

## **Mission Statement**

In Christ We Grow – As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

### ***This policy should be read in conjunction with:***

- The latest DFE Schools' Guidance on COVID-19
- Anti-Bullying Policy
- Student Dress Code
- Searching, Screening and Confiscation Policy
- E-Safety Policy
- ICT Policy
- Safeguarding and Child Protection policies
- Rewards Programme

### ***As appropriate, the terms of this policy apply to students who are in alternative provision***

Behaviour and Safety are a key driver of our School Improvement Plan which is updated annually. Please see the school's website for the latest version. All staff are responsible for implementing this policy. The senior leaders for Behaviour and Attitudes oversee the effective application of this policy.

## **Purpose**

- To enhance our culture of praise and reward.
- To establish purposeful relationships which promote quality learning and the development of the whole child within our community.
- To create a climate of trust and self-discipline in which student achievement and mutual respect are fostered.
- To ensure students know that only the very best behaviour is acceptable and to apply rewards and sanctions consistently across the school.
- To ensure students learn and feel safe in school and the wider community.
- To create an ethos in the classroom and around school where students take responsibility for their own behaviour and understand that low level disruption is unacceptable.
- To reward students fairly and consistently for trying hard to achieve academic targets and those which relate to the school's mission and vision statements.
- To sanction students fairly and consistently for infringing the agreed standards. Students are expected to adhere to these standards in school, during school visits and when travelling between home and school.
- To ensure that any instances of bullying and discrimination are dealt with promptly, fairly and firmly.
- To develop a sense of community where individuals have rights and responsibilities which should be respected.

### ***At Our Lady Queen of Peace, we believe the following principles are important:***

- All members of the school community live by the Gospel values and our Mission Statement 'In Christ We Grow'.
- We are proud to belong to our school community. We are proud of our learning and proud of our teaching.
- Staff and students' attitudes to school and each other, their conduct and their behaviour during lessons and elsewhere are consistently positive.
- Staff and students' contribution and response to the culture and ethos of our school and how they conduct themselves are outstanding. This includes respect, courtesy and good manners towards each other and a mutual understanding of how such behaviour contributes to school life, relationships, adult life and work.
- Staff and students respect the school learning environment, facilities and equipment, and adhere to school uniform, dress code and standards policies.
- High rates of attendance and punctuality over time in arriving at school and to lessons contribute to high standards of behaviour and achievement

### **Conduct that shows we are proud to belong**

It is expected that every stakeholder will hold themselves accountable for meeting standards that allow us to take pride in being members of the school community. These standards have been summed up in the following three sets of behaviour principles which are visible in all areas of the school. The first – Community – is the overarching document for everyone; the next two – Learning and Teaching – apply specifically to the classroom.

## **PROUD OF OUR COMMUNITY**

***We show that we are 'PROUD TO BELONG' because:***

- 1** We are honest, polite and we use appropriate language.
- 2** We try to sort out problems by talking calmly and respecting each other and our diversity.
- 3** We all come to school well prepared.
- 4** We look after our school and the things in it.
- 5** We try to do our best and help others to do the same.

***The five principles by which we conduct ourselves apply to all members of our community: staff, students, governors, parents/carers and visitors.***

*In the classroom, these principles are evidenced by the more detailed statements which follow.*

### **PROUD OF OUR LEARNING**

**As students, we are 'PROUD TO BELONG' because:**

- 1** We arrive promptly to our lesson with full uniform and school bag.
- 2** We take the seat given, with mobiles switched off and out of sight, equipment on the desk.
- 3** We respect others and the learning environment; we remain quiet and speak calmly to sort out problems with appropriate language.
- 4** We do our best with our learning tasks, and where we need it, we use the support available to complete home learning.
- 5** We end the lesson positively and leave in a calm and orderly manner as requested.

