



As a Notre Dame School we work by the guiding principles of the Sisters of Notre Dame de Namur.

The Mission Statement of St Julie's Catholic High School is central to any actions taken regarding Behaviour for Learning and our interaction with the students in our care, and give values-based direction for decisions and activities so that the learning community continues to express the spirituality and mission of the Sisters of Notre Dame de Namur.

Mission statement of St Julie's Catholic High School

We aim to be a Catholic learning community:

- Which respects and embraces the diversity of all God's people
- Where opportunities allow for all individuals to discover their potential and to develop and share their unique talents
- Where friendship and enjoyment are experienced by all and a welcome is offered to all who visit
- Which provides all with a safe and secure environment
- Where faith, prayer and reflection are visible in word and in action
- Which takes good care of God's world and all who inhabit it, especially the poor and disadvantaged
- Where fairness, care and compassion are central to life

Equal Opportunities

The school will seek to treat all students and staff in a fair manner when implementing the Behaviour for Learning Policy, in line with the *Equality Act 2010*.

Rewards and Praise

Giving rewards and praise where it is due is a powerful instrument in maintaining a positive environment for our students and to encourage good behaviour. "*Catch them being good*" is the order of the day as all too often the negative events can take over a Behaviour for Learning system.

It is expected that staff will use praise and encouragement as much as possible. It may be verbal or written praise; postcards of praise sent home to parents; achievement certificates or awarding Vivo points where appropriate.

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Vivo Points Rewards

The Vivo points system is points based where a range of categories such as good behaviour, volunteering, good attendance and effort will be rewarded.

Each member of staff will be given a quota of Vivo points to award throughout the year.

Students can choose when to spend their points at any time and on a range of items displayed on the Vivo awards website.

Commendations

Commendations will be awarded and will carry a number of Vivo points. As such they will only be awarded for the following, to ensure a consistent approach by all staff:

- Homework task where it is obvious the student has made an outstanding contribution in terms of time and presentation.
- In lessons: Outstanding pieces of work for their ability, effort beyond the normal expectation, performance at or above target in external exams.
- Students who stay after school to do extra work on a regular basis.
- For extracurricular if they have achieved an award i.e. for a competition or have been commented on at a particular venue for their commitment, behaviour etc.
- Massive improvement for struggling students.
- Student has shown tremendous effort and perseverance.
- Volunteering to help with Tutor run assemblies, reception duties, open evenings, or transition activities.
- Students who have overcome personal difficulties to contribute to work.

Consistency

For any behaviour management system to work there has to be a consistent approach at all levels. It is the aim of this policy to ensure a consistent approach by all staff.

Setting the Standards

The Start of the Day

- The whole Leadership Team are on duty at the front of the school and in the Dining Rooms from 8.00 am each day.
- Students arriving early to school are not allowed in form bases until 8.35am as part of the school's safeguarding procedures. They are directed to wait in the dining room (or the LRC if after 8.00am)

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- Tutors must be prompt for registration, which begins at 8.50am (except for Tuesdays owing to Headteacher's Briefing). Tutors must leave the staff room by 8.45am.
- Students to stand in silence behind their places and be greeted by their tutor "Good Morning.. name of form" and students to respond, "good morning ---name of staff member"
- Students to sit on their chair in their set place.
- Eportal registers to be taken accurately with student names being called and students answering "yes Miss/ Sir" as appropriate.
- Collective worship to take place.
- Any request for absence notes to be checked and signed – students to collect absence passes from the main office when they are due to leave.
- Tutor to conduct checks on make-up and uniform and students to have their planners on the desk. Any students with uniform/make-up/no planner to be recorded on eportal and 10 minute Tutor Detention issued for that evening.
- Make-up to be removed prior to students leaving for first lesson. (It is the responsibility of the tutor to ensure they are stocked with make-up wipes and nail varnish remover). These are available from the Progress Leader or Mrs Woof.
- Students to stand and be dismissed with "Good morning ...name of form" and students respond, "Good morning....name of staff member"

Start and End of Lessons

- Students should not enter classrooms without a member of staff and need to line up outside their classroom in an orderly fashion. (There are a few exceptions where space is an issue but where there is space, students must line up).
- Teachers are to move out of the classroom to check the class is quiet and orderly and conduct a check on make-up before allowing the class to enter. Any students wearing make-up to remove it prior to entering the room. (This needs to be recorded on eportal so the tutor can issue a 10 minute after school detention if they have not already done so).
- Students to stand behind their places in silence and be greeted by their tutor "Good Morning.. name of form" and students to respond, "good morning ---name of staff member"
- Students to stand and be dismissed with "Good morning ...name of form" and students respond, "Good morning....name of staff member"

Lesson Changeover

- To monitor and maintain orderly behaviour on corridors and on the stairs, staff are to leave their classrooms and be a presence on the corridors
- Praise is to be used with students who are moving as expected.
- Use a non-confrontational approach to students who are not behaving as expected – take them into the classroom and speak calmly to them to point out their misdemeanour. Use the consequence system with the student in question.

