

St Joseph's Catholic High School

Behaviour Policy

“Living, loving, and learning – through Christ”



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| 7 | Updated with new roles and responsibilities and procedural changes | July 2018 |

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Appendix A – Ensuring Good Behaviour in Schools – DfE - A Summary for Head Teachers, Governing Bodies, Teachers, Parents and Pupils

References to other documents and legislation

In their document 'Ensuring Good Behaviour in Schools', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents. A summary of this document is replicated at Appendix A.

Every school must have a behaviour policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

The behaviour policy must include measures to prevent all forms of bullying among pupils.

This Policy should be read in conjunction with the following school policies and procedures for example:

- Special Educational Needs Policy
- Health and Safety Policy
- Admissions Arrangements
- Complaints Procedure
- Child Protection Policy
- Whistleblowing Procedures
- E-Safety Policy
- Managing Medicines Procedures
- Educational Visits Procedures
- Code of Conduct for Staff
- Charging Policy

Section A: Policy and Practice

1. Introduction and Aims

In St. Joseph's we aim to provide a safe, caring, well-ordered environment, which is vital to effective teaching and learning.

A successful behaviour policy requires the commitment and **consistency of practice of all staff** to ensure that learners know the standards expected of them. **All members of the school** are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Learners should be treated fairly and consistently and all should uphold the values of the Catholic Church.

Aims

- Promote Gospel values and the teachings of the Catholic Church
- Support effective teaching and learning
- Foster mutual respect. Prepare learners for the adult world
- Create consistency of expectations and consequences (These to be communicated clearly)
- Challenge poor behaviour in an appropriate manner
- Promote early intervention

We want our policy to:

- Encourage, recognise and reward
- Create a safe learning environment
- Give clarity of expectation to staff and students
- Give a clear understanding of staff roles

2. Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance. Students learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate all students.

3. Principles

- Staff use most appropriate method of teaching, which draws on students' experiences and values their contributions.
- Students are received into a classroom where routines are established and high standards expected.
- Explicit and regular praise should be used for all types of achievement.

The RPSHE/C curriculum supported by the Healthy School agenda will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All curriculum areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all students can learn and make progress. This curriculum will be supported through assembly themes and resources for tutor to cover: Bullying, IAG, Drugs, Alcohol and Tobacco misuse, Finance, Emotional Health, Healthy Lifestyle and On-line safety.

4. How do we achieve Consistency?

We must ensure that rewards and sanctions are consistently applied by:

- Staff recording all negative incidents on Classcharts which are factual, bearing in mind that the description will be used in parental meetings and will be seen in Classcharts.
- Any other students mentioned in a Classcharts entry must be protected by using initials rather than full names.
- Action will only be taken by the HOY if all information is in Classcharts.
- Staff issue achievement points to students who have achieved the threshold for recognition following the subject policy.

How do we get consistency of implementation?

- Behaviour points and achievement points are communicated daily to students in registration, in assemblies and in lessons
- We ensure that students and parents can access Classcharts
- Staff support to deliver consistency in corridors

How will we communicate the policy to everyone?

- Our high expectations will be communicated in assemblies, tutor times and in lessons on a regular basis
- Website, staff handbook, parents' handbook

How do we know it is understood and accepted?

- Data tracking by HOY/ Tutors, Subject leaders, Assistant Heads to demonstrate improvement in behaviour
- Calm environment around building supported by duty team.
- 'Behaviour' a standing item at Curriculum area meetings
- Classroom teachers to maintain a consistent approach to classroom management
- Lesson observations and learning walks

How do we get consistency of implementation for dress?

