

BEHAVIOUR MANAGEMENT POLICY

(INCLUDING REWARDS AND SANCTIONS)

LINKS TO OTHER POLICIES:

- Anti-Bullying Policy
- Attendance Policy
- Child on Child Abuse Policy
- Citizenship Programme
- Drug Education Policy
- Equal Opportunities Policy
- Child Protection Policy
- SEND Information Report
- Exclusion Policy
- British Values Statement

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Policy Available for Parents at:	Website
Headteacher:	Ms M Roberts

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1. Aims

Discipline and behaviour at St Joseph’s College should be based on the principles established in our Mission Statement.

St Joseph’s College aims to achieve a climate around the school where learning can occur in an orderly and positive environment marked by toleration and respect for all participants in the school community – discipline that is not simply imposed, but has its foundations in self-discipline and respect.

Expectations in terms of student behaviour and discipline are high with the intention that this will help students to develop themselves fully both academically and personally so that they may live full, happy and responsible lives. Rewards and recognition for positive contributions are an integral part of this policy.

To achieve these aims we have firm, fair and clear rules that are consistently applied so that students are safe and secure in our school; free to grow, develop and mature.

This policy aims to:

- Value and respect each other as “made in the image and likeness of God”
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Prepare our young people for life beyond school, and in particular develop personal integrity, moral values and a sense of justice
- Serve each other in a spirit of understanding, helpfulness, forgiveness and joy
- Create a well ordered community where everyone is valued and respected.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- In addition, this policy is based on:
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- **Serious misbehaviour** is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - alkyl nitrites (known as poppers)
 - Volatile substances (solvents)
 - psychoactive substances
 - prescribed drugs
 - Stolen items
 - Tobacco / cigarette papers / vapes
 - 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 pupil)

4. Bullying

Bullying is defined as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (Department for Children, Schools and Families (2007), *Safe to Learn*)

Bullying involves an imbalance of power. Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, available from the school web site:

<https://www.stjosephstrentvale.com/information/policies/>

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from students' behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

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

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

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

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

The school will foster an environment where behaviour is conducive to effective learning. St Joseph's College will endeavour to teach students our behaviour expectations.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Be polite and courteous at all times to staff, visitors, students and other stakeholders
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings, school property and the property of others with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Students in years 7-11 are not allowed to use or have their mobile phones on show during the school day. This applies to ALL areas of the school site. Once on site, between the hours of 8:30am and 3:15pm, mobile phones are NOT allowed and must be kept, switched off, in a student's school bag.

Students in years 12-13 are not allowed to use their phones on the main site. They may be used in the 6th form buildings: Fideliter and Olsen buildings.

Any student who does not follow the rules on mobile phone use will have their device taken to PIP and parents will be requested to come and collect it.

The school does not accept liability for loss or damage to mobile phones or other electronic devices brought in to school / on school trips.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils 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

7.2 Safeguarding

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

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

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

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

<https://www.stjosephstrentvale.com/information/policies/>

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded by using such strategies as:

- Verbal praise
- Praise postcards
- Certificates, prize awards or special assemblies
- Communicating with parents

- Positions of responsibility or leadership
- Whole class or year group rewards

The full range of rewards can be found in appendix 1

7.4 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising.

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

For full details of the graduated sanctions response to poor behaviour, see Appendix 2.

7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
 - Always be used as a last resort
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

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

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

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

Outer clothing includes:

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

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

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

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

7.7 Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher or member of the SLT will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report

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

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

<https://www.stjosephstrentvale.com/information/policies/>

7.11 Malicious allegations

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

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

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

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

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

<https://www.stjosephstrentvale.com/information/policies/>

8. Serious sanctions

8.1 Detention

All members of staff are authorised to issue students with next day detentions. Pupils can be issued with detentions during lunchtime or after school.

The school will decide whether it is necessary to inform the pupil's parents. This will usually be done through text message, a letter home or a call from a pastoral member of staff.

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

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

8.2 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive

- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the learning mentors, pastoral staff or SLT.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher or deputy headteacher.

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

Parents will be informed on the same day that their child is removed from the classroom and placed in isolation.

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

- Research based interventions
- Use of learning support practitioners
- Short term behaviour report / target cards
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected or relevant characteristics of the pupil on CPOMS.