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Break and Lunch Duty

- Members of the Leadership Team are on duty at break time and both lunch times to support positive behaviour.
- Staff are expected to be pro-active while on duty, interacting in a positive manner with students and giving praise where it is due. If a member of staff is absent it is the duty of the Team Leader to ensure their duty is covered.
- Staff are not expected to stand in one place while on duty unless they have a fixed area such as monitoring the toilets.
- Staff are expected to check that students behave well and to deal with any incidents while on duty. The consequence system is to be applied.
- Staff on duty need to be mindful of the need to avoid confrontation with students escalating to a point where they need to send for Progress Leaders. As such, students need to be taken to one side away from other students to be spoken to and staff need to be mindful to speak in a calm manner at all times. In the majority of cases, students will be more compliant if this approach is used. Staff on duty need to record the incident on eportal if it is at consequence 2 or deemed serious enough to be consequence 3.
- A 30 minute pastoral detention will need to be issued by the member of staff on duty, recorded in the student planner and their Progress Leader informed.
- Any students wearing make-up need to remove it and be recorded on eportal so their tutor can follow this up.

Assemblies

- Tutors need to be in place, by 8.45 am, prior to the 8.50am start of assemblies.
- Tutors need to remind students the day before their assembly so a prompt start is possible.
- Tutors register students on the yard and then lead into assembly.
- Form classes to sit in alphabetical order and tutors to be responsible for the behaviour of their form. Warnings to be given to students who disrupt assembly.
- Curriculum Leaders attached to year groups are to manage latecomers by supervising them in the adjacent classroom and taking a list of their names and forms to pass to the Progress Leader when assembly ends.
- The Progress Leader to collect all paper registers and put it into the receptacle in the staff room for the Attendance Officers to input on CMIS.

Confiscations

- Mobile phones and ipods are to be confiscated and taken to the school office if they are seen by members of staff at any point up to the students leaving at 3.15pm. (*See also confiscation procedure on page 19.*)

NB: The presence of the Leadership Team at the start of the day should reduce the number of students who are wearing nail varnish, make-up, etc.

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Behaviour Management Expectations

During Lessons

- Good behaviour management is where standards and expectations are made clear by all staff; where children know their boundaries; where consequences are clear and followed through; where following rules and fairness is most important and where the compliant majority are more important than the disruptive few.
- Staff are expected to apply the consequence system fairly and consistently, avoiding confrontation. Good behaviour is the responsibility of the teacher in charge of the class and as such they must work in a way where a calm learning environment is present and rewards and sanctions are used according to this Behaviour for Learning policy.
- If the consequence system has been applied but the learning of the class continues to be disrupted it may be necessary to move the student from the classroom. For safeguarding reasons it is not appropriate to leave a student standing outside of a classroom for any length of time save for a very short (one minute) cooling off period after which the teacher will speak to them to ascertain if they are ready to return to the class.
- Staff must not send a student to another member of staff such as their Progress Leader, giving the disruptive students the opportunity to wander the school or abscond. Agreed strategies must be in place for each lesson as to where a teacher will send any potentially disruptive student. An agreed buddy member of staff within the Department needs to be in place and students sent out need to have work to take with them. It is the responsibility of Curriculum Leaders to organise the 'buddy' system in their departments.
- Any student sent out of class must have a meeting with their class teacher prior to returning to the following lesson in that subject. This may be a short conversation at the end of the lesson or may require the mediation of the Curriculum Leader and the teacher and student at another time. Sanctions to be agreed as appropriate according to the school's Behaviour for Learning policy.
- The Inclusion Room is for those students who have failed to respond to being sent to another room or whose behaviour has been consistently poor. A member of the Leadership Team has to agree to a student being placed in the Inclusion Room.

Mental Health

While there are students who misbehave and who are "naughty", staff need to be mindful that some students experience mental health problems and cannot necessarily control their behaviour as we expect. Any over-harsh treatment can have adverse affects on their mental wellbeing. If staff are concerned about the behaviour of a child, they must speak to the Progress Leader for advice and to see if there are any underlying issues that need to be considered.

