



# St Julie's Catholic High School Behaviour for Learning Policy

<b>Reviewed and amended by: BFL Working Party and Mr C Willis, Deputy Headteacher KS4/KS5 and</b> 16 <sup>th</sup> June 2022	<b>Formally approved by FGB</b> 11 <sup>th</sup> October 2023	<b>Review Date</b> Autumn Term 2024	Page 1 of 38
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**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. It provides a 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

Our Notre Dame values of faith, truth, joy, love, justice and hope challenge us to demonstrate a Christ-like respect and compassion for all God's people. Here at St Julie's we seek to encourage all members of our community to serve with much liberty of spirit, always striving to be our best selves. As such, students should:

- show faith in themselves and in each other, aspiring to behave in ways that allow all to discover their potential
- reflect truthfully on how their behaviour supports an environment in which everyone feels safe and secure, trying to be their best selves
- take joy in their learning and allow others to do the same, creating a culture in which all can develop and share their unique talents
- model the love that was at the heart of all that St Julie did, behaving in ways that form relationships that are built on mutual respect, care, compassion and understanding
- aspire to live lives that place justice at the heart of all they do, behaving in the right way simply because it is the right thing to do, and taking responsibility for the consequences of their actions
- be confident in the hope that through their behaviour and the behaviour of others, our community will be a place of friendship and welcome for all.
- To protect pupils from disruption so that they can learn and thrive in a safe and supportive environment

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## Policy Aims

Our Notre Dame values are reflected in the aims of this policy:

- To promote positive relationships between all members of the school community based on justice, love and truthfulness.
- To build understanding of the importance of forming positive relationships in bringing about the highest standards of behaviour
- To develop understanding of the importance of positive behaviour in all aspects of school life, fulfilling our potential in a safe and secure environment.
- To communicate clearly and consistently the expectations and consequences of behaviour and to support fair application of rewards and sanctions
- To ensure that systems within school are inclusive of and adaptive to the needs of all pupils
- To equip pupils with the ability to reflect on their actions and to support them in restoring appropriate relationships and securing the best outcomes

## Equal Opportunities

The school seeks to treat all students and staff in a fair manner when implementing the Behaviour for Learning Policy, in line with the SEND policy.

## Student responsibilities

The fundamental responsibilities of students in respect of behaviour are articulated in the Common Behaviour Format, which is the means by which students are empowered to model our Notre Dame values in their daily school lives and interactions.

All students are expected to conform to the school rules and to show respect to all staff at all times. All students have signed the Home-School Agreement and have therefore committed, along with their family, to "*Support the school ethos and mission statement*" and "*Follow all school rules...*". This includes but is not limited to:

- Arriving on time to school and lessons with correct equipment
- Always wearing the correct uniform, including hair tied up, no makeup or jewellery
- Participating enthusiastically in all lessons and activities
- Taking pride in work and responsibility for actions
- Accepting praise and responding positively to criticism
- Respecting property and others
- Encouraging and helping others

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Students who do not conform to school rules will be disadvantaging themselves and others from learning. In such cases students will face a consequence as outlined in this policy. Any student found to have made (false) malicious allegations against a member of staff may face a Disciplinary Committee chaired by the Headteacher and a member of the Governing Body plus any other appropriate member of staff.

### **Staff Responsibilities**

It is the responsibility of every adult working as a member of staff or volunteer 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.

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## **Rewards and Praise**

We focus on students' positive behaviour and “*catching them being good*”. This is a crucial part of ensuring that all students feel valued and recognised for their positive contribution to the school community.

All staff will use praise and encouragement through verbal or written praise, for example:

- the awarding of merits and commendations where appropriate.
- postcards of praise to be sent home to parents
- phone calls to parents to congratulate them on their child's achievements
- achievement certificates

Merits are used to promote good to outstanding work, effort, behaviour, attendance and punctuality. Commendations will be awarded to students who excel in different areas of school life and will be the equivalent of 3 merits for the purpose of calculating ‘Achievement Points’.

## **Behaviour Management Expectations (see also Appendix IV – Consequence System)**

### **During all lessons**

- Standards and expectations must be clearly and consistently applied
- Good behaviour is the responsibility of the teacher in charge of the class and they are to use the consequence system in respect of rewards and sanctions to promote good behaviour
- 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 do not leave a student standing outside 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
- Agreed strategies are applied for each lesson as to where a teacher will send any potentially disruptive student. An agreed member of staff within the Department receives students sent out. It is the responsibility of Curriculum Leaders to organise the ‘buddy’ system in their departments
- Any student sent out of class must meet with their class teacher prior to returning to the following lesson in that subject. This may be a short restorative conversation at the end of the lesson or may require the mediation of the Curriculum Leader and teacher and student at another time. Sanctions to be agreed as appropriate according to the school's Behaviour for Learning Policy

## **Mental Health**

Staff need to be mindful that some students experience poor mental health and cannot necessarily control their behaviour as we expect. 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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Our 'Relationships Policy' outlines the principles that are expected to underpin interactions between all members of the school community and should be read in conjunction with this and other relevant policies.

### **Additional Support**

Additional support is in place through our pastoral support systems, with a focus on those students who are receiving a number of negative behaviour events. Referrals will come through Progress Leaders, Assistant Progress Leaders, Curriculum Leaders and the Pastoral Support Team and will consist of Behaviour Walks and therapeutic support based on student observations in class and pastoral information that is available in school. Underpinning this approach to supporting positive behaviour is a member of staff who is also a Cognitive Behavioural Therapist and has developed a 4-week programme that targets students who are most at risk.