### **PROUD OF OUR TEACHING**

**As staff, we are 'PROUD TO BELONG' because:**

- 1** We are well prepared with purposeful and productive lessons and seating plans that support learning.
- 2** We always welcome our students and use appropriate language in our interactions.
- 3** We are positive role models, consistent and fair, respecting students and their diversity.
- 4** We do our best to inspire and empower young people to be the best learners they can be.
- 5** We provide formal and informal feedback, creating opportunities to celebrate effort and success to move our students on in their learning.

### **Consistency/Expectations**

When dealing with students who fail to meet the high standards expected, there is common agreement that consistency in the way that teachers identify and respond to behavioural issues is a crucial factor in achieving a successful outcome.

*Each member of staff is responsible for ensuring that their students enjoy and achieve in a safe environment. This is achieved by:*

- Building and maintaining positive relationships
- Ensuring that all groups of students can make good or better progress
- Ensuring teachers command the respect of their classes, set out clear expectations for students' behaviour, in line with school policy, starting and finishing lessons on time and managing teaching resources effectively
- Having high aspirations/expectations
- Motivating students to succeed
- Planning stimulating, enjoyable lessons which enable students to learn exceptionally well
- Rewarding good behaviour, work and progress, using the school's reward system
- Using consequences consistently and fairly
- Using restorative approaches

## REWARDS

### Using CLASS CHARTS to encourage positive behaviour

We reward good behaviour as a matter of course so students who do what is expected of them will not be overlooked and will always be included in our Rewards Programme

This means that students who meet our Learning standards for each lesson are rewarded with points as specified on Class Charts. Points are also awarded for effort and achievement elsewhere in the school community. The points will accumulate to allow qualification for half-termly privileges and rewards – see below.

### QUALIFYING AND MONITORING

Students who accumulate a given number of points over a half term period will qualify for privileges and rewards. Qualification thresholds and details of the awards are communicated to students each half term.

Reports run from Class Charts facilitate close monitoring and subsequent follow-up actions for individual students and cohorts who do well, or who have difficulty, in accessing our Rewards Programme.

A wide range of other initiatives is also used to sustain momentum in positive behaviour:

- Weekly award of £2.00 evouchers
- Periodic award of £5.00 evouchers
- Brekky Bonus card
- The Golden Ticket lunch queue-jumper
- Evouchers and confectionery to reward excellent attendance
- Student of the Lesson
- Departmental Student of the Week/Month
- Praise postcards
- Notes in journals
- Informal one-to-one or small group comments
- Commendations from a variety of staff
- Recognition in assemblies
- Recognition in The Link magazine or on the school's website
- Press releases
- School/Press photographs
- Special privileges/rewards
- Comments on reports
- Letters/Phone calls/e-mails/texts home
- Logging on individual computer file
- Prizes/trophies/rewards
- Other discretionary vouchers
- Subject certificates
- School certificates
- Break time rewards
- Reward trips/events
- Sports Award Evening/Presentation Evening

## FURTHER ENCOURAGEMENT OF POSITIVE BEHAVIOUR

Teaching staff should use a variety of strategies such as those outlined in the table below to foster positive behaviour for learning in lessons and lead students back to learning whilst avoiding confrontation. Developing positive working relationships with students is the key to successful learning at Our Lady's where mutual understanding and respect are crucial.

### Classroom strategies and principles to lead students back into their learning

<b>1</b> Describe the behaviour rather than tell off	<b>2</b> 3:1 Find 3 positives to say to for every negative	<b>3</b> Use positive corrective language	<b>4</b> Keep things in perspective
<b>5</b> Leave the door open – for both of you!	<b>6</b> You don't need to shout to be heard	<b>7</b> Partially agree – “Maybe you <i>didn't</i> say that but...”	<b>8</b> Tactically ignore
<b>9</b> Always follow up and follow through	<b>10</b> Focus on the primary behaviour	<b>11</b> Give the behaviour back to them – it's theirs not yours!	<b>12</b> Assume they will do as they're told – request, followed by “Thanks”
<b>13</b> Try not to take it personally	<b>14</b> Plan an R&R opportunity at break or lunchtime.	<b>15</b> Keep issues small	<b>16</b> Lead it all back into the student's learning

### Strategies and principles in practice

This table is by no means a complete list of what can be used and tried in the classroom to lead students back into their learning. It is a representative sample and each point, when used with others, gives the teacher practical ways to augment professional practice in the classroom and beyond.