8.3 Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information:

<https://www.stjosephstrentvale.com/information/policies/>

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned for example:

- Short planned movement breaks for a pupil with SEND who finds it difficult to sit for long
- Adjusting seating plans to allow a pupil with sensory impairment to sit in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as neuro-diversity
- Use of separation spaces where pupils can regulate their emotions
- Use of 'fidget toys' or their equivalent to help a student to keep focus.

This is not an exhaustive list.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

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

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

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

The school's special educational needs co-ordinator (SENDCO), supported by the inclusion team, may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Pupils with an education, health and care (EHC) plan

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

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

10. Supporting pupils following a sanction

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

This could include measures such as:

- Restorative work with peers
- Regular contact with the head of year
- Target card with personalised targets
- Reintegration meetings / meetings with parents

This is not an exhaustive list.

11. Rewards

A break down of specific awards is detailed in appendix 2

The overall aim of all staff should be to encourage all students to make their best effort and achieve their full potential. Students should be rewarded for:

- attitude to learning or achievement
- making a positive contribution to any aspect of school life
- improved attitude, behaviour or approach
- acting as a positive citizen
- regular and high levels of attendance

Every effort should be made to try and ensure that every student has experience of rewards during the course of each term. Verbal praise in lessons is very important, as is the awarding of achievement points.

Achievement points are used across key stages 3-5. They are allocated to a student via the school's administration system: SIMs. On average 3 – 5 achievement points should be distributed, per subject, per class, per week – although staff are free to use their own discretion.

Praise postcards should be issued each half term, per subject, per class to acknowledge positive attitude to learning and progress. This also includes involvement in form activities.

Rewards acknowledging attendance will be given on a termly basis, both for individuals and for forms groups.

12. Pupil Transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year / key stage, staff members hold transition meetings.

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

13. Training

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

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Use of the school sanctions and any necessary escalation

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by members of the senior leadership team or the pastoral team

The data will be analysed from a variety of perspectives which may include:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the standards and support committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the committee

Appendix 1: Rewards

KS3 REWARDS

ACHIEVEMENT POINTS

Achievement Points are awarded for academic excellence or distinctive behaviour as an excellent ambassador for our community.

1 AP = 'one off' excellence—a lesson / piece of work / making a positive contribution

3 AP = Excellence over half a term / representation of the school

5 AP = Excellence over a term / exceptional contribution / achievement

LEVEL 1 - 2

Head of Year Planner award

Bronze = 30 AP

Silver = 60 AP

LEVEL 3

Award and stationery reward = 90 AP

Head of Year Gold Planner Award = 120 AP

LEVEL 4

Head of Year Breakfast = 150 AP

LEVEL 5

Keystage Leader Ice-cream = 180 AP

LEVEL 6

Headteacher Afternoon Tea = 250 AP

CURRICULUM

- Achievement Points
- Planner awards
- Praise post cards

ATTENDANCE

- 100% in a term = letter from Head of Year and 10 achievement points
- 100% over the academic year = letter from the Headteacher
- Termly attendance shield to the form in each Key Stage (3+4) with the highest attendance
- End of Year attendance shield is the form across KS3 and KS4 with the highest attendance

THE FORM GROUP, FROM EACH YEAR, WITH THE HIGHEST NUMBER OF ACHIEVEMENT POINTS WILL CELEBRATE WITH DOMINOS PIZZA AT THE END OF THE YEAR

KS4 REWARDS

ACHIEVEMENT POINTS

Achievement Points are awarded for academic excellence or distinctive behaviour as an excellent ambassador for our community.

1 AP = 'one off' excellence a lesson / piece of work / making a positive contribution

3 AP = Excellence over half a term / representation of the school

5 AP = Excellence over a term / exceptional contribution / achievement

LEVEL 1 - 3

Head of Year Planner award

Bronze = 30 AP

Silver = 60 AP

Gold = 90 AP

LEVEL 4

Lucky Dip = 120 AP

LEVEL 5

Head of Year Breakfast = 150 AP

LEVEL 6

Keystage Leader Ice-cream = 180 AP

LEVEL 7

Headteacher Afternoon Tea = 250 AP

CURRICULUM

- Achievement Points
- Planner awards
- Praise post cards

ATTENDANCE

- 100% in a term = letter from Head of Year and 10 achievement points
- 100% over the academic year = letter from the Headteacher
- Termly attendance shield to the form in each Key Stage (3+4) with the highest attendance
- End of Year attendance shield is the form across KS3 and KS4 with the highest attendance

THE FORM GROUP, FROM EACH YEAR, WITH THE HIGHEST NUMBER OF ACHIEVEMENT POINTS WILL CELEBRATE WITH DOMINOS PIZZA AT THE END OF THE YEAR

KS5 REWARDS

ACHIEVEMENT POINTS

Achievement Points are awarded for academic excellence or distinctive behaviour as an excellent ambassador for our community.

