should send pupils to their Heads of Department/"removal buddy" for escalating behaviour during lessons and to the appropriate Head of Year or Senior Leader duty team leader for incidents outside lessons
- Pupils should not be placed unsupervised outside classrooms for long periods of time. Supervised time-out is acceptable

9.3 Dealing with misbehaviour: Head of Department

If a pupil persistently presents with misbehaviour in a lesson, the Head of Department will support the class teacher.

- If available, the Head of Department will support with the removal of the pupil from the lesson (C4) to support the class teacher. The pupil being removed will either work with the Head of Department or be placed with a buddy teacher in another room.
- The Head of department will monitor that the behaviour log and any consequence (detention) are recorded on Class Charts.
- If the pupil chooses not to co-operate with the Head of Department then a member of the Senior Leadership Team (SLT) will be called for immediately
- The Head of Department will liaise with the pupil and the class teacher prior to the next lesson to re-establish a positive relationship if necessary and appropriate.
- The Head of Department will check that parents/carers are informed.
- If a pupil still does not co-operate in a future lesson, then Head of Department will liaise with the Head of Year to see if the behaviour is specific to that subject area or whether they are presenting in this way across a number of subjects.

9.4 Dealing with misbehaviour: Head of Year/Form Tutor

If it is established that a pupil is not co-operating across a number of subject areas or is receiving multiple behaviour logs, the pupil will be monitored initially via a Form Report.

- The Form Tutor informs parents/carers that there are concerns.
- The pupil has set targets to achieve.
- The pupil's teacher completes the report after each lesson and this is visible to parents on Class Charts
- Pupils are mentored and supported to achieve their targets by their Form Tutor.

- If the pupil's behaviour does not improve, the pupil will escalate to a Head of Year Report.
- Should this escalation occur, the Head of Year will request to meet with parents/carers to discuss the escalation and targets.
- An Individual Behaviour Plan (IBP) may be put in place if appropriate.
- Reports have a minimum duration of two weeks (Unless it is clear an escalation is required sooner) but can be extended to allow the impact of the intervention work with the pupil to become embedded.

The Head of Year may refer the pupil to the Special Educational Needs and Disabilities Co-ordinator (SENDCo) at any time if they have concerns about a pupil. The SENDCo may put the pupil on the Special Educational Needs Register for Emotional, Social and Behavioural difficulties. Parents/carers will be informed and extra support can be put in place to ascertain and address the reasons for the inappropriate behaviour. If a pupil persistently misbehaves, over time after other school based interventions and support have been explored, the Educational Psychologist and other external agencies could be consulted and involved. They are utilised for diagnostic purposes and/or professional advice/recommendations.

9.5 Dealing with misbehaviour: The Senior Leadership Team

A pupil will escalate to a Senior Leader Report if the pupil's targets are not being met whilst on Head of Year Report.

- Pupils will have an Individual Behaviour Plan.
- A member of the Senior Leadership team will be assigned to the pupil.
- The Senior Team Leader will meet with parents/carers to discuss the Report targets, the Individual behaviour plan and the progress made.

Should behaviour not improve at this level within the time frame set, the following possible actions could be taken:

- A Senior Panel Meeting with Deputy Headteacher and Senior Pastoral staff.
- A Governor's Disciplinary Meeting with Head teacher.
- Further liaison with external agencies.
- Temporary Alternative Provision.
- Internal Exclusion.
- Suspension
- Off-site Direction
- Permanent Exclusion.

9.6 Staff responsibility Outside the Classroom

- All staff are responsible for the implementation of the Behaviour for Learning Policy around the school.
- During break and lunch, staff on duty must deal with any incidents of misbehaviour or serious misbehaviour. If they are unable to deal with the incident for whatever reason, it must be reported to the Duty Team Leader immediately.

Duty Team Leaders will ensure any incident has been recorded on Class Charts and may liaise with either the pupil's Form Tutor, Pastoral Lead, Head of Year or the Assistant Head: Dan Macafee, SENDCo to report the incident to decide what action/support or consequence is appropriate.

9.7 Emergency Protocol

Any pupil being abusive, directly confrontational or presenting a danger to themselves and/or others must be dealt with by a senior member of staff. The pupil must be firstly removed to a staff 'removal buddy' (usually a member of staff on the department removal rota). A message must be sent to the office who will contact a senior member of staff. The senior member of staff will collect the pupil from the 'removal buddy's'' classroom. Discussion regarding the incident and the action to be taken will take place after the lesson in private.

Parents/carers will be contacted and informed.

10. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

11. Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour may be rewarded with:

- Verbal praise
- Achievement points such as Star of the lesson and Star Form pupil of the week (* See Appendix 2: Achievement Points Class Charts)
- Communicating praise to parents/carers via a phone call or written correspondence such as postcards
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Subsidised breakfast/refreshments and treats with a member of the Senior Leadership Team
- Golden Tie: (A pupil is chosen each week by the Head of Year after recommendations by Form Tutors. The pupil is presented with a Golden Tie in assembly and they proudly wear it for the following week)
- Super pupil: (Awarded to pupils periodically throughout the year when a pupil is identified on a Super pupil learning walk as having full equipment, in full school uniform and working hard to succeed in a lesson
- Invitation to reward trips
- End of Year Award ceremony awards

12. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13 Confiscation, searches, screening

13.1 Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Please consult the School's Search, Screening and Confiscation Policy for greater detail.

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

13.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If a pupil refuses to be searched, this is treated extremely seriously and, dependent on context, could result in a permanent exclusion from school and police contacted.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, bags, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

13.3 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including but not exclusively:

- Desks
- Lockers
- Pencil cases
- Mobile Phone Cases
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

13.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

13.5 Informing parents and carers

Parents and carers will always be informed of any search for a prohibited item. A member of staff will tell the parents and carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

13.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

13.7 Strip searches

The authorised member of staff's power to search outlined above does **not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. **It is important to note that a strip search has never been conducted at this school.**

Communication and record-keeping

Where reasonably possible, and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parent/carers to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

13.8 Screening

At present the School does not screen pupils on entry. However, it reserves the right to introduce this at any-time. If/when this happens, parents/carers will be notified and the following policies will be amended and ratified by the Governing Board

- Behaviour for Learning Policy
- Search, Screening and Confiscation policy

14. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or members of the community
- Could adversely affect the reputation of the school
- Is illegal in nature

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

15. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil (including unkind comments online)
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

16. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead/s will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

17. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information

18. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil or member of staff, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO) where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

19. Consequences

19.1 Detention

All staff of St Patrick's have authorisation by the Head teacher to give detentions to pupils.

Pupils can be issued with detentions during break, lunch or after school by any member of staff.

Detentions will be proportionate to the misbehaviour and escalated should a pupil not attend or behave inappropriately in a detention.

Pupils that are issued a detention will be informed by the member of staff issuing the detention of:

a) The reason the detention has been given

b) The location, time and date of the detention

Members of staff issuing a detention will do so via Class Charts. This detention will be linked to the behaviour log which resulted in the detention. Parents/carers via the Class Charts app can see what detentions have been issued for their child.

Failure to attend a detention by a pupil (without good reason), will result in the original detention being escalated.

See Appendix 3 for our detention escalation

School will always endeavour to give as much notice as possible to parents/carers about after school detentions, with at least 24 hours' notice being given. With parent consent, on some occasions, it may be appropriate for a detention to take place on the same afternoon afterschool.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely

Interrupt the pupil's caring responsibilities

Pastoral detentions break and lunch

These operate at break and lunchtime each day and are controlled by Heads of Year and Senior Leadership Team Duty Leads.

Pupils will be expected to attend a Pastoral detention for a variety of reasons. These include the following but this is not an exhaustive list:

- Incorrect uniform or breaches to our uniform policy including refusal to wear school provided uniform (including shoes)
- Not being equipped to learn following a Form Tutor equipment check
- Lateness to school: 30 minutes at lunch from 12.15pm to 12.45pm on the day the pupil was late
- Refusal to follow a reasonable instruction given by any member of staff on duty, their Form Tutor, Head of Year or member of the Senior Leadership Team including Duty Leads
- Unacceptable behaviour during Unstructured time (all time other than lessons)

19.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove a pupil from the classroom for a limited time.

St Patrick's staff will work hard to avoid removing pupils from lessons by utilising the school's Behaviour for Learning strategy of 'chance, choice consequence', for students to moderate and improve behaviour during lessons.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to repeated misbehaviour or serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted including **Chance C1, Choice C2, Consequence C3**, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by another member of staff and will be removed for a maximum of the duration of the lesson. However, if the pupil's behaviour means they should not return to any lesson whilst an incident is being investigated then they will be placed in Internal Exclusion

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Senior Leadership Team (SLT).

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour e.g. restorative conversations.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with Pastoral Leads and/or Heads of Year
- Use of Teaching Assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment
- Team around the child meetings (TAC)

Staff will record all incidents of removal from the classroom on ClassCharts along with details of the incident that led to the removal. Parents/carers will therefore be notified via the ClassCharts app if their child has been removed from a lesson

Analysis will also be used to identify patterns relating to pupils sharing any of the protected characteristics and to ensure the removal is not having a disproportionate effect on those sharing particular protected characteristics.

19.3 Internal Exclusion

The school may use Internal Exclusion (IE) in response to serious or persistent breaches of this policy (e.g. repeated refusal to follow staff instructions, persistent truancy or disrespect towards staff or as part of a graduated response to repeat behaviours). Parents/carers will always be told in advance where possible, that their child is going to be placed in Internal Exclusion and the reasoning behind this.