## WHEN THE TEACHER NEEDS SUPPORT

In dealing with classroom behaviour, there will be times when a teacher has exhausted strategies and even assistance from the Subject Leader. The student's behaviour may still be at a low level but it has become persistent and is disturbing the learning of others. The teacher feels the situation is intolerable and a decision is made to ask for support from the 'Lesson Support' member of staff. If available, the Subject Leader will have been involved in this decision. Such a call will result in a senior member of staff arriving at the classroom to offer support.

Notes:

- *The primary focus of Lesson Support is to provide support to the classroom teacher when they are faced with behaviour that they feel is having a sustained negative impact on learning.*
- *The support offered by the arriving member of staff may help to resolve the matter so it might be appropriate for the student to stay in the lesson.*
- *A call for Lesson Support might not result in the automatic removal of a student from the lesson but the student will need to clearly demonstrate a willingness to cooperate with improved attitude and behaviour if they are to remain.*
- *A serious incident will ALWAYS result in the removal of the student from the lesson (refer to the list of Unacceptable Behaviours later).*

### Safeguarding considerations

- Staff should not send students to stand unsupervised outside the classroom as a sanction nor should they leave a class unattended.
- As appropriate, during lesson time, staff should call for support from their Subject Leader, then for Lesson Support, and not send students directly to Learning Managers or SLT.
- Confrontation of any kind is to be strongly discouraged.
- Staff should avoid close proximity with a student – one metre – especially in any tense situation.
- Staff should stand clear of doorways and never try to prevent a student from leaving the classroom.

## REPAIR AND RESTORE

An opportunity to **Repair and Restore** relationships – “R&R”

### Overview

The school will detain a student for up to an hour at 3.00pm (2.40pm on Friday) as a sanction for unacceptable behaviour or the breaking of other school rules. Whilst the detaining of a student will be viewed primarily as a sanction, time spent in “detention” is also an opportunity to repair and restore student/teacher relationships which will always help to lead our students back into their learning. Indeed, an important focus should be on providing the student with the chance to catch up on missed work while they are in R&R. Consequently, R&R does not necessarily have to last for a full hour and, if it is safe for them to do so, the student might be allowed to leave earlier.

The term “Repair and Restore” (or “R&R” for short), rather than “Detention”, carries a positive connotation and is the one we use as a school community.

R&R will always finish in time for the school late bus at 4.00pm and 5.00pm but the responsibility lies with parents/carers to ensure the safe return home of their child.

R&R can be issued by staff for the same day as the incident but the school will work with parents to defer the R&R if it is genuinely not possible for their child to attend. A text is sent to notify parents/carers that an R&R has been issued.

## REPAIR & RESTORE IN PRACTICE

### Break or Lunch R&R

- For behaviour, issued and overseen by classroom teacher; an opportunity to repair and restore promptly.
- Length of time discretionary and allowing time for food, drink and toilet, as appropriate.
- Failure to attend could result in further sanctions that could include an after-school R&R, at the classroom teacher's discretion.
- For lateness before 9.00am, 10 minutes at break with Form Tutor or Learning Manager.

### After-school R&R

- Classroom behaviour that leads to a call for Lesson Support; agreed between class teacher/Subject Leader/Lesson Support staff.
- Unacceptable social time behaviour, as decided by duty staff.
- Breaking other school policies, like, for example, the Dress Code.
- For lateness after 9.00am, one hour after school.

### Daily Communication to Staff

- The Behaviour Administrator will keep a day-to-day list of R&R students and send to the relevant teachers as confirmation that R&R with the student will need to be completed that day.