- Parents and students clear on what is expected (website/policies)
- Uniform check every lesson and in tutorial session

5. Roles and Responsibilities

Roles of the Governing Body:

- The Governing Body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents and is non-discriminatory and the expectations are clear.
- Governors will support the school in maintaining high standards of behaviour

Role of the class teacher: Learning and Teaching:

- To follow the teachers' standards: Teachers make the education of their pupils their first concern, are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as a teacher up to date and are self critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Role of the Subject Leader:

- Ensure that the quality of learning in their subject/s is good or outstanding and staff are trained and supported to deliver this.
- Ensure outcomes are in line with or above national
- Ensure the curriculum is differentiated, long and short term plans are in place and assessment points are identified.
- Lead and manage staff and deliver strategic direction.
- Have a written protocol for dealing with and responding to behavioural issues

In order to deliver these outcomes, it is expected that the Subject Leader has in place strategies to support colleagues in their teams with behaviour management to ensue good or outstanding engagement. Suggested strategies include:

- Tracking behaviour issues related to subject and intervening when necessary or providing support to staff in the team.
- Ensuring behaviour is a set agenda item at departmental meetings
- Discussing good practice in terms of classroom management and minute discussion

Role of the ELT: Faculty Leader / Director of English or Maths, Head of Science and RE:

- carry out the functions of a Faculty Leader at St Joseph's Catholic High School in accordance with the School's Catholic Ethos and the stated aims and objectives of the school and departments / faculties.
- lead and monitor a team of teachers in delivering high quality learning opportunities, effective use of resources and to improve progress and standards of achievement for all students in this faculty.

In order to deliver these outcomes, it is expected that the Faculty Leader has in place strategies to support colleagues in their teams with behaviour management to ensue good or outstanding engagement. (see above)

Role of the Form Tutor:

The role of the tutor is a most responsible one, and is vital to the efficient running of the school and the maintenance of our Catholic school ethos. The tutor is responsible for tracking five aspects of their tutees' life: their progress, their achievements, their behaviour, their punctuality and their attendance.

Spiritual Lead

- To establish a prayer life with the tutor group in line with our Mission Statement
- To establish good relationships and a purposeful, well structured, supportive and nurturing group identity based on Gospel Values.
- To prepare pupils for their assemblies when it is their turn to present.

Day to Day

- To attend the weekly year group morning meeting.
- To establish outstanding tutor routines in the morning to an agreed timetable which involves students engaged in activities.
- To take the register.
- To support reading for pleasure by reading with the tutor group.
- To check uniform, dress and equipment daily and keep records.
- To take students to assembly and supervise them.
- To sign journals weekly and ensure they are prefilled with the homework timetable.

Tracking

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- To track the attendance, punctuality, behaviour, homework and achievement points and the academic progress of their tutees and to challenge when issues arise.
- To ensure all pupils know their latest data after a trawl and this is in their planners and to be the first line of contact with home and student when progress issues occur.
- To ensure all pupils know their attendance percentages, achievement and behaviour points weekly and this information is in journals.
- To intervene on issues with detentions or report cards when required and inform parents/ carers in writing. No student can be on report without parents knowing.

Contact with home

- To be the first contact with parents when issues arise and to keep records of parental contact and interventions as school policy.

Reports

- To complete an annual tutor report by summarising the data from staff and adding comments using the template.

Passing on Issues

- To alert the Attendance Officer via email when students are absent on the second occasion and no reason for absence is recorded.
- To make referrals for interventions on issues arising as a barrier to their learning. Referrals must be made in Year Group Meetings.
- When a tutor has fulfilled all of their responsibilities above they will then escalate issues to the Head of Year who will take over the progression of the issue.

Role of the Head of Year:

To provide an educational welfare service for children and their families liaising with staff and outside agencies. To ensure all work will support achievement, behaviour, attendance, punctuality and progress.

Role of IR:

- Support students who cannot for whatever reason remain in mainstream, or would be excluded.
- Is a sanction used to reinforce awareness of expectations of behaviour, work on basic skills and can be although rarely used as an exam related provision for catch up.
- 8.50 to 4:00 provision.

Role of On Call

- An On-Call rota operates staffed by SLT, ELT, HOY.
- Staff will intervene in the classroom to restore order where disruption has occurred
- Students may be removed from the classroom, as necessary.