### **Expectations for all staff**

#### **The Senior Progress Leader:**

- Sets expectations through leading on, supporting and communicating the school's Catholic mission, including supporting and monitoring daily collective worship
- Sets the standards expected within all year groups, and ensures high standards of behaviour, punctuality, uniform and conduct
- Sets expectations through assemblies, leading on curriculum talks, contributing to parents' events, discussions with colleagues and contributions to publicity materials
- Oversees and monitors the quality of pastoral support and the use of data to plan strategically and review pastoral support
- Sets expectations and agrees targets for expected standards through individual meetings with students, parents, colleagues and outside agencies.
- Analyses and leads on data to monitor individual students/groups of students/performance
- Ensures the development and implementation of appropriate intervention and coordinates the work of teachers and support staff with individual students and with groups
- Puts in place a rota for Middle Leader detentions
- Meets with the Headteacher, Leadership team, other Curriculum and Pastoral leaders and individual staff to agree challenging targets for individual students and groups

#### **The Associate Leadership Team:**

- Sets the standards expected within all curriculum areas, and ensures high standards of behaviour, punctuality, uniform and conduct
- Oversees and monitors the quality of teaching provision as a tool to promote positive behaviour
- Meets with the Headteacher, Leadership team, other Curriculum and Pastoral leaders and individual staff to agree challenging targets for individual students and groups

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**Curriculum Leaders, supported by Assistant Curriculum Leaders and other TLR holders in their Departments:**

- act as a role model to their department and students to 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 using the relevant information management system
- 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 and through use of the school's Performance Management systems
- support teachers in their Curriculum area if learning is being disrupted and classroom strategies have not worked, although teachers remain responsible for the behaviour in their lessons as set out in the Teacher Standards
- have in place and monitor a buddy system, where teachers have an active strategy of which teacher to send persistently disruptive students to if the need arises.
- 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
- contact parents where there are cases of persistent poor behaviour and will also liaise with the student's Progress Leader
- are instrumental in making decisions, following recommendations from other colleagues, as to which students will need to move to the next level of sanctions
- issue and lead, on a rota basis, Middle Leader detentions
- provide supervision in their designated areas as pupils move to morning and afternoon registration
- Liaise as required with the school's leadership Team to support positive behaviour for learning within their curriculum areas

**Progress Leaders, supported by Assistant Progress Leaders:**

- are responsible for ensuring that members of their tutor team are applying rewards and sanctions with consistency and fairness and recording events using relevant information management systems , as well as challenging students with poor attendance, punctuality and who exhibit challenging behaviour.
- identify and intervening with pupils in their Year groups who persistently or severely breach expectations in relation to behaviour, attendance and punctuality
- visit form bases on a regular basis and support their Year teams.
- issue and lead, on a rota basis, Middle Leader detentions.
- 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.
- maintain and update Pastoral Reviews and Be Safe Logs

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- liaise as required with the school's leadership Team to support positive behaviour for learning within their Year Groups
- Complete a termly Pastoral Review in conjunction with the relevant Head of School

Form Tutors:

- Have a key role in establishing and maintaining routines and beginning the school day with a clear indication to students of the standards of dress and behaviour expected.
- 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.
- monitor behaviour records and act accordingly with either praise or sanctions.
- must give guidance and support to those students whose behaviour is challenging.
- are instrumental in dealing with minor infringements while at the same time providing a supportive atmosphere in which students are recognised as individuals.
- are to be responsible for contacting the parents of students who are persistently committing minor infringements. In the first instance they are to liaise with Progress Leaders.
- are to make recommendations to their Progress Leaders as to students who need to progress to the next level of sanctions.
- will check and sign absence notes and pass these to the Admin Team. It is the responsibility of the Form Tutor to immediately communicate information they receive to the Progress Leader if deemed to be of importance and if other staff need to be made aware. Similarly, if a student passes a note to their Form Tutor that requests time to attend a personal related matter, for example, a Family funeral, then the tutor must immediately liaise with the Progress Leader to prevent the student having to go to several members of staff with the same information, (or the Form Tutor will direct the student to go to the appropriate member of staff with the request etc).

Teachers (including those with specific responsibilities referenced elsewhere in this policy) are bound by the DFE Teachers Standards and as such it is their responsibility in managing behaviour to pay particular regard to the following requirements:

Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

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

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.

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- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Teachers must also effectively ensure a positive and safe learning environment by :

- Having clear rules and routines for behaviour in classrooms and around the school, taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Having high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Implementing approaches to classroom management which are appropriate to students' needs in order to involve and motivate them maintain a good relationships with students, exercise appropriate authority, and act decisively when necessary.
- providing supervision on corridor during lesson changeover times
- arriving promptly to duty points and providing active supervision
- maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### Leadership Team

All members of the Leadership Team:

- Are subject to same expectations as all other teachers, as outlined above
- are on duty in line with the morning and afternoon rotas at strategic points to welcome, monitor, challenge and support all students as they enter the school and manage their departure at the end of the school day.
- 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 using the relevant information management systems
- offer support and advice to colleagues experiencing difficulty with the behaviour of students. If necessary they will recommend CPD and will raise issues through alignment and through use of the school's Performance Management systems
- 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.

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- lead on strategies to develop an effective whole school Behaviour for Learning policy and systems, monitoring the effectiveness of school systems on a regular basis and involving students and staff.
- coordinate relevant Behaviour for Learning training, including as part of the mandatory induction for new staff
- play a role in quality assuring the work of other staff in relation to promoting positive behaviour for learning, including but not limited to involvement in the Pastoral Review process
- Determine and action referrals to Governor Panels
- Issue and supervise, on a rota, Senior Leadership detentions every Friday from 3.15 to 4.15 pm.

### Support Staff

Support staff are expected to adhere to and implement 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 for ensuring that events are recorded using the relevant information management systems 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, it is 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. Support staff will also contribute to the effective implementation of the policy by carrying out other tasks at the direction of relevant staff for example collecting and escorting pupils to ML detentions. Where support staff are allocated to duty points they must arrive promptly and supervise actively.

### Responsibility of Parents

Parents have a clear role in making sure their child is well behaved and the school expects them to:

- Sign the Home-School Agreement prior to their child starting in the school and again if required by relevant staff e.g. in post-suspension interviews
- 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 fixed penalty fine.
- Ensure that their child attends 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 penalty or the local authority may prosecute them.
- Work with school staff to promote the positive behaviour of their child, including supporting staff in issuing consequences in line with school policy
- 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

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the seriousness of the situation and the school procedure if improved behaviour is not forthcoming.

### **CCTV in School**

CCTV and school cameras can be used to record behaviour incidents and to assist in identification. It is available to be shown only and not to be taken away. Any viewing of CCTV images must be done in the Information Services Office. These images will only be used for these purposes and will not be shared with anyone other than those delegated to investigate the incident. Images will be deleted from the CCTV system once their purpose has been served. If on reviewing CCTV it is suspected there may have been a breach of the law school reserves the right to share images with Police and other relevant authorities.

### **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. We do not seek to permanently confiscate items and have limited storage for them.

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 mobile phones or jewellery.

If items have not been collected by the end of the school year the school may dispose of or donate them to charity.