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Good Behaviour Management Strategies

- Staff need to have exit strategies in place so that situations do not escalate. Students will not always change their behaviour immediately. The exit strategy must allow time for the student to calm down and realise they are in the wrong. Staff must not get caught up in a lengthy argument in front of a class but tell the student what sanction they will be giving then withdraw to resume the lesson with a phrase such as, "I need to see you working as well as you were last week".
- To get the attention of a whole class, try a countdown technique rather than expecting immediate silence from a difficult class.
- Preface requests with "thank you". This gives the student no-where to go with a possible argument. "Thank you for collecting the books in for me" rather than, "collect the books in " or, "thank you for stopping talking" rather than, "stop talking" can pay dividends. The message of what you expect is clear but put forward in a polite, non-threatening way.
- Make it awkward for students to respond negatively by wording expectations in such a way that you assume they will comply. eg instead of, "I want your coursework in on Friday" try, "when you hand your coursework in on Friday bring it to this room so I can lock it away for security".
- Pro-actively develop relationships with students so your dialogue is not always one of negativity with poorly behaved students. Be prepared for rejection but try little and often where time allows, to raise something you know they are interested in.

Out of Lessons

- It is the responsibility of all staff to challenge poor behaviour outside of lessons.
- Always bear in mind when tackling students who are unknown to you that they may well have underlying issues which may bring a negative response so be mindful of the need for a calm demeanour at all times and avoid escalating confrontation. Staff need to manage situations carefully to try to avoid the need to bring in other staff.
- Having a group of staff surround a misbehaving student is to be avoided as this is a potential safeguarding situation. If, in extreme circumstances, another member of staff is required, they should remove the student and speak to them in a calm manner to ascertain what has happened. They are not to remain while the aggrieved member of staff who has sent for them gives their account, to avoid possible further confrontation with the student.
- Staff experiencing poor behaviour from students out of lessons are to apply a sanction if necessary (after consequences applied), withdraw and record the incident on eportal. For more serious situations they need to liaise with the Progress Leader of the student.
- To avoid students being out of lessons without permission, this should only occur on an emergency basis and students must always carry a note in their planner. At no time should students be around the school during lesson time without the written permission of staff.

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Classroom Rules

Our Classroom rules are to:

- Arrive at all lessons on time
- Wear correct uniform and no make-up
- Bring all books and equipment for every lesson
- Listen and follow instructions
- Try your best
- Be respectful at all times

Dining Room Rules

Our Dining Room rules are to:

- Queue up in an orderly manner
- Take all dishes back
- Clear up all litter
- Be helpful and cooperate if asked to do so
- Be respectful at all times

Staff Responsibilities

It is the responsibility of every adult working as a member of staff at St Julie's Catholic High School to support our students to maintain high standards of behaviour and to apply sanctions and rewards as appropriate and necessary. This applies both in and out of the classroom.

It is essential that all staff act as exemplary role models to the students and act consistently with school policy and the values upheld by the school.

Form Tutors

- The form tutor's role is vital in establishing and maintaining routines and beginning the school day with a clear indication to students of the standards of dress and behaviour expected.
- The tutor will induct students in the standards of behaviour and dress expected and guide students in school procedures. They will give guidance to students throughout the school year.

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- Tutors will be expected to monitor eportal records and act accordingly with either praise or sanction, giving guidance and support to those experiencing problem behaviour.
- The tutor will be instrumental in dealing with minor infringements while at the same time providing a supportive atmosphere in which students are recognised by their tutor as individuals.
- Tutors will be responsible for contacting the parents of students who are persistently in detention for minor infringements.
- Tutors will make recommendations to their Progress Leaders as to students who need to progress to the next level of sanctions.

Teachers

Teachers are bound by the DFE Teachers Standards (1st September 2012) and as such it is their responsibility in managing behaviour to:

Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in class rooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

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Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

All teachers will be expected to support the Curriculum Leader in assisting with subject detentions.

Supply Teachers

Supply teachers are expected to follow the school's Behaviour for Learning policy as any other member of staff. They will be given guidance booklets on arrival but will also need assistance from departmental teachers where they are covering lessons.

If supply teachers do not have access to eportal, it is expected that a member of staff from the department in question/ pastoral team will ensure that incidents are recorded in their stead.

Initial Teacher Education (ITE) Trainees

ITE Trainees will be expected to follow the school's Behaviour for Learning policy and apply rewards and sanctions while maintaining a positive learning environment in the classroom. They will be supported by teaching staff from their department, their Curriculum Leader, assigned Progress Leader and AHT. They will have an induction programme which will include behaviour for Learning.

Support Staff

Members of Support staff are on duty at lunch time and need to deal with students in a responsible and professional manner. They should liaise with the member of the Leadership Team on duty to ensure they are effectively deployed.

Student responsibilities

All students are expected to conform to the school rules and to show respect to all staff at all times. Any student found to have made (false) malicious allegations against a member of staff will face a Disciplinary Committee chaired by the Headteacher and a member of the Governing Body plus any other appropriate member of staff (DfE guidelines – February 2014).

