

# Behaviour Policy - our Values and Expectations

for



# All Hallows Catholic School

## Document Control

Date	Version	Changes	Senior Leadership Team Approval	Governing Body Approval
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## Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

## 1. Policy Statement

Students at All Hallows are expected to adopt, practise and make our Core Values habitual during their time at the school. Without an orderly and calm atmosphere, effective teaching and learning cannot take place. To help our students develop these values, we have a clear **school behaviour code**, which we expect them to follow in all aspects of school life.

# Let all that you do be done in love.

*1 Corinthians 16:14*

The purpose of the policy is to:

- Reinforce the importance of our Core Values in our school community.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Our 5 Core Values are **Respect, Courage, Responsibility, Consideration and Intellectual Curiosity.**

- We expect our students to **respect** God, themselves, others and the All Hallows Community.
- We expect them to be **courageous**, to never give up and take on new opportunities.
- We expect them to take ownership of their actions and take **responsibility** for themselves.
- We expect them to be **considerate**, by being thoughtful and giving up time for others
- We expect them to have **intellectual curiosity** by using new ideas and concepts and challenging themselves in how they think.

If all students follow these values, it creates a friendly culture where students live and flourish in happiness and where successful learning can take place. Having an internalised self-discipline is the most effective way that students will be safeguarded as they move towards adult life.

## 2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online



### 3. Key Personnel

Designated Safeguarding Leads (DSL(s) are: [dsl@allhallows.net](mailto:dsl@allhallows.net)

**Mr David Hurley**

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Deputy DSL(s) are:

**Head of Lower School: Mr Rob Antrobus**

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**Special Education Needs and Disabilities Co-ordinator (SENDCo): Miss Rebecca Peters**

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**Lay Chaplain: Mrs Teresa Fanshawe**

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The nominated Child Protection/Safeguarding Governor is: **Mrs Anne Long**

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The Headteacher is: **Mr Mark Baines**

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The Chair of Governors is: **Mr Ian Anderson**

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### 4. Definitions

We believe that good standards of behaviour lead to better levels of achievement, enjoyment and enables students to fulfil their potential.

The Behaviour Policy of the school is reflected in our values and expectations for our students. On entry to All Hallows Catholic School all students sign the Home School Agreement and we expect all students to adhere to this.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, and Sexual harassment (see Section 6.2)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession or distribution of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs



- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## 5. Role and Responsibilities

### 5.1 The Governing Board

The **Education Standards Committee** is responsible for reviewing and approving the behaviour principles (Section 6) and for reviewing this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the **Education Standards Committee** giving due consideration to the school's statement of behaviour principles (Section 6). The Headteacher will also approve this policy.

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

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The Senior Leadership Team and Pastoral Team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### 5.5 Students

Students are expected to:

- Follow the expectations of behaviour outlined in this policy
- Demonstrate and develop the school Core Values (as outlined below)
- Report any incidents to staff so that they can be dealt with swiftly
- Use the 'Report a concern or worry' button on Share Point to alert staff of concerns about themselves or others



## 6. Behaviour Principles

### 6.1 Core Values

Happiness and success of All Hallows students is driven through their development and application of our Core Values. Celebrating more than just academic achievement the Core Values empower students to be successful and prepared for all aspects of their life. To help students develop these values the behaviour outlined below would be associated and expected in all aspects of school life.

All Hallows Catholic School students are expected to:

Demonstrate **Respect** by:

- actively engaging in the Catholic life of the school;
- actively taking part in tutor group prayer;
- behaving appropriately during assemblies, Masses and Liturgies by entering in silence, standing to greet senior staff and visitors and listening respectfully;
- respecting the Chapel (which is God's house) and always using God's name appropriately;
- taking pride in what they say and their appearance by wearing the school uniform correctly;
- entering and leaving classrooms calmly, with classrooms tidy and chairs tucked under the desk at the end of each lesson;
- always accepting the authority of all staff;
- listening carefully and speaking politely to the Teachers and other students;
- remaining in your chair and sitting properly during lessons, masses and assemblies;
- eating only in the canteen, school hall or outside;
- not damaging or defacing buildings or school property;

Take **Responsibility** by:

- ensuring we are prepared and organised for our own learning with the correct equipment (2 pens, pencil, ruler, eraser and calculator) and arriving on time to each session;
- presenting our work neatly (write in blue or black pen, underline titles and dates, and draw pictures and diagrams in pencil);
- completing classwork and homework to the best of our ability and handing it in on time;
- focusing on our own work, without distracting others or letting ourselves get distracted;
- taking responsibility for our own actions and any consequences thereof;
- eating healthy foods and taking plenty of exercise;
- caring for the environment by recycling paper whenever possible;
- always wearing a helmet when cycling to/from school; and
- reading and listening to feedback/instructions and acting on it.