Some key points on Internal Exclusion:

- Pupils should arrive in reception at 08:55am and hand their phone in to reception
- Pupil's meal order is taken by reception and will be delivered to the pupil at lunchtime
- The first session of IE is always with a Pastoral Lead, where intervention and reflective work takes place to ensure that pupils are supported with changing their behaviour
- Pupils will be set work by their class teacher so they are not missing out on learning
- Pupils will have scheduled toilet breaks throughout the day
- Behaviour during IE is recorded and monitored. Misbehaviour during IE could result in repeating time in the IE room, or a suspension.

19.4 Suspensions and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our Suspensions and Exclusions policy for more information

20. Responding to misbehaviour from pupils with SEND, other vulnerabilities and social worker involvement

20.1 Recognising the impact of SEND, other vulnerabilities and social worker involvement on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need, disability (SEND), Mental Health, Vulnerabilities and if there is or has been Social Worker involvement.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, other vulnerabilities or social worker involvement. Although we recognise that not every incident of misbehaviour will be connected to these areas, decisions on whether a pupil's SEND, other vulnerabilities or social worker Involvement has had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, other vulnerabilities or social worker involvement, especially where their SEND and/or Mental Health affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an Education, Health and Care (EHCP) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour are highlighted below (depending on the pupil and SEND issue):

- Communication of agreed Pupil Passports and Individual Learning Plans to all staff, highlighting barriers to learning, triggers for disengagement and challenging behaviour as well as identified strategies for minimising risk.
- Whole school promotion of Quality First Teaching strategies (QFT) and continuous professional development of staff
- Short, planned movement breaks for a pupil with SEND issues who finds it difficult to sit still for long
- Time out pass
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as Autism and ADHD
- Use of safe spaces e.g. (sensory room) where pupils can regulate their emotions during a moment of sensory overload
- Use of individual reasonable adjustments based on the specific needs of the pupil

20.2 Adapting sanctions for pupils with SEND, other vulnerabilities and social worker involvement

When considering a behavioural sanction for a pupil with SEND, other vulnerabilities and Social Worker involvement, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND, other vulnerabilities or social worker Involvement.
- Whether the pupil is likely to behave aggressively due to their particular SEND, other vulnerabilities or social worker Involvement

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

20.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's SENDCo) may 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/carers to create the plan and review it on a regular basis.

20.4 Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. This contact/liaison will be made to:

Kate Power: LA SEND case worker: katey.platt@salford.gov.uk

21. Supporting pupils following a sanction

21.1 General support

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Restorative meetings with classroom teacher / member of staff
- Responsive interventions (bespoke intervention to address a specific behaviour and concern)
- Reintegration meetings
- Daily contact with the Pastoral Lead / Head of Year/member of SLT
- A report card with personalised behaviour goals

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

22.2 Specific Support

Due to the nature of the suspension and the specific needs of the pupil suspended a variety of internal and external support may be provided. This is may include the below but this is not an exhaustive list

Internal Support

- Pastoral Lead caseload and monitoring list
- Why try? (Emotional Regulation)
- Anxiety Gremlins
- Anger Gremlins
- Pyramid Club
- Homework club
- Numeracy Catch Up
- Literacy Catch Up
- Meet & Greet
- TALC/Social skills (Speech & Language)
- Cognitive behaviour therapy (CBT)
- Dyslexia/Irlen support
- Calm club (Lunch time group)
- Reading groups (Years 7, 8, 9, 10 & 11)
- Lexoniks
- Lego-based therapy
- In class support
- Responsive Intervention activity
- Form and/or class moves

External Support

- Salford Youth Service Intervention
- Early Help
- EBSA- Emotionally Based School Avoidance support (Thrive in Education)
- 42nd Street
- Caritas

- Speech & Language Team
- Neurodevelopment Pathway
- Education Psychology (Assess, Plan, do, Review)
- I-Reach CAMHS
- Autism & Communication Team
- Learning Support Service – Diagnosis assessment
- SIAS (Salford Independent Advice Service)
- Access to Education

23. Pupil transition

23.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This commences on Transition Days but is formalised by Form Tutors, Heads of Year, subject teachers and SLT in Form period, subject lessons and assemblies.

23.2 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

24. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND, other vulnerabilities and social worker involvement impact behaviour

Behaviour management will also form part of staff's continuing professional development.

This training/continuous professional development will include face to face, virtual and online sessions.

25. Monitoring arrangements

25.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom and Internal Exclusion (IE)
- Attendance, permanent exclusion and suspension (both fixed-term and internal)
- Use of pupil referral units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and analysed proactively by staff to ensure appropriate intervention takes place.