1 AP = 'one off' excellence a lesson / piece of work / making a positive contribution

3 AP = Excellence over half a term / representation of the school

5 AP = Excellence over a term / exceptional contribution / achievement

AUTUMN TERM

Form group Dominos for the highest total (Year 12 and Year 13)

SPRING TERM

Form group Dominos for the highest total (Year 12 and Year 13)

SUMMER TERM

Individual prize awards for the top 3 student total in Year 12 and Year 13

Praise postcards per form awarded for attitude to learning,

Appendix 2: Sanctions

The sanctions for dealing with **disruptive behaviour** at KS3 and KS4 is as follows:

Teacher Action	Intervention	Possible Behaviour
1		
Verbal warning		Teacher professional judgement on minor issues.
2		
Note in Planner	Planner checked by Form Tutor and initial discussion with student	Teacher professional judgement on minor issues.
3		
Next Day Detention <i>To take precedence over any extra curricular activities</i>	Subject teacher to input into SIMs system and record in student planner. HoY to monitor daily. Detention issued by attendance officers due to repeated lateness to college.	Lateness / punctuality to lessons. Refusal to work appropriately. Continuation of issues identified at stages ½. Further Low level disruptive behaviour, lack of preparedness for learning – 8 Essentials. 3 late marks to school per half term
4		
Friday Night detention issued by Deputy Headteacher. <i>To take precedence over any extra-curricular activities.</i>	Pastoral leader requests FND. Deputy Headteacher to contact parents via letter. Formal meeting may be arranged with Head of Year and parents.	Continued incomplete or unacceptable home learning / coursework Use of offensive language. Continued behavioural problems. Aggressive behaviour. Continued disruption of other students' learning. Non-attendance at Same Day Detention or pastoral detention with no valid reason. 3 FND in one half-term will result in parental involvement through HoY.
5		
Removal	PIP called and SLT member on duty removes student from Lessons. SLT member informs DHT and HOY Parents contacted	Continued disruption Serious disruptive behaviour Refusal to comply

Students can go through the stages, or enter at any level depending on their behaviour. This process may be adapted for individual students, should the need arise.

Appendix 3:

GUIDANCE ON RESPONDING TO PROBLEMS

SANCTIONS PROCEDURES

It is very difficult to be precise as to how to respond exactly to a discipline or pastoral problem. The member of staff may use their professional judgment in order to deal with each individual situation.

There will always be occasions when a member of staff may wish to bypass the Head of Year and go straight to the Deputy Head – or even the Headteacher. This may be the case when a serious incident occurs

The following diagram illustrates how the school may respond to problems. This procedure is inclusive of KS5 from Stage Six onwards. However, there is specific Sixth form guidance (below) for dealing with work related issues, homework, attendance and mobile phone usage.

	Action	Intervention	Possible Behaviour
STAGE 1			
Stage 1	Verbal warning		Teacher professional judgement on minor issues
STAGE 2			
Stage 2 (HWK/CWK)	Note in planner by subject teacher	Planner checked by form tutor and initial discussion with student	Teacher professional judgement on minor issues
Stage 2	Note in Planner by Subject Teacher / Form Tutor	Planner checked by form tutor and initial discussion with student	Persistent talking. Failing to get planner signed after a reminder No books/PE kit etc., after reminder Minor disrespect Lateness to school or lessons Minor disobedience Lack of effort in class/activity Incorrect uniform/appearance Chewing gum <i>Retention at this stage would be to give help, to discuss reasons for the problem arising, to complete homelearning</i>
STAGE 3			
Stage 3 (HWK/CWK)	Next Day Detention	Subject teacher - Note in the planner and input into SIMs system	No homework or NEA OR Failure to meet extended deadline after comment in planner
Stage 3	Next Day Detention	Further discussion with Form Tutor and continued Planner check HoY monitors and intervenes as necessary	Refusal to work appropriately Continuation of issues identified at stage 2 Inappropriate language Low level disruptive behaviour Lack of preparedness for lessons Lateness to lessons