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Curriculum Leaders

- The Curriculum Leader needs to act as a role model to their department and students and ensure that all within the department are following the expected school policy regarding Behaviour for Learning and are applying rewards and sanctions with consistency and recording events on eportal.
- They will offer feedback and advice to colleagues experiencing difficulty with the behaviour of students. If necessary they will recommend CPD and will raise issues through alignment.
- Teachers are responsible for the behaviour of students in their classrooms and on occasion may seek the support of the Curriculum Leader if learning is being disrupted and classroom strategies have not worked.
- A buddy system, where teachers have an active strategy of which teacher to send persistently disruptive students to if the need arises, needs to be in place and monitored by the Curriculum Leader.
- Curriculum Leaders need to ensure that in cases where students need to be removed from classrooms, there is a process of mediation with the students and class teacher prior to the students returning to the classroom.
- Curriculum Leaders will need to contact parents where there are cases of persistent poor behaviour and will also need to liaise with the student's Progress Leader.
- Curriculum Leaders will lead Major Infringement detentions on a rota basis. They will be instrumental in making decisions following recommendations from other colleagues as to which students will move from Middle Leader detentions. They will also make recommendations to the Progress Leaders and relevant AHT KS3/4 about students who need to move to the next level of sanctions and be placed in the Inclusion Room.
- Teachers will be expected to use the school rewards system effectively. It is expected that Curriculum Leaders will ensure this is being carried out. Classroom observation and Learning Walks will provide opportunities to monitor this.

Progress Leaders

- Progress Leaders are responsible for ensuring that members of their tutor team are applying rewards and sanctions with consistency and fairness and recording events on eportal, as well as challenging students with minor detentions each day in form time.
- Progress Leaders will visit form bases on a regular basis.
- It is expected that tutors will contact the parents of students who are persistent problems. The Progress Leader is to monitor this.

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- Progress Leaders will lead Middle Leader detentions on a rota basis. They will be instrumental in making decisions following recommendations from other colleagues as to which students will move from Minor to Major Infringement detentions. They will also make recommendations to the relevant AHT KS3/4 about students who need to move to the next level of sanctions.
- Progress Leaders will contact and meet with parents of students posing a persistent behavioural problem. They will liaise with Curriculum Leaders where poor behaviour is noted across several subject areas.

Leadership Team

- All members of the Leadership Team are on duty each morning at the entrance to the school and in the Dining Rooms to monitor, challenge and support all students as they enter the school.
- The Leadership Team needs to act as role models to their colleagues and students and ensure that all are following the expected school policy regarding Behaviour for Learning and are applying rewards and sanctions with consistency and recording events on eportal.
- They will offer feedback and advice to colleagues experiencing difficulty with the behaviour of students. If necessary they will recommend CPD and will raise issues through alignment.
- Leadership team will provide appropriate support to colleagues and be available to deal with serious infringements where all else has failed within the departmental or Pastoral Behaviour Management systems.
- Leadership team will lead on strategies to develop effective whole school Behaviour for Learning policy and systems, monitoring the effectiveness of school systems on a regular basis and involving students and staff.

Support Staff

Support staff are expected to follow the school's Behaviour for Learning policy and to intervene with any examples of poor behaviour or infringements of rules outside the classroom, taking responsibility to record events on eportal and to liaise with the appropriate member of staff. In the case of minor infringements outside the classroom, this will be the tutor. For more major infringements, the Progress Leader of the student concerned.

- Support staff are expected to be role models for the students and to act in a professional manner at all times, as expected for all staff.
- Support staff are to supervise the Inclusion Room (timetabled).
- Learning Support Advisers will meet with students who are placed in the Inclusion Room and provide one to one support.

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Consequence System

From time to time children may misbehave. They need to learn and be given a chance to modify their behaviour. Using punitive measures for a single time a student steps out of line will not allow for this and is against all of the guiding principles of the school Mission Statement. Staff should follow a system of offering praise in public (PiP) and reprimand in private (RiP)

The consequence system has a 3 step approach, designed to allow a student to step back and avoid an escalation of consequences:

Consequence 1 – Verbal warning

A verbal warning is given. The student is told they are at Consequence 1 and for what reason and their name is put on the board/record sheet.
They are warned of the consequence of moving to the next stage.

Praise is to be used if the student modifies their behaviour to encourage continuation of such.

Consequence 2 – Tutor Intervention and Support

A second verbal warning for continuing poor behaviour. The student is told they are at Consequence 2 and for what reason and a 2 put next to their name on the board/record sheet. The event is to be recorded on eportal so the tutor will see this record and the tutor will discuss with the student and if possible contact home.
They are warned of the consequence of moving to the next stage.