Act with **Courage** by:

- pushing ourselves out of our comfort zones and being brave;
- being resilient and persevering when things are difficult;
- having integrity, standing up for others and what we believe in;
- having confidence in ourselves to follow our interests, join new clubs/trips, participate in extra-curricular opportunities and build new friendships;
- telling a Teacher if we or others are being bullied or treated without respect;
- asking for help when we need it, but giving things a good try on our own first; and
- joining in actively with pair, group and class discussions and taking the lead when we can.



Display **Consideration** by:

- helping raise funds for charity (for example: Advent, Lent, RAG appeals);
- helping others in class or other year groups;
- working positively with peers and staff;
- sharing ideas and discussing options;
- putting litter in the bin and picking litter up we see;
- listening to others and considering their views;
- being caring and kind towards others through selfless acts of kindness, thoughtfulness and friendliness and only ever using kind language;
- telling a Teacher if we see others being bullied or treated without respect;
- behaving appropriately and sensibly on the bus on the way to/from school;
- only bringing in items that are appropriate for school and learning;
- holding doors open when others are passing through;
- walking sensibly around the school and keeping to the left of corridors and stairs, and carrying bags with care around school;
- not chewing gum when in school;
- putting up our hand if we wish to speak rather than calling out; and
- waiting for someone to finish before we speak (OOPS – only one person speaks).

Develop **Intellectual Curiosity** by:

- thinking outside the box and thinking creatively;
- applying critical thinking, both to sources of information and accepted truths;
- reflecting on and appreciating multiple points of view;
- thinking hard – “memory is the residue of thought” – i.e. true learning only takes place when you properly think about something;
- giving everything a go on our own first before asking for help;
- asking questions and listening to others to take our learning further; and
- stretching and challenging our knowledge, finding out more and trying our best.

## **6.2 Zero-tolerance approach to sexual harassment and sexual violence**

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

### UNACCEPTABLE BEHAVIOURS

**Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as youth produced sexual imagery.

**Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

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

The school's response will be:

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



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

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

Please refer to our Child Protection and Safeguarding Policy for more information

### **6.3 Expectations during the School Day**

#### **Start of Lessons:**

- be punctual to all lessons, assemblies and tutor time;
- ensure all mobile phones and any other electronic devices are switched off and out of sight, to allow lessons to continue without disruption;
- enter all classrooms quietly and calmly;
- remove all outdoor wear and coats when in classrooms
- ensure all books, stationery and journals needed for that lesson are taken out of bags immediately.
- Stand behind your chairs waiting to be seated

#### **During Lessons:**

- do your very best to achieve the best possible outcomes;
- take responsibility for your own learning, and ensure you set the highest standards for yourself and take pride in all the work you produce;
- when the Teacher is speaking to the whole class, you must be silent and concentrate (OOPS rule);
- all students are expected to be co-operative with all Teachers and peers and work in a focused and calm fashion;
- do not prevent others from learning;
- listen and act upon feedback given from Teachers; *and*
- keep your books, journals, desks and school property free of graffiti.

#### **End of Lessons:**

- only pack up your belongings when instructed to do so;
- pick up any litter that you see around the classroom; *and*
- leave quietly after being instructed to leave the room and tucking your chair under the desk.

#### **Movement around the school:**

- walk quietly and sensibly in between lessons, carrying bags with due care to others;
- be courteous, by opening doors, and giving way to others; *and*
- arrive at your next lesson promptly.

#### **Home Learning:**

- all Home Learning set must be copied into your planner, along with the date it is due and completed/handed in on time;
- you must seek guidance from your Teacher if you are unsure of the task set; *and*
- take on board all feedback and advice given from Teachers to improve progress.

#### **Relationships with Others:**

- mutual respect for others is an expectation of all. At no time is rudeness allowed; *and*
- any reasonable request should be carried out without delay or discussion.





### Break and Lunch Time:

- students must sit down in the Canteen, unless they are in the queue;
- your plate(s) and litter must be cleared away before leaving the canteen;
- if an item is spilt or dropped, it is your responsibility to clear it up;
- chairs should be pushed under the tables before you leave; *and*
- food cannot be eaten in the corridors.

### Movement along neighbouring roads:

- students outside of school grounds, but in school uniform are considered to be ambassadors of the school and, as such, they are expected to conduct themselves in a manner that reflects the school ethos;
- show respect for others and the environment at all times;
- do not shout or be an inconvenience to members of the public;
- do not run or push on public paths or cycle on footpaths;
- be considerate of local residents and others when parking your car; *and*
- the school will act on any reports of poor behaviour that it feels tarnishes its reputation.