- Where it is not possible for the student to complete R&R after school, the student will complete two lunch time R&Rs instead.
- This will be shown on the R&R list and the teacher should visit the student during one of the lunchtime R&Rs.
- If the teacher is teaching during both, they should conduct R&R with the student at an alternative time.

### **Supervision at 3.00pm (2.40pm Friday)**

- After-school R&R takes place in the Exclusion room.
- Students will arrive/be delivered by the Behaviour Administrator just before/from 3.00pm (2.40pm Friday) depending on the Year group.
- The Behaviour Administrator and the teacher who is on Lesson 4 duty in Exclusion will settle them.
- Students must hand mobile phones in.
- [Covid: the room should be well ventilated – windows and doors open]
- R&R rota staff should arrive promptly after teaching Lesson 4; MTu will assist with the transition, immediately after bus duty.
- For behaviour, students do up to one hour, depending on the outcome of the meeting with the teacher for whom they have misbehaved; this teacher must do Repair and Restore with the student and use their discretion about the student's length of stay.
- If appropriate, the Behaviour Administrator and/or rota staff will send a message to classroom teachers that their student is awaiting R&R.
- For punctuality, students do one hour because they arrived after 9.00am, or because they have been persistently late, or because they were non-compliant at break time.
- The students' safe return home is the responsibility of parents/carers but rota staff should assist with any queries (asking reception staff to call home, allowing students to message parents directly and so on).

### **If a student fails to attend R&R**

Where a student fails to attend R&R, parents/carers are texted immediately and, on entry to school the next morning, the student will be spoken to by their Learning Manager to discuss their failure to attend R&R. The R&R will be re-issued but continued failure to attend will result in further sanctions including an SLT R&R and parental involvement.

#### **Notes:**

- *R&Rs for whole classes ("Blanket R&Rs") must not be given.*
- *Parents do not have the right to overturn the school's decision to issue a detention.*
- See: <https://www.gov.uk/school-discipline-exclusions> and the **Home-School Agreement** document

## **OTHER IMPORTANT BEHAVIOUR CONSIDERATIONS**

### **Mobile phones**

Students' mobile phones must not be seen or heard in school; if a student brings their mobile phone in to school, it is at their own risk and the device should remain switched off and out of sight. The school accepts no liability for loss or damage to any electronic device that a student chooses to bring into school.

### **Parental Responsibility**

Parents have a responsibility to monitor their child's use of mobile phones and social media accounts outside of school. We recommend age appropriate access to the internet and social media platforms, agreed usage periods and regular checks of their child's usage.

If parents/carers have concerns about their child's social media activity they should, as the account holder, report matters to the service provider and, if necessary, to the police. We remind parents that they are entitled to check the contents of their child's phone if they are concerned. We also remind parents that school staff are entitled to check and/or confiscate their child's device as necessary. Staff will support with issues that spill over into school but the manner in which the device is used is, ultimately, a parental responsibility.

### **Confiscation and sanctions**

#### In lessons and Form time

- If a student has not handed their mobile phone in at the start of the lesson or Form time and it is subsequently heard, or if the student attempts to use it, the device will be handed over to the teacher and retained until the end of the lesson, in the first instance.
- At the end of the lesson, the mobile is handed back to the student.
- At the teacher's discretion – repeated use of the mobile in their lesson - the device may be retained centrally and securely until the end of the day.
- At the earliest opportunity, the teacher takes the device to the Behaviour Administrator – office located off Exclusion – for storage in the safe.
- The teacher should tell the student that they should collect their mobile from here at the end of the school day.
- Students must not be allowed to leave Lesson 4 early to collect mobile phones.
- In the event of a student's non-compliance, Lesson Support should be called and the student may be removed from the lesson with a subsequent after-school R&R, in line with procedure; the student's mobile phone will be confiscated and returned to them on completion of the R&R.

#### At other times

- Similar confiscation arrangements should follow if students do not keep mobile phones switched off and out of sight.