			Non-compliance with uniform Continued lateness to lessons Continued lateness to school issued by Inclusion Manager
STAGE 4			
Stage 4 (HWK/CWK)	Friday Night Detention issued by DHT Student discussed at inclusion meeting by team to ensure coordinated approach	Subject teacher to inform subject leader. Subject leader to request Stage 5 to HOY with details of previous interventions. HOY will contact parents by phone after stage 5 agreed DHT to contact Parents by letter. Meeting may be arranged with HoY and Parents.	Repeated incomplete or unacceptable or no homework /coursework
Stage 4	Friday Night Detention issued by DHT Student discussed at inclusion meeting by team to ensure coordinated approach	Pastoral Leader requests Stage 4 Deputy Head to contact Parents by letter Formal meeting may be arranged with Head of Year and parents.	Examples Include: <ul style="list-style-type: none"> • Use of offensive language (swearing) • Continued behavioural problems • Attendance at more than three lunchtime detentions in one half term • Aggressive behaviour towards another student • Misuse of school computers • Rudeness or disrespect to staff or other adults • Damage to school property • Bullying including cyber bullying • Continued disruption of other students' learning • Failure to attend same day or pastoral detention with no valid reason <p>THIS IS NOT AN EXHAUSTIVE LIST</p>
STAGE 5			
Stage 5	Internal Isolation Student discussed at inclusion meeting by team to ensure coordinated approach	Incident to be referred to Deputy Head teacher via pastoral staff Pastoral staff to ring parents. DHT will write to parents. Deputy Head / Pastoral staff may meet with Parents / Guardians Possible involvement of outside agencies, Inclusion Manager & SENDCO Possible development of strategies to improve behaviour – i.e. anger management / self-esteem programme	Incidents of a serious nature which would be referred directly to the Headteacher or Deputy Headteacher Examples include: <ul style="list-style-type: none"> • Continued attendance at Friday Night Detentions • Continued behaviour problems • Continued serious disruption of other students' learning • Aggressive/threatening behaviour of a serious nature • Serious bullying including cyber bullying • Serious / repeated breach of school's uniform code <p>THIS IS NOT AN EXHAUSTIVE LIST</p>
STAGE 6			

<p>Stage 6</p>	<p>Suspension</p> <p>Student discussed at inclusion meeting by team to ensure coordinated approach</p>	<p>Formal intervention plan may be put into place</p> <p>Timed targets for improvement</p> <p>Outside Agencies considered or involved</p> <p>Further behaviour strategies trialled</p> <p>Consideration of a managed move if appropriate</p>	<p>Incidents of a very serious nature which would be referred directly to the Headteacher or Deputy Headteacher</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Malicious rumours / allegations made towards a member of staff • Swearing, abuse or defiance towards a member of staff • Threatening a member of staff • Very serious bullying including cyber bullying • Incidents of physical/verbal/racial/homophobic abuse • Fighting / Assault • Instigating or encouraging fighting or violence • Theft • Vandalism • Graffiti • Viewing, distributing or sharing pornographic images or content • Bringing in or consuming alcohol or cigarettes or E-cigarettes / vapes • Inappropriate use of social media • Continued behavioural issue of a very serious nature despite a support programme <p>THIS IS NOT AN EXHAUSTIVE LIST</p>
<p>STAGE 7</p>			
<p>Stage 7</p>	<p>Permanent Exclusion</p> <p>Governor's Discipline Committee to be advised</p>	<p>Timed targets for improvement</p> <p>Outside Agencies involved</p> <p>Further behaviour strategies trialled</p>	<p>Incidents of an extremely serious nature which would be referred directly to the Headteacher or Deputy Headteacher</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Malicious rumours / allegations made towards a member of staff • Students may be permanently excluded for possession, use or distribution of illegal substances either whilst at school, travelling to/from school, or attending any event as a student of St Joseph's College. Drug incidents can involve situations involving illegal and other unauthorized drugs. This includes substances that are believed to be controlled drugs or legal highs. • Students may be permanently excluded for possession, distribution or use of any of the prohibited items listed in section 3 • St Joseph's College operates a zero tolerance approach to assaults on members of staff • Continued behavioural issues of a very serious nature despite a support programme and previous sanctions <p>THIS IS NOT AN EXHAUSTIVE LIST</p>