6. Code of Conduct for Students

Staff expect you to:

Before lessons

- arrive to school by the first bell at 8.47am;
- Bring all the equipment you need
- Wear the correct uniform

In lessons

- enter the classrooms quietly and begin the activity as directed
- take out your equipment and place your planner on the desk
- sit where you are told to sit by the teacher or any other member of the school staff;

- follow classroom rules and procedures without arguing
- be an active learner by engaging in all activities
- show respect by being silent when asked
- record homework in the planner
- put up your hand to indicate you wish to speak
- use appropriate language
- listen to others' ideas and work co-operatively
- accept responsibility for your behaviour

Around school

- move around the building calmly and orderly
- eat food only in designated areas
- lead by example creating a good role model for younger pupils in the school;
- consider the needs of all the other people
- use ICT in accordance with school policy
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

Clothing –

- No extreme hair styles
- No lines/no colour on hair
- Black leather shoes – no logo and not canvas.
- White shirt tucked in
- Tie fastened correctly
- Blue jumper / blazer
- Blue school trousers/ school skirt
- No hats inside school or hoodies
- School bag
- No nail varnish or false nails
- No jewellery, piercings or tattoos.
- PE kit

Mobile phones, MP3 Players and iPods and other technical equipment

All technical equipment must be switched off at all times during the school day. If such equipment is in view of an member of staff it will be confiscated until 3.15 the next day or, if confiscated on a Friday, it will be kept all weekend. The equipment will be placed in the school safe until a parent/carer comes in to school to collect it. Pupils are allowed to bring phones into school on the understanding that they remain switched off and in bags or lockers during lessons and other directed time.

Loss and damage

The school will not accept legal responsibility for loss, theft, damage to property whilst on school premises. It is suggested that parents cover clothing and property on their household insurance and bikes are locked.

Out of Class

No student should be out of class for any reason. In an emergency, students must have a pass.

7. Homework

Homework is set according to the timetable.

Parents/carers/guardians should sign the planner each week to show that they have seen it.

Parents/carers/guardians are encouraged to contact the school if it appears that homework is not being set.

If homework is not completed:

- parents/carers/guardians may use the Pupil/Student Planner to write an explanation if there is a good reason why a child was unable to complete their homework
- the teacher should be told before or at the beginning of the lesson
- the teacher may record non-completion of work in the Pupil/Student Planner so that parents/carers/guardians may see it
- the teacher may keep the pupil in an informal detention at break or lunchtime to complete the work. Missing this informal detention and or not producing homework at the second opportunity will result in a formal lunchtime detention.

8. Rewards

Good behaviour will be celebrated and remarked upon via spoken word, achievement points, postcards and planners. We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

- *Bronze, silver and gold certificates.*
- *Half Termly Rewards for points logged during that half term*
- *Praise Postcards home;*
- *Rewards for 'Pupil of the Month' for Effort and Progress in each subject every month*
- *End of year visits or special event*
- *End of year rewards for best attendance*
- *Verbal praise in class*
- *Written praise in marked work*
- *Sharing and celebrating success during lesson time – use of circle time for pupils to discuss their own behaviour related concerns*
- *Sharing and celebrating success in assemblies*
- *Merits/stickers awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.*
- *Certificates in assemblies which are awarded for a wide range of reasons such as exceptional work, improvement, kindness, Pupil of the Month etc.*
- *Rewards including vouchers and prizes for a certain number of Reward points received*
- *Head teacher's award or certificate for outstanding achievement, progress, improvement, representing the school etc.*
- *Annual Achievement Evening and Certificates Evening to present trophies and certificates for outstanding pupils in specific areas of school.*

9. Sanctions

Inappropriate behaviour will be met with a sanction:

- C1: Students should generally be given a verbal reprimand first, with the appropriate intervention (eg move seat)
- C2: Teacher detention (15 mins)
- C3: Teacher/subject leader detention (30 mins)
- C4: Whole school detention (60 mins)
- C5: SLT detention (90 mins)
- C6: IR (part/full day)

Pupils may also be removed from class for more serious misconduct without the use of warnings.