Praise is to be used if the student modifies their behaviour to encourage continuation of such.

Consequence 3 – 30 minute Departmental detention

A third verbal warning for continuing poor behaviour. The student is told they are at Consequence 3 and for what reason and a 3 put next to their name on the board/record sheet. The students need to be moved to another place in the classroom. The event is to be recorded on eportal.

They are to be issued with a Middle Leader detention, recorded in their planner or detention slip to be issued. These detentions are held each Wednesday. Failure to attend results in an automatic one hour Leadership detention (held each Friday night).

The consequence system is also to be used for infringements other than poor behaviour such as forgetting equipment. However, this will not automatically lead to more severe sanctions.

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Consequence 4 – Inclusion Room

Students can be removed from normal lessons and placed into the Inclusion Room for a fixed period of time. This is for students who have serious emotional or behavioural issues. A member of the Leadership Team **must** sanction a student being placed in the Inclusion Room. All students will have a one to one meeting with a Learning Support Adviser and will continue to have work set for them to complete.

Sanctions

It is the responsibility of all staff to give sanctions to students who do not follow school rules or cause disruption. It is important that the consequence system is used as a first approach except in the case of very serious incidents (such as fighting) and that the scale of the sanction is in proportion to the misdemeanour. Be mindful that if this is not followed, parents and students have the right to appeal and we would want to avoid complaints being upheld for over-zealous application of sanctions by staff.

Minor infringements are dealt with by the Form Tutor who will contact parents if they become persistent and the tutor can recommend a possible Middle Leader detention. It is not anticipated that sanctions will escalate beyond this as the ultimate sanction of exclusion from school would not be considered for minor infringements and neither would the student be expected to appear before the Governor's Disciplinary Committee.

It is expected that Progress Leaders and Curriculum Leaders will reflect carefully on any agreement with recommendations. It is part of their role to liaise with parents with the aim of preventing an escalation of sanctions and modifying the behaviour of the student. They in turn can make recommendations to Leadership team for a serious infringement detention who will make recommendations for further sanctions such as exclusion where appropriate.

Support for Students

- Staff who use good behaviour management techniques
- Rewards system
- Report books (Progress Leader / Departmental)
- Referral to Learning Support Advisor (LSA) by Progress Leader/Senior Leader
- Individual Behaviour Plan (IBP)
- Referral to Student Support Centre
- Exclusion (fixed term)
- Negotiated transfer to another school
- Referral to Fair Access Panel for a New Protocol transfer
- Permanent exclusion

Support for Staff

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WHOLE SCHOOL BEHAVIOUR FOR LEARNING POLICY
[EXCLUSIONS / PROCEDURE FOR DEALING WITH DRUG INCIDENTS]

- Behaviour for Learning systems and expectations including rewards and sanctions
- Consequence system
- Staff to contact parents to seek parental support
- Progress Leaders/Curriculum Leader/ Senior Leader support via recommendations and Learning walks.
- CPD

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WHOLE SCHOOL BEHAVIOUR FOR LEARNING POLICY
[EXCLUSIONS / PROCEDURE FOR DEALING WITH DRUG INCIDENTS]

| Detention | Given for | Recording | Administered by | Support | Informing parents |
|---|--|---|---|---|---|
| Consequence 2 Tutor detention discussion after school | Minor infringements Lates, no planner, make-up, out of lessons, chewing, littering, not clearing up, off task behaviour after warning | Eportal by staff member applying consequences | Form tutor on a nightly basis 3.15 to 3.25pm | Form tutor to phone parents if student is infringing minor rules | Note in planner/ replacement sheet |
| Consequence 3 Subject detention 30 minutes after school | Persistent subject specific infringements after following consequence system | Eportal by staff member applying consequences. Same staff member to enter in Departmental detention record | Departmental staff 3.15 to 3.45pm Night to suit Department | Department staff and CL CL to contact parents if persistently in subject detention | Departmental detention slip /note in student planner/replacement sheet |
| Recommendation Curriculum Leader/Progress Leader detention 45 minutes after school | Major infringements Refusal to cooperate, insolence to staff, disruption of lessons, truancy from lessons (consequence system to be applied) | Eportal by staff member making recommendation once agreed with CL/PL. CL/PL to inform office to send letter to parent/carer | Curriculum Leader/Progress Leader on rotation once per week (set night) 3.15 to 4pm | CL/PL to meet with parents of students persistently in CL/PL detention Referral to LSA | Letter to parents KKS Detention slip/note in student planner/replacement sheet |
| Recommendation Senior Leader Sanction 1 hour after school or other appropriate sanction | Serious infringements Persistent challenging behaviour, offensive language, repeated truancy from lessons, serious incidents | Eportal by CL/PL making recommendation once agreed with SL. SL to inform office to send letter home to parent/carer | Leadership team on rotation 3.15 to 4.15pm Friday (if sanction is a detention) | Behaviour plan to be drawn up. PL/AHT KS3/4 to meet with parents Referral to LSA Academic Council after 2 SL detentions | Letter to parents KKS Detention slip/note in student planner/replacement sheet |