#### For persistent non-compliance

- Home contact including parent/carer meetings
- After-school R&R
- Internal Exclusion
- Red Report

- Temporary or permanent ban on the mobile phone
- Further sanctions as appropriate

### Uniform and Dress Code

Non-compliance with the school's Dress Code could result in Isolation with LM, Internal Exclusion or an after-school R&R on that day.

Parents should inform the school immediately where there are issues with uniform and, where issues do arise, especially with footwear, the following sanctions will apply for wilful flouting of the dress code rules:

- Isolation with LM or an R&R will be issued.
- Parents/carers will be contacted and asked to rectify the issue within an agreed time frame. R&Rs may be issued for each day over the agreed time frame.
- Should parents/carers have financial issues, they should inform their child's Learning Manager who will endeavour, wherever possible, to support the family.
- For persistent non-compliance, or where students fail to rectify the problem within the agreed time frame, students will be placed on Isolation with their Learning Manager.
- If the problem persists after isolation, the school will place the student into the Internal Exclusion Room until the problem is rectified.

### Punctuality

Being on time for school and for lessons is an important signal that shows a student is ready and willing to engage in their learning.

The school day starts at 8.25am. Students who arrive after this time will be subject to the following sanctions:

Late before 9.00am	Late after 9.00am
<i>Student pays back ten minutes at break time</i>	<i>Student pays back one hour after school</i>
<i>Non-compliance leads to further appropriate sanctions</i>	

Persistent lateness will incur further sanctions including a Punctuality Report and contact with parents/carers.

Similarly, lateness to lessons will incur R&R sanctions at the discretion of the classroom teacher who records the lateness on Class Charts. This data is reviewed regularly by SLT who will identify patterns and trends which may lead to parent/carer contact, as appropriate.

### Social Time

Break and lunchtime provide our students with a deserved opportunity to obtain refreshments, to meet up with friends, to take a rest from lessons and to be ready to return to learning when the bell sounds. The behaviour and movement of students on the yard and elsewhere should be calm and respectful.

If a student exhibits anti-social behaviour, duty staff will escort them to Exclusion for the remainder of the social time. Students will hand over their mobile phone on entry.

If behaviour is having a negative impact on the wellbeing of other students, higher level sanctions will apply and these could include after-school R&R and Internal or External Exclusion, as well as contact with parents/carers.

## Travel to and from school

Students wearing the school uniform are representatives of Our Lady Queen of Peace and, as such, have a responsibility to behave with respect and good manners.

The use of the school bus is a privilege and not a right. Behaviour when travelling to and from school should be characterised by the principles embodied in our *Proud to Belong* statements. Students who fail to behave calmly and respectfully will be subject to sanctions which might lead to them being banned from using the school bus.

Likewise, if reported, unruly or anti-social behaviour while students walk to and from school will be met with appropriate sanctions.

## BEHAVIOUR REPORTS

The Class Charts "Activity" link provides an immediate behaviour report on any student. We now also use the software to create and monitor electronic reports completed by staff, lesson by lesson.

Reports are issued when concerns about behaviour arise. The student's Form Tutor and/or Learning Manager will have been involved in discussions and, often, a joint decision is made to issue the Report.

Parents/carers themselves can request that their child is issued with a report when they perceive concerns with, for example, attitude, behaviour, personal study or the quality of work. Up to three clear and focused targets are set and the Report lasts for up to one week in the first instance. A second week can be arranged at the discretion of the issuing teacher.

Report Type	Report Colour	Issuing Staff
Level 1 Report	White	Form Tutor
Level 2 Report	Blue	Learning Manager
Level 3 Report	Red	SLT

Notes:

- Reports should not be issued to students who underachieve in assessment cycles unless it is explicitly linked to behaviour. Where underachievement is identified, students will be given support by Form Teachers and Learning Managers.

### Level 1 - White – Form Tutor

- This is a *supportive* report and class teachers are responsible for giving out appropriate classroom sanctions for a negative comment.
- The student's Form Tutor will monitor the report and will refer to the Learning Manager if concerns escalate.