### Items not to be brought into school:

- valuable items
- large sums of money;
- roller-blades and skateboards;
- chewing gum;
- energy or stimulant drinks;
- any items to be sold;
- weapons, imitation weapons or offensive objects, including laser pointers;
- offensive literature, in any medium or any form of pornography;
- any form of smoking materials, matches, lighters, e-cigarettes or vape equipment;
- alcohol of any kind; *and*
- any illegal substances.

**If a student brings any of the last 5 items onto the school site, it would be considered a very serious disciplinary matter, and may result in exclusion or alternative off-site provision.**

### 6.4 Mobile Phones / Technology

- Mobile phones that are brought into school should be switched off and kept in the students' bag or locker during the school day.
- the use of mobile phones is not permitted on the school site unless it is being used with the permission of a member of staff. If a member of staff is aware that a mobile phone is being used without permission, then the phone will be confiscated and can be collected by the student at the end of the day. An after-school detention will also be set. Strategies will be deployed for persistent abuse.
- a mobile phone being used inappropriately in the changing room area or toilets could result in permanent exclusion.
- the use of mobile phones and other technology to record, photograph or bully other students at school/on a school trip will be dealt with very seriously by the school; The phone may be confiscated as evidence.
- Students must ensure that their phones do not hold inappropriate or unlawful content and it is the parent's responsibility to safeguard their child(ren) by monitoring the use of phone and/or social media; *and*
- other personal devices such as iPads, smartwatches, cameras, etc. are not required in school and students are advised that they are brought into school at their own risk.





## 7. Behaviour Management

### 7.1 Classroom Management

Teaching and Support Staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display and promote the Core Values throughout their day
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

All staff will follow the following classroom behaviour management strategies, to ensure a consistent approach across the school:

Behaviour Choice	Classroom teacher response
Failure to hand in homework / homework is not to standard	Issue a centrally-sat A/S detention for the following available evening (Mon-Thurs) until 4.15pm. Log on SIMs and in journal.
Late to lesson	Log on sims (LOS) with number of minutes late. Late is defined as 'the moment you ask the class to sit down'

---Use 'SLT support' or your HoD if you feel SLT presence would assist in the success of this step---

	Step 1	Step 2	Step 3	Step 4	Step 5
Disruption to the learning of others / slow to start work	<b>Positive Behaviour Management &amp; Excellent Teaching</b>	<b>Take journal</b>  Have 1:1 conversation about current and desired behaviours  <b>Follow-up:</b> SIMS log	<b>Send outside</b> <i>(no more than 5 minutes)</i>  Have 1:1 conversation about current and desired behaviours  <b>Follow-up</b> <ul style="list-style-type: none"> <li>• SIMS log</li> <li>• Set detention</li> </ul>	<b>Re-room</b> <i>Work with another teacher in the department</i>  <b>Follow-up</b> <ul style="list-style-type: none"> <li>• SIMS log</li> <li>• Set detention</li> </ul>	Use SLT support button for student to be removed from lesson and isolated.
Defiance or dangerous behaviour  Disruption of step 4 relocated classroom					Use SLT support button for student to be removed from lesson and isolated.



## 7.2 Pastoral Intervention Stages

To allow students, parents and teaching staff to tell how well a student is engaging with the schools' learning & behaviour expectations, All Hallows Catholic School uses a set of Pastoral Intervention Stages with linked indicators and interventions.

The aim is that each student stays at Pastoral stages below or at stage 1, with their class teachers and form tutor supporting them. A small percentage of students (less than 15%) may require greater support or intervention from more senior staff. Students who reach stages 2 or 3 will be monitored by their Head of Year or Head of School.

A very small minority of student's reach stages 4 or 5; if this happens it means that poor learning and behaviour choices are putting them at risk of a fixed term suspension or even permanent exclusion.