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WHOLE SCHOOL BEHAVIOUR FOR LEARNING POLICY
[EXCLUSIONS / PROCEDURE FOR DEALING WITH DRUG INCIDENTS]

| What if | What to do | Will this lead to subject detentions? | Will this lead to CL/PL/SL detentions? |
|---|--|--|--|
| A student forgets equipment or homework | Apply consequences – warning then tutor detention if it happens again in the same subject. | Yes, if consequence 3 is reached. (Use common sense as to the length of time between events -) | No- these are for major infringements and could ultimately lead to Academic Council /Exclusion which are not appropriate for minor infringements |
| A student does not attend tutor detention | Check if they were absent; see the student to check if they had a clashing detention. If so, reissue original detention. If not, apply consequence 2 – eportal missed detention and reissue tutor detention | No | PL detention if they miss 2 tutor detentions |
| A student does not attend subject detention | Check if they were absent; see the student to check if they had a clashing detention. If so, reissue original detention. If not, apply consequence 2 – eportal missed detention and reissue subject detention | N/A | CL detention if they miss 2 subject detentions |
| A student does not attend PL/CL detention | Check if they were absent; see the student to check if they had a clashing detention. If so, reissue original detention. If not, apply consequence 2 – eportal missed detention and reissue PL/CL detention | No | SL detention if they miss 2 subject detentions Recommendation to SL detention if they do not attend second detention |
| A student does not attend SL detention | Check if they were absent; if so, reissue original detention. If not, apply consequence 2 – eportal missed detention and reissue SL detention | N/A | |

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WHOLE SCHOOL BEHAVIOUR FOR LEARNING POLICY
[EXCLUSIONS / PROCEDURE FOR DEALING WITH DRUG INCIDENTS]

| What if | What to do | Will this lead to subject detentions? | Will this lead to CL/PL/SL detentions? |
|--|--|---|--|
| A student misbehaves in lessons | Apply consequences | Yes, if consequence 3 is reached | If persistent and recommendation for CL detention approved by CL |
| A student is disrupting the same lesson after consequence 3 is reached | Send the student with a note and work to a staff buddy in the same department (see page 8). Teacher and student to meet prior to next lesson to discuss event and restore expectations | The students has been issued with a subject detention, having reached consequence 3 | Yes, if it is persistent and occurs again in subsequent lessons |
| A student has their mobile phone or ipod out during a lesson/break/lunch | Confiscate the item and take it to the school office (plastic bags are provided at the office for this purpose). The consequence system does not apply in this case. | No | PL detention if it is persistent |
| A student is wearing make-up | The student is to remove the make-up (prior to entering the classroom); consequence system applies which leads to tutor detention | No | PL detention if it is persistent |
| A student answers back | Keep calm; do not escalate into an argument. Take the student to one side and apply consequences. Use techniques to prevent reaching further consequences. Listen to the student – do they have a point? Discuss student with their tutor to see if there are underlying problems leading to an “off day”. | Yes | Yes on recommendation if persistent |

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This is by no means an exhaustive list – if in doubt, discussion with Curriculum Leaders/ Progress Leaders/ AHT KS3/4/5 is recommended.

And finally..... a student engaging in interesting, stimulating lessons; meeting understanding and compassionate staff; who is treated fairly and given a chance to improve; meeting consistency every day; having clear boundaries; being rewarded on a regular basis.....is far less likely to misbehave.

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Confiscation procedure

The school reserves the right to confiscate the property of students who contravene school rules with the understanding that the property will be kept in a secure location, clearly marked with the name and form of the student and will be returned to the student or parent as appropriate. It is not the intention of the school to permanently confiscate any items.

Staff will give students a time to collect their confiscated items, which will vary according to the number of warnings and previous confiscations issued for items such as jewellery. We do not seek to permanently confiscate items and have limited storage for them. If items have not been collected by the end of the school year the school may donate them to charity.

Mobile phones and other electronic devices can capture images, both still and video, and transmit received messages. As such, the school will not allow such items to be used at all on school premises for reasons of safety and to support our antibullying and safeguarding procedures. Any student capturing and/or sending messages will have their phone confiscated and investigated to ensure the content of such devices is not of an inappropriate nature. These are the terms by which we allow mobile phones to be brought on to our premises and it is our intention, by way of this policy, to protect both students and staff whilst on our premises.