### Level 2 – Blue – Learning Manager

- This report is monitored by the student's Learning Manager. A missed target, signified by a negative comment, results in a failed lesson with sanctions given by the LM.
- Where concerns continue, the student's behaviour will be reviewed by LM/SLT and may lead to a meeting with parents/carers. A Level 3 Red Report may then be issued.

### Support and Sanctions

- After-school R&R
- Parents/carers informed
- SLT R&R
- SLT/LM review of conduct
- Meeting with parents/carers
- SLT R&R and 1 day in Internal Exclusion

### Level 3 – Red – SLT

- This Report is monitored by a member of SLT. A missed target, signified by a negative comment, results in a failed lesson with sanctions to apply.
- Where concerns continue, the student will be referred to the Headteacher or Deputy Headteacher.
- THE STUDENT HANDS OVER THEIR MOBILE TELEPHONE TO A SENIOR MEMBER OF STAFF ON ENTRY TO SCHOOL EACH MORNING. THE DEVICE IS STORED SECURELY AND GIVEN BACK TO THE STUDENT AT THE END OF THE SCHOOL DAY. THIS ARRANGEMENT LASTS FOR THE DURATION OF THE RED REPORT.

### Support and Sanctions

- Parents/carers informed
- SLT R&R
- HT/DHT review of conduct
- Meeting with parents/carers
- Discretionary sanctions (1-9 below)

- After a review of the student's conduct on Red Report, any further deterioration in attitude and behaviour may result in any of the following sanctions:
  1. Internal Exclusion
  2. External Exclusion
  3. Behaviour Contract
  4. Behaviour panel
  5. Respite at partner school
  6. Headteacher's First/Second/Final Formal Warning
  7. Managed Transfer to another school
  8. Referral to a PRU
  9. Permanent exclusion

#### Note:

- *Sanctions applicable at Level 3 Red Report, and the order in which they are used, are at the discretion of the Headteacher.*

## Reintegration

- Following a Fixed Term Exclusion, students are reintegrated into school through a parent/carer meeting with senior staff to re-set the high expectations of behaviour and attitudes. Their behaviour is closely monitored and, as appropriate, a Report card may be issued. The same can apply following time in Internal Exclusion.

### *Further notes and reminders:*

- Subject Leaders take responsibility for the day-to-day behaviour of students in their departments.
- Please note that under the new attendance requirements, any time out of school is coded as exclusion.
- Staff should regularly revisit our Proud to Belong principles with students.
- We must recognise that learning and growing up are not easy processes for some children. If students transgress, staff will adopt a non-confrontational approach where behaviour is challenged and not the student.
- Higher level sanctions will be applied by a member of SLT and the student's Learning Manager.

## WHEN HIGHER LEVEL SANCTIONS ARE NEEDED

A list of unacceptable behaviours requiring immediate Lesson Support in the classroom or senior staff involvement elsewhere in school.

### Overview

From time to time, and for a variety of reasons, a student may be inclined to exhibit behaviour which goes beyond "low level disruption". On such occasions, serious incidents of unacceptable behaviour will necessitate an immediate call for Lesson Support and the student will be removed from the classroom, or social space, while the matter is investigated.

Peer-on-peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age, and under the age of 18.

- Abuse can take many forms, including language meant to intimidate and cause fear, hate speech, filming of others without consent, inappropriate image sharing
- All staff understand that children can abuse other children and will inform the DSL team of any concerns
- Peer-on-peer abuse will be taken as seriously as any other form of abuse, including physical and emotional abuse

Whether displayed in the classroom or elsewhere in the school, and whether directed at their peers or staff, each of the following are examples of student behaviours which are unacceptable and will be dealt with at a higher level of sanction which could include Internal or External Exclusion, although this is not an exhaustive list:

### 1. Swearing directly at staff

Sometimes children use foul language during their interactions with each other, not meaning to cause offence to staff. On such occasions, staff will use discretion about sanctions which, at the least, will include a reminder to the student that foul language is

unacceptable in our school community. However, it is foul or inappropriate language directed at staff that will be dealt with at a higher level of sanction.