Student Indicators	Baseline	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Classroom Teacher	Form Tutor / Assistant Head of Year	Head of Year	Head of Lower School Head of Upper School Head of College	Deputy Headteacher	Headteacher
Attendance	> 96%	90 – 96 %	80 – 89 %	70 – 79 %	Less than 70 %	
Punctuality	< 10 mins	10 mins +	20 mins +	50 mins +	80 mins +	100 mins +
Behaviour Points	< 10	Above 10	Above 20	Above 50	Above 80	Above 100
Detentions	4 or below	5	10	15	20	30
Exclusions	-	-	1	3	5	7
Interventions		Tutor Report	Student Passport HOY Report	Stage 3 Pastoral Support Plan	Stage 4 Pastoral Support Plan Report Suspensions Behaviour consultant Managed Move	

## 7.3 Use of Restraint

On very rare, but serious, occasions a member of school staff may be required to use reasonable and appropriate use of safe handling to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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



#### 7.4 Searching a student

- If there is suspicion that a student may possess any controlled substances, tobacco products (including e-cigarettes), alcohol, stolen property or weapons a search may be carried out;
- this search should be carried out by a member of the Senior Leadership Team, Head of Key Stage or Head of Year and in every case a witness should be present during any search:
  - the member of staff completing the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched;
  - a search of a student of the opposite sex to the Teacher may be carried out, but only where the Teacher reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff;
- if a search takes place, we will make a record of the person being searched, the reason for the search, the time and the place, who was present and note the outcomes and any follow up action;
- this record will be made on the school behaviour system by the member of staff instigating the search. Under section 91 of the Education and Inspections Act 2006, staff have the right to confiscate and retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so;
- if we find other substances which are not believed to be controlled drugs these can be confiscated where we believe them to be harmful or detrimental to good order, this would include psychoactive substances or 'legal highs';
- if any weapons are found, these will be locked in a secure area until police remove them from the premises; *and*
- we are not required to inform parents before a search takes place or to obtain consent to search the child. If a student is found with alcohol, illegal drugs or potentially harmful substances or weapons the school will inform the parents. (If a complaint is to be made about searching a student, this should follow normal school complaint procedures. Full details of this policy are available on the school website).

#### 7.5 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

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

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### 7.6 Student Support

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

The school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) and/or the DSLs will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

The school will endeavour to ensure that reasonable adjustments are made, and due consideration is given, when making any decisions regarding the application of the behaviour policy.

For further information on how we support students with SEND, please refer to the SEND policy on the school website.



## 7.7 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

## 7.8 Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

## 8. Rewards

Students at All Hallows who follow our school code and adopt, practise and make our Core Values habitual are rewarded by the school. Our reward system centres on the House system and students earn house points for excellent effort and demonstration of the school core values.

Rewards are a positive way to acknowledge success and effort in all areas of school life and the school has a comprehensive rewards scheme, some examples are given below.

Reward	For	By Whom	When
House Point	Demonstrating Core Values Good piece of work Excellent contribution to a task Fundraising / acts of charity Reading in Mass/Liturgies Attending extra-curricular clubs Representing the school Performing in a concert Helping at school events Participation/winning House events	Class Teacher Tutor HoD HoY Head of School SLT	During form time / assemblies / lessons as and when appropriate
Postcards	Demonstrating exemplary behaviour/attendance/homework	Class teachers	As and when appropriate
Certificate of achievement of core values	Accumulation of House Points for a single core value Highest achieving House Points within a year group	HOY AHOY	Assemblies
Subject certificate of achievement / progress / effort	Consistent effort in all aspects of work / ongoing contributions to lessons / the department	Class Teacher or HoD	Half-termly or termly assembly
Letter Home	100% attendance	HOY	Half-termly or termly
Letter Home	100% punctuality	HOY	Half-termly or termly



## 9. Sanctions

### 9.1 List of Sanctions

**When students do not follow our Core Values, sanctions may have to be imposed.**

The following guidelines gives an overview of the most common sanctions used by the school.

#### Lunchtime Detentions

A lunchtime detention will take place at the next available lunchtime for **15 minutes**. All lunchtime detentions are served in the study centre. This will be written clearly into the journal (or replacement journal card if the student has forgotten their journal) by staff.

Teachers will set a lunchtime detention for matters such as:

- eating in a lesson
- chewing gum
- insufficient stationery for lessons
- uniform infringements
- running in the corridor
- not having your reading book
- littering
- Being sent out of a lesson (step 3 on the classroom management strategies flow diagram – see section 7.1)
- Being late to school (after the bell rings at 8.50am)

A Head of Year may also set a series of lunchtime detentions if a student comes to school with a haircut that is extreme in style. This is defined as changing the hair colour away from the student's natural hair colour, or having extreme differences in length.

Students may get issued two lunchtime detentions sat during the same lunchtime for different infringements of the rules, and so will in essence sit a 30-minute detention.

#### After School Detentions

This detention will be on the next available school day until **4.15pm**, apart from Year 7 who will receive a lunchtime detention with their Head of Year until and including 30 September of each academic year. After school detentions are served in the study centre.