The school does not promote the use or carrying of mobile phones. However, we recognise that some parents gain comfort from the knowledge that their daughter/son has use of a mobile phone when travelling to and from school. Therefore, the school accepts that students may have mobile phones in school but insists that these must be switched off upon arrival on school premises and stored out of sight at **all** times during the day. They should only be taken out and switched on upon leaving school premises. Additionally, mobile phones and other electronic devices are not the responsibility of the school and the school has no obligation to store or protect such items. As such, we cannot be held responsible for loss, theft or damage of these items howsoever caused.

Mobile phones will be confiscated if seen by staff anywhere on school premises, regardless of whether they are switched on or not. They will be passed to the main school office and should be collected at the end of the day after 3.30 pm. The school office closes at 5pm. If students do not collect items at the time requested they will have to wait until the end of the following day. We do not seek to permanently confiscate items and have limited storage for them.

Students who refuse to cooperate when staff ask for items to be confiscated will be passed to the Progress Leader and will be sanctioned. In some cases they will be referred to a member of the Senior Leadership Team. Refusal to co-operate with any member of school staff is a serious offence and sanctions may range from detention to exclusion.

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If students are found to have any illegal items such as drugs or weapons the Local Authority and police will be informed. Cigarettes and alcohol, illegal to under 18s, will be destroyed if found on students. Parents will be interviewed alongside the student and sanctions may include exclusion.

Staff will conduct searches of student belongings if there is good reason. The school has a legal requirement to search property without student or parental permission if it is suspected that dangerous items such as weapons, drugs, fireworks, lighters or other dangerous items have been brought into school. The necessary search will be conducted in private by senior staff with two members of staff present.

Exclusions

In the case of serious or persistent infringements of the school's behaviour expectations, the Headteacher will issue a fixed period exclusion. Parents will be informed in writing of the time of the exclusion and of their right to appeal if they wish to do so. In extreme cases the Headteacher may make recommendations to the Governing Body that a student is permanently excluded from the school.

Responsibility of Parents

Parents have a clear role in making sure their child is well behaved at school.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a £60 fixed penalty fine.

Parents must also ensure that their child attends the suitable full time education provided by the school or local authority from the sixth day of exclusion. If they do not, the school or local authority may issue a £60 penalty or the local authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period exclusion in order to discuss the incident(s) that led to the exclusion and to ensure that the student and parent understand the seriousness of the situation and the school procedure if improved behaviour is not forthcoming.

Bullying

Any student engaging in bullying behaviour will be dealt with severely by the school under its separate Antibullying Policy. Every child has the right to attend school without being fearful of bullying in all of its forms and this includes malicious communication via electronic devices. (See also anti-bullying policy). Support will be offered to the victim and also the student engaging in the bullying behaviour.

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EXCLUSIONS

Exclusions may be for a **fixed period of up to 45 days** in a school year or **permanent**.

- *If a student is excluded, a letter will be sent to the parent/carer informing them of the reason for exclusion with advice on contacting the Education Welfare Service and appeals procedure when relevant.*
- *If a fixed period exclusion is for five days or less, the school will provide work for the student to complete.*
- *If the exclusion is for more than five days, then the school will provide work for the first five days of the exclusion, then from the sixth day until the expiry of the exclusion, the school should provide suitable full-time education with an alternative provider.*
- *Parents/carers will be informed of when they may collect the work.*

On return to school, parents will be invited to come with the student to discuss future support and monitoring.

Fixed Period Exclusion will be used in response to serious breaches of the school's Behaviour Policy.

Students may be excluded for involvement in:

- Vandalism
- Fighting
- Verbal or physical abuse of another student (bullying) including cyber-bullying in school or outside school hours
- Verbal abuse of a member of staff
- Trespassing
- Legal or illegal harmful substances
- Persistent failure to complete work adequately
- Persistent failure to wear the correct uniform
- Bringing the school into disrepute
- Unacceptable behaviour
- Defiance of the school rules
- Defiance to a member of staff (non-co-operation with reasonable instructions)

Permanent Exclusion will be used for:

- Persistent repetition of the above breaches of the school's Behaviour Policy
- Any form of racist attack or harassment
- Supplying, possessing or using legal/illegal substances on school premises, ie. alcohol, solvents, illegal drugs
- Serious attack by a student on another student
- Physical assault on a member of staff
- Arson

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DEALING WITH DRUG RELATED INCIDENTS

The aim of this policy is to acknowledge and clarify the schools' role in drug prevention and education and ensure it is appropriate to students' needs. The policy provides information and guidance about drug education, as well as procedures to respond to any drug-related incident, for students, teachers, support-staff and outside agencies or individuals.