St Joseph's College

Sixth Form procedure for missed or inadequate home learning

Instance of home learning being missed	Action	Letter
1	<ul style="list-style-type: none"> • Subject teacher speaks to student • Gives specific deadline and clear expectations* <p>*Expectations could include removing the student's next free period, in conjunction with Sixth Form mentors, or that they stay after school to complete work. It could also include teacher/departmental supervision. The work must be returned within a 24 hour period.</p>	
2	<ul style="list-style-type: none"> • Subject teacher speaks to student • Gives specific deadline and clear expectations* • Requests text message to go home • Inform Subject leader <p>*Expectations could include removing the student's next free period, in conjunction with Sixth Form mentors, or that they stay after school to complete work. It could also include teacher/departmental supervision. The work must be returned within a 24 hour period.</p>	Text sent home
3	<ul style="list-style-type: none"> • Subject teacher refers to Subject Leader • Subject Leader speaks to student and gives specific deadline and clear expectations* • Subject Leader makes a call home and request an appointment with parents (can be telephone, Zoom or Teams) • Subject Leader requests letter 1. • Inform Head of Year and DOSF <p>*Expectations could include removing the student's next free period, in conjunction with Sixth Form mentors, or that they stay after school to complete work. It could also include teacher/departmental supervision. The work must be returned within a 24 hour period</p>	<p style="text-align: center;">Letter one sent home</p> <p style="text-align: center;">This letter contain summary bullet points of the actions and expectations laid out in the meeting</p>
4	<ul style="list-style-type: none"> • Subject leader refers straight to Head of Year and Director of Sixth form • Head of year contacts home and arranges a second parental meeting with HOY and DOSF • After the meeting a contract letter will be sent home by DOSF 	<p style="text-align: center;">Letter two sent home</p> <p style="text-align: center;">This letter will be a contract issued by HOY/DOSF</p>
5	<ul style="list-style-type: none"> • Subject leader refers to DOSF and Head teacher • DOSF, HOY and Head Teacher arrange a third 	Letter three sent home

	parental meeting with the DOSF and Head teacher to give a final warning to the student	Letter will follow the meeting and will include a final warning
6	<ul style="list-style-type: none"> • Subject leader refers to DOSF and Head teacher • Allocation of formal sanction 	Sanction letter

**ST JOSEPH'S COLLEGE SIXTH FORM
PROCEDURES AND SANCTIONS FOR STUDENT ATTENDANCE CONCERNS**

Individual attendance is monitored and reported daily (unauthorised absences)

PAY BACK SANCTION

	Attendance issue	Communication of the issue	Sanction
Stage 1	Student misses a lesson/assembly/form without authorisation	N text is sent home on the same day to inform parents of missed session	Student seeing learning mentor the following day with a valid explanation
Stage 2	Student is unable to provide a valid explanation from home for the unauthorised absence	Home is contacted and informed of the sanction	Student does pay back session after school as agreed with the learning mentor
Stage 3	Student does not attend their pay back session	Home is contacted and informed of the escalated sanction	Student is isolated for a whole day
Stage 4	Repeated and consistent attendance issues	Parents called in for a meeting with HOY/DOSF	HOY/DOSF/HT to discuss appropriate sanction

Individual attendance figures are then reviewed every 15 school days (All absences)

CATCH UP INTERVENTION

	Attendance issue	Communication of the issue	Intervention
Stage 1	Student's attendance falls below 85% across a 3 week monitoring window	Students have a weekly reminder of their attendance If they hit the threshold, communication with home re catch up	Student will complete the allocated catch up sessions after discussion with their Learning mentor
Stage	Student fails to	HOY will communicate with	Student will have all free periods removed for one week

2	complete catch up	home	to enable them to catch up
Stage 3	Repeated and consistent attendance issues	Parents called in for a meeting with HOY/DOSF	HOY/DOSF/HT to discuss appropriate sanction