Teachers will set an after-school detention every time a student:

- does not hand in homework on time;
- does not complete homework to an acceptable standard;
- fails to attend a lunch detention that is clearly written into the journal; and/or
- being sent to work in a different classroom by the teacher (Step 4 on the classroom behaviour management flow diagram – see section 7.1)
- is late to form or lessons for an accumulated 15 minutes each week.

#### Extended After-School Detentions

This detention is sat until 5pm in the study centre. Failure to attend this detention will result in a one-day internal exclusion from **8.50am until 5pm**.

Assistant Heads of Year, Heads of Year, and Senior Leadership will set these detentions every time:

- a student fails to attend an afterschool detention
- a student's behaviour is such that the Senior Leadership deems that this detention is necessary

**Exclusions and suspensions are not taken lightly.**



### Internal One Day Suspensions

This sanction will always be served on the next available school day from 8.50am until 5pm.

Heads of Year and Senior Leadership will set these sanctions every time:

- a student fails to attend a SLT detention; *and/or*
- a student's behaviour is such that the Senior Leadership deems that this detention is necessary

### Fixed Term Suspensions (One Day up to Fifteen Days)

The Headteacher will set these sanctions every time (up to 15 days) for:

- a student physically assaults another student or adult;
- a student demonstrates verbal abuse / threatening behaviour against another student or adult;
- a student is found to be involved in bullying of another student;
- a student is found to be involved in racist abuse;
- a student is found to be involved in sexist misconduct;
- a student is found to be involved in abuse against sexual orientation, gender identity or disability;
- a student demonstrates persistent or general disruptive behaviour;
- a student is found to have inappropriately used social media or online technology;
- a student is found to have been involved in drug or alcohol related actions;
- a student is found to have damaged school property;
- a student is found to have been involved in theft;
- a student is found to have used or threatened to use an offensive weapon or prohibited item;
- a student's behaviour is such that the Senior Leadership or Head of Key Stage deems that this sanction is necessary; *and/or*
- behaviour outside school, such as on school trips, and/or on the way to/from school and behaviour which brings the school into disrepute. Cyber-bullying which takes place out of school may also lead to an exclusion.

Our aim is to work with parents to ensure that all strategies have been used to improve a student's behaviour.

The support offered by the school includes:

- Positive report monitoring;
- Continual contact with parents;
- Referral to School ELSA;
- Referral to School Councillor;
- Referral to outside agencies;
- PSP/CAF/EHA (Pastoral Support Plan/Common Assessment Framework/ Early Help Assessment).;
- Permanent change of Teaching Group/Tutor Group; *and/or*
- Consider a fresh start via In Year Fair Access Panel or Managed Move.

### Permanent Exclusion

The Headteacher may, in extreme circumstances, consider a permanent exclusion:

- as a response to a serious one-off incident;
- as a result of persistent breaches of the school's behaviour policy; *and*
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A decision to Permanently Exclude a student may be taken by the Headteacher if there is an urgent requirement to do so because of a serious breach of the school Behaviour Policy, for example:

- an unprovoked serious physical attack;
- deliberate or reckless conduct posing a threat to the safety of an individual or group;
- behaviour leading to major disruption of school or site;
- indecency and indecent acts;
- behaviour leading to protracted disruption of teaching;
- use, possession or coercing of others to consume illegal substances or use weapons; *and*
- drug taking.



In the case of Permanent Exclusion, the following will apply:

- specific reasons for the exclusion are given in writing to the parents with an explanation of procedures from then on;
- The student will be provided with suitable home study work whilst the decision is reviewed;
- The Chair of Governors will be advised and an Exclusion Panel consisting of Governors will meet within 15 school days to review the decision:
  - at the review meeting both the parents and the student may put forward their case;
  - the Surrey Inclusion Service will be informed in writing;
  - if the Governors ratify the exclusion then parents may appeal to an Independent Review Panel within 15 school days. The Independent Review Panel's decision is final and binding;
  - the Governors will ensure that all efforts have been made to assist the student to remain at the school and that the framework of Pastoral Support procedures has been followed; *and*
  - our aim is to work with parents to improve a student's behaviour.

## **9.2 Impact of Conduct Outside of School, including School Trips**

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

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

The school have a duty to ensure all students feel safe in the learning environment, both in school and on a school visit. If we believe there has been an incident or an ongoing issue outside of school, that has the potential to escalate further inside of school, the school do reserve the right to put in preventative measures. The school reserves the right to withdraw a students' participation in a school visit.

These can include offering education at an alternative provision. Where the school receives information from external sources to do with criminal activity, we do have a duty to report this to the police.

## **9.3 Malicious allegations**

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

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.





## 10. Linked Documents

- Attendance Policy
- Anti-Harassment and Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Home School Agreement
- SEND Policy