10. Sanctions and Consequences Full Description

C1/C2 – Low Level Disruption - leading to Warning or detention if behaviour continues

- Low level disruption in class
- Use of mobile phone in class – item will always be confiscated
- Wearing jewellery in contravention of school rules – item will always be confiscated
- Calling out
- Chewing/eating in class
- Passing notes
- Using electronic music devices – item may be confiscated
- Misuse of practical equipment
- Consistently off-task
- Late to lessons
- Graffiti on books, equipment or furniture
- Out of school uniform
- No equipment
- Littering

C3/C4 – leading to after school detention, parental involvement

- Repeated refusal to follow instructions
- Repeated disruption to learning
- Use of inappropriate language
- Walking out of lesson without permission
- Failing to attend a break or lunchtime detention
- Undermining/personal/discriminatory comments directed at staff
- Repeated personal or discriminatory comments directed at other students/pupils
- Selling food or drinks to others for personal gain
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values

C5/C6 – potentially leading to internal exclusion or fixed term exclusion

- Direct swearing at a member of staff
- Violence or intimidation directed at any member of the school community or the wider community
- Out of control behaviour
- Failure to report to after school detention
- Failure to report to a senior member of staff when sent out of lessons
- Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours
- Smoking anywhere on school premises
- Drinking alcohol on school premises
- Drug use on school premises
- Arriving at school appearing to be under the influence of alcohol or drugs

Detention Process/Flow Chart

Teacher/Tutor issues first C2 detention:

- Behaviour incident & Detention logged on Classcharts & student planner
- During school time preferred (break time/lunchtime)
- Supervised by Teacher/Tutor
- 15 Minutes

Students fails to attend this detention:

- Teacher/Tutor records on Classcharts the failure to attend.
- C3 detention for failing to attend first detention recorded on Classcharts
- Teacher/Tutor challenges student at earliest opportunity and informs them of the escalated detention; detention recorded in planner
- Supervised by Teacher/Tutor
- Up to 30 mins (at teacher/tutor discretion)

Student fails to attend this detention:

- Teacher/Tutor records on Classcharts the failure to attend.
- Whole School Detention (C4) recorded on Classcharts
- Teacher challenges student at earliest opportunity, informs student of escalated detention, records in student planner.
- Whole School Detention – Friday
- School Comms sent home informing parents (AM/CM)
- Supervised by two teachers at a time, on a weekly rota
- 60 minutes

Student fails to attend this detention:

- AC/CM records on Classcharts the failure to attend.
- Senior Team escalation detention recorded on Classcharts.
- Senior team will challenge students at earliest opportunity, inform student of escalated detention, records in student planner.
- Senior Team Detention (C5) – Monday
- Text/email sent home informing of seriousness of failing to attend.
- Supervised by SLT
- 90 minutes

Student fails to attend this detention:

- Student placed in IR (C6) until parents attend meeting with Assistant Heads
- SLT detention to be reissued following meeting with parents.
- Failure to attend - student faces exclusion at head teacher discretion.

Book Review

Students showing worrying behaviour across a number of subjects can be booked in for a Book Review with ELT and SLT. This review will examine all the exercise books and planner with a student and set targets for improvement. Those targets will be shared with all their teachers and reviewed after four weeks.

Withdrawal from activities

Students may be withdrawn from activities as a result of behaviour incidents.

Year 11 Prom is an example.

Early in September of each year, Year 11 and parents will be issued with the criteria that will determine the allocation of a Prom Ticket.

Inclusion Room:

The Inclusion Room is used for serious incidents which do not fit the criteria for fixed term exclusion or to avoid an exclusion. It is a room where students are isolated for one or more days. They are supervised and complete work from class. They are kept in isolating during break and lunchtime.

Inclusion is given for the following behaviours:

- Serious breaches of the behaviour policy
- Failure to attend detentions
- As a consequence of removal from lessons for disruption in consultation with SLT.

11. Investigation of Incidents, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation" 2014

www.gov.uk/government/publications/searching-screening-and-confiscation.

The following procedures should be followed if a serious disciplinary offence is thought to have taken place.

Investigations

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or Police, staff will stop their investigation immediately and refer the matter to the Headteacher or Safeguarding Officer. If a serious offence appears to have been committed, the member of staff concerned should inform the Head as soon as possible and the Head of Year. The nature of the investigation will be decided which will usually begin by conducting an initial interview and taking statements. CCTV may be used to gather evidence. Isolation or supervision may be used to ensure statements are students' own words. Students must be told in interview that they are expected to tell the truth and their statements need to be signed and dated.