The policy aims to ensure that the approach taken on the issue of drugs is a whole-school one and is part of our commitment to and concern for the health and well-being of the whole school community. Teachers will need to be confident and skilled to teach drug education and students need to receive up to date, relevant and accurate information as well as support.

This policy aims to make clear procedures for responding to and managing drug-related incidents. Sanctions for incidents will be consistent with the school's behaviour policy. This policy should also be read in conjunction with the PSHE policy, medicines policy, health and safety policies, SEN and behaviour policy. As a matter of course, all staff, parents/carers and students are reminded of this policy on an annual basis. This policy applies at all times to the school premises, school transport as well as school visits/trips/fieldwork/residentials etc.

Definition: "Drugs" are taken here to mean those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs, and illegal drugs such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD etc

The school believes that the possession and or use of such drugs in school, during the school day, if on a school trip, fieldwork or while travelling to or from school is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, *or* while students are on school visits. Individual exceptions may be made for students who require prescription medicines where appropriate.

Drug Education: The school provides a planned drug education curriculum through the following:

(i) The National Curriculum science order outlines the content of the *statutory* drugs education:

Key Stage 3, 11-14 year olds should be taught that abuse of alcohol, solvents, tobacco and other drugs affects health; that the body's natural defences may be enhanced by immunisation and medicines; and how smoking affects lung structure and gas exchange

Key Stage 4, 14-16 year olds should be taught the effects of solvents, tobacco, alcohol and other drugs on body functions.

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(ii) Other discretionary topics will be delivered through RE, PSHE and Citizenship and will reflect knowledge, understanding, attitudes and social skills that will:

- Enable students to make healthy, informed choices
- Promote the Catholic ethos and the school mission
- Promote positive attitudes to healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse
- Widen understanding about related health and social issues
- Enable young people to identify sources of appropriate advice and personal support

The content of the Drug Education Programme will be based on Appendix 2 of *Drugs: guidance for schools*. Full details can be found in the school PSHE and Citizenship policies.

On the whole, it will be teachers who will teach drug education but, where appropriate, outside visitors may make a contribution. Such visitors will be used in a planned way and be their contributions evaluated. Teachers will have access to on-going advice, support and training as part of their own professional development. The school actively cooperates with agencies such as the LA, police, health and drug agencies.

Statutory duty of the school: The head teacher takes overall responsibility for the policy and its implementation, for liaison with the governing body, parents, LA and appropriate outside agencies. The head teacher will ensure that all staff dealing with substance issues are adequately supported and trained, through the AHT for CPD and Safeguarding.

The school cannot knowingly allow the premises to be used for the production or supply of any controlled drug (e.g. the preparation of, or smoking of cannabis). Where it is suspected that substances are being sold on the premises, details regarding those involved, as well as much information as possible, will be passed to the police.

Implementation of the policy: In incidents involving substance misuse or supply on the premises/during the school day, and following discussion with the student and staff, action will proceed as follows. It should be noted here that, when dealing with drug-related incidents, the school has adopted the procedures as laid out in *Drugs: guidance for schools (DfES/0092/2004)* and that all staff, parents/carers and students will be reminded of these procedures on an annual basis. and through the website.

Any medical emergencies will be dealt by the AHT with responsibility for the relevant key stage as per Appendix A

In cases of substance use/misuse or supply on the premises, during the school day or during school visits etc, the case will be discussed with the young person and a written record taken (see Appendix C); parents/carers will be informed by the head teacher as soon as possible. The support of outside agencies will be sought if appropriate.

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If a young person admits to using or supplying substances off the premises, the appropriate action will be to inform the substance coordinator who will inform the head teacher, who will inform the parents/carers

While there is no legal obligation to inform the police, they may also be involved at the discretion of the head teacher in consultation with governors and staff who know the young person well.

The school will consider each incident individually and will employ a range of responses to deal with each incident. Specific cases will be managed by the AHT with responsibility for the key stage as per Appendix B: all staff, students, parents/carers will be informed of these issues.

The governing body will be involved in drug-related incidents as they are concerning other matters relating to the school, through a log maintained by the AHTs with responsibility for each key stage. The head teacher will take responsibility for liaison with the media, where required. Additional support and advice is available from the School Drugs Adviser and LA Communication Officer-Education. All staff, parents/carers and young people will be reminded of this policy, and its procedures, on a regular basis.

Please see separate document for the following Appendices:

APPENDIX A : Drug situation – medical emergencies

APPENDIX B : Situations involving drugs without medical authority

APPENDIX C : Record of drug-related situation (a specimen record sheet)

This Policy will be reviewed every two years and published on the school website on an annual basis.

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