The data will be analysed from a variety of perspectives including:

- At school level
- At individual pupil level
- By Form Tutor group
- By Year group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

26.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

27. Links with other policies

This behaviour policy is linked to the following policies

- Suspensions and Exclusions policy
- Safeguarding and Child Protection Policy
- Use of Reasonable Force policy
- Anti-bullying policy
- Search, Screening and confiscation Policy

28. Pupil Statement Forms

When there has been a pastoral, safeguarding or behaviour incident, or an incident involving multiple pupils – dependent on context – there may be a requirement for pupils to complete a pupil statement form. This is an opportunity for pupils to give their version of events; whether they are directly involved in the incident or just a witness/bystander. Pupils can refuse to complete statement forms, but this means that decisions, interventions and sanctions imposed following an incident will be done so in the absence of their account.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

- All pupils, staff and visitors are free from any form of discrimination.

- Staff and volunteers set an excellent example to pupils at all times.

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff.

- The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusion and suspensions.

- Pupils are helped to take responsibility for their actions.

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2: Achievement points via Class charts

Achievement points

Attendance/Punctuality	Frequency	Awarded by	Points	Value	Catholic Social Teaching
100% attendance - Week (No lates)	Once per week	FT	+1	Resilience	Rights/Dignity of work
100% attendance – Term (No lates)	Once per term	FT	+2	Resilience	Rights/Dignity of Work
Improved attendance	Once per term	FT	+1	Resilience	Rights/Dignity of Work
Standards (Form)	**Frequency**	**Awarded by**	**Points**	**Value**	
Equipped to learn (Full equipment for the week includes pen, pencil ruler and calculator)	Once per week	FT	+1	Truth	Rights/Dignity of Work
Excellent Uniform Full uniform for the week with no corrections or behaviour logs	Once a week	FT	+1	Love	Dignity of the human person/family and community
Pastoral (Form)	**Frequency**	**Awarded by**	**Points**	**Value**	
Star of the week – Form Group	Once per week	FT	+1	Truth	Solidarity
Star of the Week – Yea Groupr	Once per week	HOY	+2	Truth	Solidarity
Excellent participation in Form Time	When observed	FT	+1	Truth	Dignity of Work
Catholic life of the School	**Frequency**	**Awarded by**	**Points**	**Value**	
Respecting the dignity of others	When observed	Any member of staff	+1	Love	The Dignity of the human person
Prioritising the poor and vulnerable	When observed	Any member of staff	+1	Love	Preferential option for the poor and vulnerable
Living out our mission statement	When observed	Any member of staff	+1	Service	Dignity of Work
Caring for our common home	When observed	Any member of staff	+1	Service	Stewardship
Leadership of Moring Prayer	When observed	FT/HOY	+1	Faith	Dignity of Work
Participation in Collective Worship	When observed	Any member of staff	+1	Faith	Family and Community
Subject Lessons	**Frequency**	**Awarded by**	**Points**	**Value**	
Excellent effort Max 2 pupils per lesson	Every lesson	Teacher	+1	Resilience	Dignity of work
Excellent classwork Max 2 pupils per lesson	Every lesson	Teacher	+1	Love	Dignity of work
Star of the lesson Max 2 pupils per lesson	Every lesson	Teacher	+1	Resilience	Dignity of work
Excellent homework	Post homework collection	Teacher	+1	Love	Dignity of work
Excellent response to feedback	Post feedback in DIRT	Teacher	+1	Resilience	Dignity of work
Excellent assessment/exam	Post assessment/exam	Teacher	+2	Resilience	Dignity of work
Personal Development	**Frequency**	**Awarded by**	**Points**	**Value**	
Participation in Co-Curricular activity	Post participation	Member of staff leading the activity	+1	Love	Participation
Representing the school in sport	Post participation	PE staff	+1	Service	Participation
Performing Arts performance	Post participation	LM/DS	+1	Love	Participation
Student leadership	When observed	Any member of staff	+2	Service	Participation
Literacy intervention engagement	Half termly	Literacy leads	+1	Resilience	Dignity of work

Appendix 3: Detention Escalation for both Pastoral and Curriculum Detentions

PASTORAL	CURRICULUM
Senior Leadership Team 60 min (SLT) (Afterschool)	Senior Leadership Team 60 min (SLT) (Afterschool)
PASTORAL 45 min (Head of Year) (Afterschool)	CURRICULUM 45min (Head of Department) (Afterschool)
PASTORAL 60 min (Break and Lunch)	CURRICULUM 30min (Teacher) (Afterschool)
PASTORAL 45min (Lunch)	CURRICULUM 30min (Teacher) (Lunch)
PASTORAL 30min (Partial lunch)	
PASTORAL 15min (Break or Lunch)	CURRICULUM 15min (Teacher) (Break or Lunch)