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 between 8.35am and 3.15pm. Other devices that connect to mobile phones such as Smart Watches or AirPods are not to be used between those times and will also be confiscated – along with the phone to which they are connected - if their connectivity functions are suspected of being used. 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 and other electronic and connected devices can capture audio, images, both still and video, and transmit received messages. As such, the school will not allow such items to be used at all, other than in the morning meeting points before 8.35am – and then only for messaging rather than recording purposes - for reasons of safety and to support our antibullying and safeguarding procedures. Any student capturing audio/images/video at any time may have their phone or device confiscated and investigated to ensure the content of such devices is not of an inappropriate nature.

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Mobile phones will be confiscated if seen or heard by staff anywhere during school hours, regardless of whether they are switched on or not. They must be switched off when confiscated and should 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 4.00pm. If students do not collect items at the time requested they will have to wait until the end of the following day. Students who persistently infringe rules in relation to the use of mobile phones and other connected devices will be subject to further sanctions which may include but would not be limited to:

- Retention of the device by the school until it can be collected by the parent
- A requirement to hand in their device at the start of each school day
- Other sanctions in line with the 'Consequence system set out in Appendix IV of this document

These are the terms by which we allow mobile phones and other connected devices 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.

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.

If students are found to have any illegal items such as drugs or weapons the Local Authority and police will be informed. Cigarettes, e-cigarettes/vapes 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 – including lockers and content on mobile phones - if there is good reason, in accordance with the Department For Education guidance "*Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies*". 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. This also applies to any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The necessary search will be conducted in private by senior staff with two members of staff present.

## **Suspensions**

In the case of serious or persistent infringements of the school's behaviour expectations, the Headteacher will issue a suspension though this power is also delegated to Deputy Headteachers. In extreme cases the Headteacher may make recommendations to the Governing Body that a student is permanently excluded from the school.

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When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen. Pupils will be given the opportunity to have their views taken into account.

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

- If a student is suspended, parents/carers will usually initially be informed by phone
- a letter will be sent to the parent/carer informing them of the reason for suspension with advice on contacting the Education Welfare Service and appeals procedure when relevant.
- The Local Authority will be notified of the reason for and the duration of the suspension
- If a fixed period suspension is for five days or fewer, the school will provide work for the student to complete.
- If the suspension 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 must 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 required to come with the student to attend a Post Suspension Interview to discuss future support and monitoring.

Fixed Period Suspension will be used in response to serious or repeated breaches of the school's Behaviour Policy and/or where a pupil remaining in school may harm the educational welfare of other pupils or staff.

Students may receive fixed term suspension for involvement in:

- Vandalism
- Fighting
- Verbal or physical abuse of another student or (bullying) including cyber-bullying in school or outside school hours
- For verbal or physical abuse of another student when travelling to or from school
- 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
- Persistent failure to follow instructions
- Persistent truancy from lessons
- Any other persistent breach of any school rules

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- Bringing the school into disrepute
- Unacceptable behaviour
- Defiance of the school rules
- Defiance to a member of staff (non-co-operation with reasonable instructions)
- Incidences of sexual harassment, whether online or face-to-face or child-on-child abuse

This list is indicative, not exhaustive.

Permanent Exclusion may be used for:

- Persistent breaches of any aspect of the school's Behaviour Policy
- Any form of verbal or physical abuse or harassment related to protected characteristics
- Supplying, possessing or using legal/illegal substances on school premises, ie. alcohol, solvents, cigarettes, e-cigarettes, illegal drugs
- Actual or serious threat of an attack or assault by a student on another student (including going to and from school)
- Physical assault on a member of staff
- Incidences of sexual violence or child-on-child abuse
- Arson, or
- Any incident that the school considers serious enough to warrant permanent exclusion

In instances where police action may also be taken, there will be no delay to decisions to suspend or permanently exclude and actions will be taken on the balance of evidence available.

All decisions of the school, including suspension and permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

School will act in accordance with the statutory DfE guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023

Parents may wish to consider the non-statutory DfE guidance A guide for parents on school behaviour and exclusion which came into force in September 2023.

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## DEALING WITH DRUG RELATED INCIDENTS

### **BRINGING DRUGS INTO SCHOOL MEETS THE CRITERIA FOR PERMANENT EXCLUSION**

The school has a role in drug prevention and education and provides information and guidance about drug education, as well as having procedures in place to respond to any drug-related incident.

The school ensures that all staff are confident and knowledgeable about drug education and students receive up to date, relevant and accurate information through the PSHE programme and Assemblies.

There are clear procedures for responding to, and managing, drug-related incidents. Sanctions for incidents will be consistent with the school's behaviour policy. These procedures form part of the PSHE, medicines, health and safety, SEN and behaviour policies. The procedure applies at all times to the school premises, also transport to and from school as well as school visits/trips/fieldwork/residentials etc.

The school definition of "drugs" are those that are legal, such as alcohol, tobacco, e-cigarettes and solvents, over the counter and prescribed drugs, so called 'legal highs' and also illegal drugs such as cannabis, ecstasy and amphetamines.

The possession and/or use of such drugs/substances in school, during the school day, if on a school trip, fieldwork or while travelling to or from school is unacceptable. The drugs/substances 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 and only upon receipt of a written request by parents.

The school provides a planned drug education curriculum through its PSHE programme.

On the whole it is teachers who deliver the programme but, where appropriate, outside visitors may make a contribution. Such visitors will be used in a planned way and be their contributions evaluated. Teachers 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.

All staff dealing with substance issues are adequately supported and given training to deal with such issues.

Where it is suspected that substances are being sold on the premises, details regarding those involved and as much information as possible, will be passed to the police.

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Any medical emergencies will be dealt with by the relevant Head of School with the support of trained First Aid staff where necessary.

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 unless it is deemed that this might compromise any future police investigation. Parents/carers will be informed by the Head of School as soon as possible. The support of outside agencies will be sought and students will be required to receive appropriate advice and guidance.

If a young person admits to using or supplying substances off the premises the Safer Schools Police Officer will be informed.

**Students who are found to be involved in incidents relating to illegal drug use, as outlined in this section, will be dealt with under the school's Behaviour policy. Please note that such involvement with drugs, meets the criteria for Permanent Exclusion from this school.**

### **Bullying**

Any student engaging in bullying behaviour will be dealt with severely by the school under its separate Anti-bullying Policy.