## **2. Verbal or Physical aggression**

Students will fall out with each other from time to time and might swear, throw things at each other or front up to each other. If a fight happens in or near school, then the appropriate consequences will also happen, following investigation. Should a student exhibit verbal or physical aggression towards a member of staff, then sanctions would be delivered at an appropriate level.

## **3. Hate speech, including issues arising from “Prevent”**

The misuse of words can have a negative impact on a person's emotional wellbeing, and language which is hateful, whether spoken or typed, is unacceptable in a community which respects each person's diversity.

## **4. Peer-on-peer sexual harassment and online sexual abuse**

We have created a culture where sexual harassment and online sexual abuse are not tolerated. Our RSHE curriculum is valued and relevant, helping us to identify issues and to intervene early to better protect our children and young people. This means that:

- any report of abuse – suspected or actual - is investigated immediately by the school's lead safeguarding team.
- the police, social services and other professional agencies are informed promptly, as appropriate.

## **5. Wilful damage to property**

We look after our school and the things in it so students who set out to damage our learning environment will be met with appropriate sanctions. Students are also expected to keep their emotions in check at times when they might want to take their frustrations out on school furniture, windows and doors or even other students' belongings but sanctions will be used when bad temper results in damage.

## **6. Misuse of computers**

Cyber security has an ever-rising profile and our students' electronic and online safety is important. Any misuse of school computers through activity like attempts at inappropriate browsing, importing harmful files or the use of hate speech (see point 3 above) is unacceptable and sanctions will be used.

## **7. Bringing in illegal or prohibited items**

Whether they are discovered in the classroom or elsewhere, the school has a specific list of items that have no place in our community. Please refer to the list in the Screening, Searching and Confiscation Policy. Higher level sanctions will apply.

## 8. Stealing

Whilst not a common offence in the classroom setting, theft is a dishonest and dishonourable action which, when proven, will lead to a higher-level sanction.

## 9. Truancing

The deliberate avoidance of a lesson, or even a whole school session, is unacceptable in a school ethos characterised by a thirst for learning. Senior staff will use discretion to restrict a student's social time or place into Exclusion, depending on circumstances.

*Note:*

*The behaviours listed above will nearly always result in higher level sanctions, the extent of which will be decided by SLT. The following will be considered:*

- events leading up to the incident
- as appropriate, written statements from involved parties
- intent
- the student's prior behaviour record
- the student's attitude and response to initial R&R conversations
- telephone conversations and/or meeting with parents

## RESTORATIVE JUSTICE

Restorative Justice is a strategy for the improvement of behaviour. Questions used in the process include:

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought about it since?**
- **Who was affected?**
- **How were they affected?**
- **What do you think you need to do to make things right?**

Staff are encouraged to use these questions when working with students to improve their behaviour for learning. Staff are given opportunities to engage in Restorative Justice training – see SLT lead for CPD.

## **BEHAVIOUR CONTRACT and FIRST, SECOND and FINAL FORMAL WARNINGS**

In circumstances where there is a severe breach of school policy, the Headteacher or Deputy Headteacher may use the Behaviour Contract, First and Second Formal Warnings or the Final Formal Warning protocols. These set out clear targets for improvement and guidelines for behaviour, with agreed review dates. Failure to meet the agreed targets may result in alternative education being sought for the child. These warnings could also be issued during the Red Report process.

## **EXTERNAL EXCLUSIONS FIXED TERM AND PERMANENT**

The decision to exclude a student must be lawful, reasonable and fair. Only the Headteacher can exclude a student, for fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

The governing body must consider the reinstatement of an excluded pupil if the exclusion is permanent or is a fixed term exclusion which would bring the student's total number of school days of exclusion to more than 15 days in a term. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. Depending on the length of exclusion, parents may have the right to make representations to the governing body.