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## RESTRAINT OF STUDENTS

### Rationale

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit. This power is taken from Section 93, Education and Inspections Act 2006 which supports other legislation such as:

- Section 550A of the Education Act 1996.
- DfEE Circular 10/98 and Welsh Office Circular 37 / 98; The Use of Force to Control or Restrain Students; and
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with learning Disability and for Autistic Spectrum Disorders”
- Guidance on the Use of Restrictive Physical Interventions for Students with Severe Behavioural Difficulties
- Education and Inspections Act
- Use of reasonable force: Advice for headteachers, staff and governing bodies,

### Guidelines

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students
2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
3. ‘Reasonable in the circumstances’ means using no more force than is needed
4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student

Staff must not use physical force to punish students. Corporal punishment is banned in all schools. Force should not be used except in self-defence or an emergency, where school staff might have to react quickly to prevent injury. Staff should be aware that their actions must be considered and appropriate; using excessive force in a situation where it is not appropriate can result in disciplinary action or criminal charges.

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Schools can use reasonable force to:

- remove disruptive children from the classroom or other area in school when they have refused to follow an instruction to leave that area
- prevent a student behaving in a way that disrupts a school event or a school trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff, another student, a visitor or a member of the public
- to stop a fight in school; and
- restrain a student at risk of harming themselves through physical outbursts

Circular 10/98 (para. 21) suggests reasonable physical interventions might be physically interposing between students, blocking a student's path, holding, pushing or pulling, leading a student by the hand or arm, shepherding a student away by placing a hand in the centre of the back, or (in extreme circumstances) using more restrictive holds

All staff involved in an incident requiring physical restraint must report this to the Safeguarding Team who will ensure that a written record is made.

The school records in timely fashion on CPOMS all incidents involving physical restraint including:

- The names of everyone involved, time and place and names of any other witnesses
- How the incident began and progressed with details of behaviour
- What everyone said, as near as possible
- What steps were taken to diffuse the situation
- The degree of physical restraint used, how applied and for how long
- The student's response
- The outcome
- Details of any injury and of any damage to property

Steps should be taken by the appropriate person (Deputy Headteacher/Head of School) to ensure all parents/carers are informed immediately, orally or in writing and give them a chance to discuss the incident

All staff at St Julie's Catholic High School should not:

- Hold around the neck
- Restrict a student's ability to breathe
- Slap, Punch or Kick
- Twist or force limbs against a joint
- Hold or pull by the hair or ear

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- Hold facedown on the ground
- Touch in a way that might be considered indecent
- Use any other physical contact deemed to be unreasonable

### Supplementary Advice

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

### Supportive Contact

There are times in a non-restraint context when physical contact between a student and a member of staff may be deemed to be appropriate. These situations will be in a caring context when students need reassurance and support.

It is important that the member of staff assesses the “reasonableness” of their actions taking the following into account:

- The age of the student
- The severity of the distress of the student
- The knowledge of the individual child the relationship that exists between the member of staff and the student

As with physical contact with students the level of contact used should be the minimum necessary to achieve the desired outcome.

Due care needs to be taken to ensure that this supportive contact is agreed and open with the circumstances in which this takes place are clear to all concerned.

The above assessments would equally apply to those situations that demand that a member of staff assist a child in their care.

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## **Dealing with instances of harmful sexual behaviour**

All members of the school community must recognise the importance of addressing harmful sexual behaviours including sexual harassment, online sexual abuse and sexual violence. As a school we also seek to avoid making assumptions that the prevalence of such issues in the community and in the school, as not all issues may be reported.

As a school, there are a number of channels via which we emphasise that such behaviours are unacceptable, including:

- Safeguarding and behaviour training updates for staff
- The PSHE/RSE curriculum
- The modelling of acceptable behaviour
- Form and assembly time
- The use of outside agencies and visiting speaker
- Gathering and responding to the views of stakeholders in relation to these issues
- Appropriate support of and interventions with both victims and perpetrators

School has a clear pathway for addressing concerns relating to harmful sexual behaviours that distinguishes between sexual harassment and sexual violence. This sits within both this policy and the Safeguarding Policy and can be seen below in Fig 1.

The safeguarding policy gives further details as to how such reports are handled from a safeguarding perspective, including processes for reporting, recording and addressing concerns.

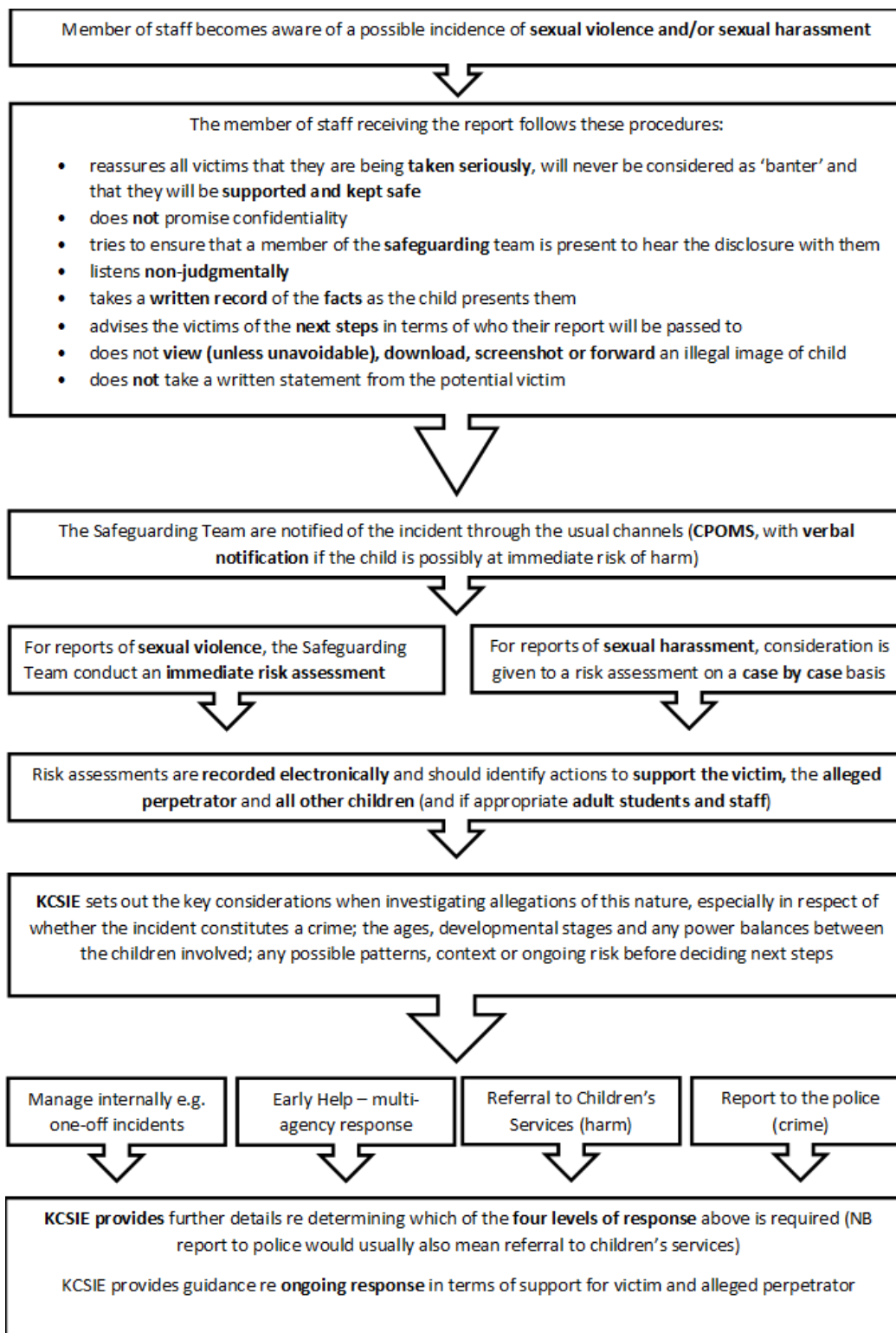
From a behaviour perspective, it would be expected that proven instances of sexual harassment – using the civil standard of proof – would result in fixed period suspension from school. It is to be expected that prove instances of sexual violence – using the civil standard of proof – would result in permanent exclusion from school.