Schools are under a duty to make every effort to provide suitable alternative education for excluded students from the sixth school day of any fixed term exclusion or more than five consecutive school days. At Our Lady's, we will endeavour to ensure that academic progress is maintained in the event of a fixed period exclusion. For permanent exclusions, the local authority must arrange suitable full time education for the student to begin no later than the sixth school day of the exclusion.

Exclusions will only be used when, in the opinion of the Headteacher, no other course of action is appropriate. In most cases, other avenues and sanctions will have been tried without success but there will be times, as appropriate, when exclusion may be used in the first instance if a student commits a serious incident. The Headteacher may recommend fixed term exclusion, a managed transfer to another school, or in very serious cases, permanent exclusion.

The behaviour of a student outside of school can be considered grounds for an exclusion.

### **Fixed term**

1-45 days per student for each academic year. On returning to school following an external exclusion, the student and their parents/carers will always meet with the Headteacher/Deputy Headteacher or member of SLT to clearly re-establish our behaviour expectations. This will be closely monitored using a Report card, as appropriate.

## Permanent

Examples when permanent exclusion may be used are outlined below, although this is not an exhaustive list:

- Physical assault against another student or an adult
- Threatening or intimidating behaviour
- Verbal abuse, including hate speech
- Bullying
- Being in possession of a prohibited item, eg a weapon, tobacco/e-cig, drugs, alcohol, fireworks
- Vandalism and theft
- Persistent disruptive behaviour

The school follows LEA and DfE statutory guidance.

<https://www.gov.uk/government/publications/school-exclusion>

## THE USE OF REASONABLE FORCE

The School has a legal duty of care for all its students. As such, no school can have a 'no contact' policy.

The decision about whether to physically intervene is made with the professional judgement of the staff member concerned and should always depend on the individual and be in line with school policy and good reason.

- Where a student is creating a situation where they are threatening the wellbeing of other students, reasonable force may need to be used to control or restrain.
- It will only be used as a final option.
- Staff will try to intervene verbally before using reasonable force.
- Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening, if possible.
- On-call Lesson Support is in place should staff need support; members of SLT, LMs, senior staff and the BM are available to support, as required.
- No member of staff is expected to use reasonable force if they are not willing to do so.

### **In OLQP, reasonable force can be used to prevent students from:**

- hurting themselves or others
- causing damage to property
- causing disorder within the class or school grounds.

### **In OLQP we will use reasonable force to:**

- remove a disruptive student from the classroom where they have refused to follow an instruction and it is appropriate and safe to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or a visit if it is appropriate and safe to do so
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the learning or wellbeing of others
- prevent a student from attacking a member of staff or student

- stop a fight in the school grounds
- restrain a student at risk of harming themselves through physical outbursts.
- reasonable adjustments will be made for disabled children or children with SEN

Notes:

- *Where reasonable force has been used, parents/carers will be informed and an incident form completed.*
- *All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school's complaints policy.*
- *The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably.*
- *School staff have a legal power to use reasonable force in line with the agreed school policy.*

## **SCREENING, SEARCHING AND CONFISCATION**

The full policy is available on our website.

The school operates a separate policy for screening, searching and confiscating students' items. The school has a prohibited list of items for which we can undertake searches on students either with or without consent, as defined in our Screening, Searching and Confiscation Policy. These banned items are:

- Energy drinks
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Laser pens
- Tobacco, e-cigarettes and cigarette papers
- Lighters and matches
- Fireworks
- Pornographic images
- Any article that we reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury to, or to damage the property of, any person (including the student)
- Mobile phones or electronic devices when operated in the school day between 8:25am and 3:00pm or 2:40pm on Fridays
- Any item banned by school rules, including:
  - excessive amounts of sweets, crisps and energy drinks suspected to be sold to other students or which have been sold
  - make-up
  - items which may be used to damage the school building or property, or contravene good order and discipline in school eg. marker pens, paint, stink bombs, water bombs, lasers.

Note:

Students who refuse to hand over items or refuse to be searched are subject to the sanctions listed above and as defined in the Screening, Searching and Confiscation Policy.

**Revised September 2020**  
**Revised July 2021**