In all instances, school would issues exclusion – fixed term or permanent – in accordance with the principles that the sanction must be reasonable, rational, legal, fair and proportionate.

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Fig 1 – reporting systems for allegations of sexual violence and harassment



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## Appendix 1

### Merits and Commendations

To ensure a consistent approach by all staff, merits and commendations will only be awarded for the following:

#### Merits (worth 1 achievement point in SIMS)

- homework tasks where it is obvious the student has made an outstanding contribution in terms of time and presentation
- in lessons, good pieces of work for their ability; effort beyond the normal expectation; performance at or above target in external exams
- for students who stay after school to do extra work on a regular basis
- for participation in extracurricular activities
- significant improvement for struggling students
- for students who have shown good effort and perseverance
- assisting staff with jobs/being helpful

#### Commendations (worth 3 achievement points in SIMS)

- outstanding work, contribution, effort or progress in lessons or in homework
- outstanding contribution to extra-curricular activities
- those who have volunteered to help with Tutor run assemblies, open evenings or transition activities
- any student who has overcome personal difficulties to make a positive contribution
- There are specific Commendations that link to each of our six Notre Dame Values of Truth, Justice, Hope, Faith, Love and Joy and staff can award these as appropriate

#### Good Conduct (worth 0 achievement points in SIMS)

- pupils who have previously struggled to meet the usual expected standards of behaviour but are demonstrating improvement
- pupils who meet all targets on their report cards

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## Appendix II

### Standards and expectations during the school day:

#### The Start of the school Day

- Pupils will not be permitted to enter school before 8:00 am
- The Leadership Team are on duty in strategic areas from 8.00 am each day
- Students arriving early to school are not allowed in form bases until 8.35 am as part of the school's safeguarding procedures. They are directed to wait in their designated area from 8.00am
- Tutors must be prompt for registration, which begins at 8.35 am. Tutors must be ready to collect or meet students from 8.35am
- Students will be marked as late if they are not in their form base at 8:45am.
- Students arriving after 9:30am will be marked absent for the morning session
- 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 member of staff member"
- Students to sit on their chair in their set place
- Form registers to be called and submitted using the relevant information management system by 9am at the latest, ensuring that registers are re-saved if any amendments (e.g. adding late marks) are made
- Collective worship to take place and all students and staff will observe "Sacred Time" at 8.55am
- Absence notes to be checked and signed by the Form Tutor
- Tutor to conduct checks on make-up and uniform prior to students entering the room
- Any students, with uniform/make-up/no planner to be recorded using the relevant information management system and 10 minute Tutor Detention issued for that evening
- Make-up must be removed prior to students leaving for first lesson
- Students to be formally dismissed at the end of the Tutor period

#### Start and End of Lessons

- Students should not enter classrooms without a member of staff unless otherwise directed to do so
- Teachers are to stand outside the classroom and welcome students. Any students wearing make-up, false nails, eyelashes, nail polish or false nails, jewellery (other than a watch) are to remove them prior to entering the room. (This needs to be recorded using the relevant information management system)
- Students to either enter the classroom, sit down quietly and begin their reflection task or stand behind their places in silence as directed by their teacher

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- Lesson registers to be called and submitted using the relevant information management system at the earliest opportunity, ensuring that registers are re-saved if any amendments (e.g. adding late marks) are made
- Students should be marked late if they arrive more than 4 minutes into the lesson without valid reason being provided
- If a student has not arrived 5 minutes into the lesson, but is marked present in school, a 'Locate' email should be sent – locate@stjulies.org.uk - putting the initials of the pupil in the subject line and then their name and the room they need to be in the body of the email
- At the end of the lesson students to stand and be formally dismissed

### 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 (e.g. asking '(NAME), where should you be now?')

### The End of the School Day

- Students should not enter Form bases without a member of staff unless otherwise directed to do so
- Form registers to be called and submitted using the relevant information management system by 3.15pm at the latest, ensuring that registers are re-saved if any amendments (e.g. adding late marks) are made
- Students to be formally dismissed at the end of the Tutor period and directed by Form Tutors to their appropriate exit route

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## Break and Lunch Duty

- Members of the Leadership Team are on duty at break time and lunch times every day to support positive behaviour
- Staff are to be pro-active while on duty and should not stand in one place while on duty unless they have a fixed area such as monitoring the toilets
- Staff on duty should wear their high visibility jacket
- Staff are 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 must challenge inappropriate behaviours such as pupils being out of permitted areas, seeking to de-escalate situations through prompt intervention and clam re-direction
- Any students wearing make-up need to remove it and, where students are resistant, this should be recorded using the relevant information management system so their tutor can follow this up
- If a member of staff is absent then the member of the Leadership Team who is on 'roving' duty should cover their area
- Staff who are not on an assigned duty are still expected to support colleagues and challenge pupils as required, if they see them out of permitted areas or behaving in ways that are inappropriate

## Assemblies

- Tutors need to be in place to collect or meet students by 8.35 am, prior to the 8.45am start of assemblies
- Tutors need to remind students the day before their assembly so a prompt start is possible.
- Tutors register students and then lead into assembly
- Form classes to sit in alphabetical order and tutors to be responsible for the behaviour of their form
- The Progress Leader to collect all paper registers and provide for the Admin Team to input using the relevant information management system

## 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

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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. e.g. 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.
- Other de-escalation and behaviour management strategies are regularly shared with staff and it is the responsibility of all staff to find and utilise the strategies that work with them, in line with all relevant school policies

### Out of Lessons

- It is the responsibility of all staff to challenge poor behaviour outside of lessons
- All staff to check students who are out of lessons, checking for a valid toilet pass or written permission from a member of staff. At no time should students be around the school during lesson time without the written permission of staff.
- Class teachers to use locate email for any students who are missing from class within the first 10 minutes.
- Be mindful when tackling students who are unknown to you that they may well have underlying issues which may bring a negative response and therefore you will need a calm demeanour at all times and avoid escalating confrontation. Staff need to manage situations carefully to try to avoid escalation
- 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. The student is not to be present 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 using the relevant information management system. For more serious situations they need to liaise with the Progress Leader of the student
- Occasions when students would be allowed out of lesson are rare and students must always carry a note in their planner from their lesson teacher. At no time should students be around the school during lesson time without the written permission of staff.
- Do not send more than one student out of class at any time

### Supply Teachers

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All staff – Teaching, Support and Supply - will follow the school's Behaviour for Learning policy. 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 SIMS, it is expected that a member of staff from the department in question/ pastoral team will ensure that incidents are recorded.

### **Initial Teacher Education (ITE) Trainees**

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

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## Appendix IV

### Consequence system

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Wave		Consequence	Given for	Staff responsible	Communication/next steps
<b>Wave 1</b>  <b>Subject Teacher/Form Tutor intervention</b>	<b>1.1</b>	First verbal warning	<ul style="list-style-type: none"> <li>Low-level disruption, talking etc</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher/Form Tutor</li> </ul>	N/A
	<b>1.2</b>	Name on board – ticked Second verbal warning	<ul style="list-style-type: none"> <li>Continued low-level disruption, talking etc</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher/Form Tutor</li> </ul>	N/A
	<b>1.3i</b>	10 minute Tutor Detention or Subject Mediation	<ul style="list-style-type: none"> <li>Recurring minor infringements in Form Time such as no planner, make-up, chewing, littering, not clearing up, off task behaviour after warning</li> </ul>	<ul style="list-style-type: none"> <li>Form tutor on a nightly basis</li> <li>3.15 to 3.25pm</li> </ul>	<ul style="list-style-type: none"> <li>Recorded using the relevant information management system by Form Tutor/Subject teacher</li> </ul>
	<b>1.3ii</b>	Phone call home	<ul style="list-style-type: none"> <li>Recurring concerns in subject lessons</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher or Curriculum Leader</li> </ul>	<ul style="list-style-type: none"> <li>Phone call, logged using the relevant information management system</li> </ul>
	<b>1.3ii</b>	Phone confiscation	<ul style="list-style-type: none"> <li>Mobile phone seen or heard</li> </ul>	<ul style="list-style-type: none"> <li>Member of staff who sees/hears phone. Phone handed to office and retained until 3.30pm</li> </ul>	<ul style="list-style-type: none"> <li>Logged using the relevant information management system an</li> </ul>
	<b>1.4</b>	30 minute Level 1 detention	<ul style="list-style-type: none"> <li>Persistent lesson infringements after following consequence system</li> <li>Mid-level infringements (e.g. no homework, truancy from lesson, leaving lesson without permission, lateness to lesson or to school without good reason)</li> </ul>	<ul style="list-style-type: none"> <li>Subject staff of departmental staff on rota agreed by Department</li> <li>3.15 to 3.45pm</li> <li>Night to suit Department</li> <li>Curriculum Leader to consider possible Dept Report/STEP card</li> </ul>	<ul style="list-style-type: none"> <li>Locate email sent when pupils leave or do not arrive to lesson</li> <li>Detention slip issued and signed by pupil. Staff retain signed slip and pass to Line Manager if pupil does not attend.</li> <li>Text sent to parents/carers</li> <li>Recorded using the relevant information management system by Subject Teacher/Form Tutor</li> </ul>

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	1.5	Removal from lesson/immediate referral to Progress Leader	<ul style="list-style-type: none"> <li>Persistent infringements after following consequence system; refusal to co-operate follow instructions of Subject Teacher/Form Tutor in relation to uniform, conduct etc</li> </ul>	<ul style="list-style-type: none"> <li>Buddy system within Departments</li> <li>Progres Leader for incidents in Form Time</li> <li>Leadership Team for more serious incidents</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher to contact parents if persistently in subject detention</li> <li>Subject teacher/Form Tutor/Progress Leader to record using the relevant information management system</li> <li>If LShip callout, class teacher completes proforma in school documents portal and sends to member of LShip Team who attended who will record using the relevant information management system</li> <li>Sanction issued and parent contacted</li> </ul>
<b>Wave 2 Middle Leader Intervention</b>	2.1	45 minute Middle Leaders (Curriculum Leader/Progress Leader) detention	<ul style="list-style-type: none"> <li>Major infringements in or out of lessons</li> <li>Persistent Wave 1 infringements</li> <li>Repeated refusal to cooperate, insolence to staff, disruption of lessons, truancy from lessons, persistent lateness to school, non-attendance at subject detention</li> </ul>	<ul style="list-style-type: none"> <li>Only to be issued by ML</li> <li>Lesson 7 teachers to deliver students to correct room</li> <li>Detention staffed by TLR post holders on rota</li> <li>Referral to Learning Coach</li> <li>Wednesday 3.15 to 4pm</li> </ul>	<ul style="list-style-type: none"> <li>Detention slip issued and signed by pupil. Staff retain signed slip and pass to Line Manager if pupil does not attend.</li> <li>Text sent to parents/carers</li> <li>Recorded using the relevant information management system by CL/PL</li> <li>CL/PL to meet with parents of students persistently in CL/PL detention</li> </ul>

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	<b>2.2i</b>	Cream or Green Behaviour Support Plan	<ul style="list-style-type: none"> <li>Persistent failure to comply with school rules despite imposition of Wave 1 consequences</li> </ul>	<ul style="list-style-type: none"> <li>Progress Leader to monitor on daily basis; 4 weekly review meeting</li> </ul>	<ul style="list-style-type: none"> <li>Phone call to or meeting with and letter to parents</li> <li>Recorded using the relevant information management system by PL</li> <li>PL to update Pastoral Log</li> </ul>
	<b>2.2iii</b>	Department STEP or Report card	<ul style="list-style-type: none"> <li>Persistent failure to comply with school rules despite imposition of Wave 1 consequences</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Leader to monitor on weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>Phone call to or meeting with and letter to parents</li> </ul>
<b>Wave</b>		<b>Sanction</b>	<b>Given for</b>	<b>Staff responsible</b>	<b>Communication</b>
<b>Wave 3 Leadership Intervention</b>	<b>3.1</b>	1 hour Senior Leader detention	<ul style="list-style-type: none"> <li>Persistent Wave 2 infringements</li> <li>Persistent challenging behaviour, offensive language, truancy from school, failure to attend ML detention. serious incidents</li> </ul>	<ul style="list-style-type: none"> <li>Only to be issued by SL</li> <li>Pupils collected from Lesson 7</li> <li>Detention staffed by Leadership Team on rota</li> <li>Friday 3.15 to 4.15pm</li> <li>For persistent offenders - behaviour plan to be drawn up and PL/Head of School to meet with parents; referral to Learning Coach</li> </ul>	<ul style="list-style-type: none"> <li>Detention slip issued and signed by pupil. Staff retain signed slip and pass to Line Manager if pupil does not attend.</li> <li>Text sent to parents/carers</li> <li>Recorded using the relevant information management system by SL</li> </ul>
	<b>3.2</b>	Internal Seclusion	<ul style="list-style-type: none"> <li>Serious incidents short of threshold for Fixed Term Exclusion; Leadership Call out to remove pupil from lesson for major infringements; failure to attend SL detention (detention will be reissued)</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team to arrange supervision and for work to be provided prior to return to lessons</li> </ul>	<ul style="list-style-type: none"> <li>Recorded using the relevant information management system by SL</li> <li>Letter and phonecall to parents</li> </ul>

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	<b>3.3</b>	Orange Behaviour Support Plan	<ul style="list-style-type: none"> <li>Persistent failure to comply with school rules despite imposition of Wave 2 sanctions; major infringements</li> </ul>	<ul style="list-style-type: none"> <li>Head of School to monitor 3 times each day</li> </ul>	<ul style="list-style-type: none"> <li>Phone call to or meeting with and letter to parents</li> <li>Recorded using the relevant information management system by SL</li> <li>SL to update Pastoral Log</li> </ul>
	<b>3.4</b>	Initial Governors Behaviour or Attendance Panel	<ul style="list-style-type: none"> <li>Persistent failure to comply with school rules despite imposition of Wave 2 sanctions; major infringements</li> </ul>	<ul style="list-style-type: none"> <li>Head of School to make referral</li> </ul>	<ul style="list-style-type: none"> <li>Parents to attend Panel</li> <li>Letter to parents</li> <li>Recorded using the relevant information management system by SL</li> <li>SL to update Pastoral Log</li> </ul>
<b>Wave 4 Headship Intervention</b>	<b>4.1</b>	Red Behaviour Support Plan	<ul style="list-style-type: none"> <li>Persistent failure to comply with school rules despite imposition of Wave 3 sanctions; major infringements</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Headteacher in consultation with Head of School</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with and letter to parents</li> <li>Recorded using the relevant information management system by SL</li> <li>SL to update Pastoral Log</li> </ul>
	<b>4.2</b>	Final Governors Behaviour Panel	<ul style="list-style-type: none"> <li>Persistent failure to comply with school rules despite imposition of Wave 3 sanctions; major infringements</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Headteacher in consultation with Head of School</li> </ul>	<ul style="list-style-type: none"> <li>Parents to attend Panel</li> <li>Letter to parents</li> <li>Recorded using the relevant information management system by DHT</li> <li>SL to update Pastoral Log</li> </ul>

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	<b>4.3</b>	Fixed Term Exclusion	<ul style="list-style-type: none"> <li>Persistent failure to comply with school rules despite imposition of Wave 3 sanctions; major infringements</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Headteacher in consultation with Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Letter to parents</li> <li>Paperwork sent to LA</li> <li>Recorded using the relevant information management system by DHT</li> <li>SL to update Pastoral Log</li> </ul>
<b>Wave 5 Headteacher/ Governor Intervention</b>	<b>5.1</b>	Notification of At Risk of Permanent Exclusion	<ul style="list-style-type: none"> <li>Persistent failure to comply with school rules despite imposition of Wave 4 sanctions; major infringements; multiple fixed term exclusions</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher/Deputy Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with parents</li> <li>Letter to parents</li> <li>Paperwork sent to LA</li> <li>Recorded using the relevant information management system by DHT</li> <li>SL to update Pastoral Log</li> </ul>
	<b>5.2</b>	Permanent Exclusion from School	<ul style="list-style-type: none"> <li>Persistent failure to comply with school rules despite imposition of Wave 4 sanctions and sanction 5.1; major infringements</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher and Governing Body</li> </ul>	<ul style="list-style-type: none"> <li>Letter to parent</li> <li>Paperwork sent to LA</li> <li>Recorded using the relevant information management system by DHT</li> </ul>

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It is not necessary that any or all actions from a previous/lower 'wave' of intervention are to have been completed before actions at subsequent/higher waves of intervention are invoked.

Depending on the seriousness of the incident – which will always be determined in part on the basis of the professional judgement of staff – and/or the frequency with which a student is breaching the school's behaviour policy the entry point for interventions could be at any of the 5 waves. The more serious the sanction, the greater the number of 'Behaviour Points' are accrued when the incident is recorded using the relevant information management system. Pupils' 'Net Points' (calculated by subtracting Behaviour Points from Achievement Points) will be used to inform decisions regarding interventions, rewards, eligibility for participation in school visits etc.

At all stages, staff will adopt a restorative approach which seeks to rebuild proper relationships and re-establish correct authority.

Parents are reminded that in law schools do not have to give parents notice of after-school detentions or tell them why a detention has been given. However, it is school policy at St Julie's that we would normally seek to give 24 hours notice of any Subject, Middle Leader or Senior Leader detentions. Notice is provided by means of the detention slip issued to the pupil – it is then their responsibility to inform their parent/carer.

If a parent/carer wishes to re-arrange a detention then they must contact in writing or by telephone the member of staff who issued the detention, in advance of when the initial detention is due to take place. Non-attendance without reason/agreement having been established in advance will lead to escalation to the next wave of sanction.

All after school detentions commence no earlier than 3.15pm or, on days when there is an early finish, the time when school ends for pupils on that day

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What if	What to do
A student forgets equipment or homework	Apply consequences – warning then subject/tutor detention if it happens again (Use common sense as to the length of time between events)
A student misbehaves in lessons or in Form	Apply consequences, starting at 1.1 unless you deem the incident to be more serious in which case refer to CL or SL
A student does not attend subject/tutor detention	Subject teacher to check if they were absent; see the student to check if they had a clashing detention. If so, reissue original detention. If not the log missed detention, and liaise with PL/CL to apply consequence 2.1
A student does not attend ML detention	ML to check if they were absent; see the student to check if they had a clashing detention. If so, reissue original detention. If not, log missed detention and liaise with SL to apply consequence 3.1 and collect pupils Lesson 7 Friday
A student does not attend SL detention	SL to check if they were absent; if so, reissue original detention. If not, log missed detention, apply consequence 3.2 and/or reissue SL detention
A student is disrupting the same lesson after consequence 1.4 is reached	Send the student with another pupil and a note and work to a staff buddy in the same department Teacher and student to meet prior to next lesson to discuss event and restore expectations
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 for first offences.
A student refuses to sign detention slip/hand over phone	Seek support from relevant CL or PL and liaise with them re appropriate sanction
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 /subject detention
A student answers back	Remain calm; do not escalate into an argument - praise in public & reprimand in private (PIP&RIP). Take the student to one side and apply consequences. Use techniques to prevent reaching further consequences. Listen to the student. Discuss student with their tutor/PL to see if there is any mitigating context

***This is by no means an exhaustive list – if in doubt, discussion with Curriculum Leaders/ Progress Leaders/ Heads of School is recommended***

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## Appendix V – Consistent Behaviour Format

Formal Start	Formal greeting and activity to start the day/lesson.  Ensure uniform policy is in place and students wear their uniform with pride.
Students directed to seating plan every lesson	Take ownership of your room by ensuring students sit in the seat you have assigned for them. Apply FIRST so students are strategically seated. Adhere to the health and safety requirements of the classroom.
Positive reinforcement	Revisit norms and routines explicitly through half termly reboots, both to remind the class and yourself about what has been agreed.
Use of clear language	Use proactive, positive statements that redirect pupils to success for example “as soon as I have given this instruction, I will listen to you,” “what should you be doing”  Avoid ambiguity, sarcasm, grey areas or interpretation. Be concrete. What behaviour do you need? Communicate this clearly to pupils such “Thank you for doing X, can you now do Y”.
Effective use of the SEND register	Adopt strategies to support individual learners by making reasonable adjustments (Equality Act. 2010). Pupils with SEND need to be proactively supported according to their needs. Use CLASS for able SEN.
Use of praise and reward systems (PIP)	Reinforce the norms and expectations of the classroom by creating a positive learning climate/environment where students are praised for taking pride in all aspects of their learning- presentation, content and participation. All students deserve praise, regardless of their previous behaviour. Always praise more than you reprimand. Praise in public when appropriate, but always reprimand in private. Never berate a child in front of another child or colleague.
Correct application sanctions (RIP)	Always follow through with any sanctions after adhering to the consequence systems, including recording correctly on SIMS. Deliver the message and retreat. It is the certainty of the sanction not the severity.
Practise escalation and de-escalation	Positive escalation such as group discussion requires de-escalation for feedback. To do this effectively requires good relationships and routines. In the same way, these strategies should be used for negative escalation and de escalation events e.g. poor behaviour.
Formal End	Formal greeting activity to end the day/lesson. “Good morning and thank you”.

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**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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## Introduction

St. Julie's recognises that behaviour regulation for students who are neurodiverse can be more difficult, and reasonable adjustments must be made in the implementation of the Behaviour for Learning strategies and procedures.

Whilst no child should be punished for a behaviour that is **solely** caused by their additional needs, it is important to strike a balance between accommodating personal behavioural regulation difficulties and the consistent application of behaviour management strategies to ensure that all students benefit from a consistent and rigorous experience in the classroom.

To aid classroom practitioners in their consideration of what constitutes a reasonable adjustment, the following model adjustments are suggested.

## Calling out

- Give reminder of expectations not to call out/a 1:1 reminder before putting name on board.
- If it continues, give further reminder and try to eliminate the cause before adding ticks.

## Homework

- Give an extension prior to a sanction if homework has not been completed.

## Lateness

- For occasional lateness to lessons, do not issue a behaviour point. Record minutes late on Bromcom.
- Flag repeated lateness to PL, CL and SENCO.

## Challenging staff

- Give time for student to process and calm down before pursuing a conversation, as this will reduce the likelihood of further sanctions.

## Equipment

- A second check will be carried out before behaviour point issued.
- Form tutors to remind all students to have basic equipment (pen, pencil, ruler) ready for the day ahead.

## Behaviour Points

- Behaviour points will not be issued for behaviours which are solely a result of the student's additional needs unless additional strategies have been employed to prevent the behaviour.

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### Detentions

- Detentions may be served in an alternative location.
- If a student misses a school detention it has to be served but there will be no escalation to a SLT detention.

### Sanctions

No adjustment will be made to sanctions for very serious breaches, which may include but is not limited to:

- Physically/aggressive behaviour
- Intentionally swearing
- Truancy
- Substance misuse
- Discrimination
- Bullying
- Sexual harassment
- Any other incidences of repeated breaches despite relevant reasonable adjustments being applied

This list is indicative and not exhaustive and the school retains the right to determine whether a breach is deemed to be very serious.

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