Searches and Confiscation

If students are suspected of having prohibited items in school, the student may be searched. This will be conducted by any member of the SLT or Head of Year. The search will always be conducted in the presence of another member of staff. Consent will be requested beforehand from students. If refusal is given this may result in a sanction and if the suspected items are drugs, alcohol, weapons or stolen items, the search

may be conducted without consent. Students cannot be asked to remove any other clothing except 'outer clothing' and searching possessions includes bags, coat pockets, pencil cases, lockers. When items are found, they can be confiscated and prohibited items do not have to be returned. Other items like phones and jewellery can be confiscated and returned to parents after 24 hours. These possessions must be handed to Mrs Gaffney and not kept by the teacher.

It is not necessary to inform parents of a search or seek their consent, but in some circumstances it may be wise to inform parents. If prohibited items are found, parents must be informed.

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers including e-cigarettes whether using them or not
- Pornographic images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Senior Staff can also search and ultimately delete any media which they "reasonably suspect" is being used to bully or otherwise cause an individual harm. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

12. Exclusions

Only the Head teacher of a school can exclude a student and this must be on disciplinary grounds. Given the importance of attendance, this is something the school works hard to avoid. Exclusion is used for incidents which are extremely serious. A list below are examples of behaviours which will incur an exclusion.

- Physical violence or verbal abuse or threatened violence or abuse
- Persistent disruption to lessons
- Smoking on site or use of e-cigarettes
- Theft
- Damage to school property or property of others
- Bullying
- Lying to staff in the course of an investigation
- Racial, homophobic or discriminatory behaviour or harassment
- Taking photographs of staff, students or audio without their permission
- Possession of banned items as above including pornography or alcohol
- Refusing to follow instructions from senior staff or to accept their sanctions
- Using software inappropriately
- Bringing the school into disrepute both inside and outside of school.

No student in St Joseph's can be excluded before a thorough investigation is commenced, with witness statements from all involved. The exclusion process and proforma is available from Mrs Gaffney. A

student maybe excluded for one or more fixed term periods (up to a maximum of 45 school days in a single academic year), or permanently in exceptional cases (where further evidence is required) a fixed period exclusion may be extended or converted to a permanent exclusion.

There are four levels of exclusion:

- 1 Internal Exclusion – in this instance the student is isolated in IR for a period of time. Parents receive a letter outlining the reasons for the internal exclusion. At the end of the period of exclusion, a reintegration agreement is made and signed by the student, parent and Head of Year.
- 2 Formal Internal Exclusion – the student is isolated in IR. In addition, formal notice is given to the Fair Access Panel. At the end of the period of exclusion parents meet with Assistant Head and the Head of Year. A reintegration agreement is made and signed by the student, parent and representative of the school.
- 3 External Exclusion – in this instance work is set for the student and parents are given the responsibility to supervise the student to work at home for the first 5 days (exclusions for longer than 5 days an alternative centre will be sought for the student to attend). At the end of the period of exclusion parents meet with the Assistant Head for the KS. A reintegration agreement is made and signed by the student, parent and Assistant Head. On return to school the student will be monitored in their reintegration with monitoring by the Head of Year.
- 4 Permanent Exclusion – the decision to permanently exclude a student will be taken in response to:
 - A serious breach, or persistent breaches, of the school's behaviour policy;
 - And, where a student's behaviour means allowing the student to remain in school would seriously harm the education or welfare of the student or others in school.

The Headteacher may consider a serious breach of the behaviour policy to be any of the following, however it is not possible to foresee all possibilities and this list should not be deemed exhaustive:

- Serious actual or threatened violence against another student or a member of staff,
- Sexual abuse or inappropriate sexualised behaviour,
- Assault,
- Being in possession of, under the influence of, or supplying an illegal drug,
- Carrying an offensive weapon,
- Absolute refusal to confirm to reasonable requests by staff.

N.B. Parents /Carers will be billed for damage – see charging policy.

Section B: Further supporting information

13. Restorative Justice/Reflection on Actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

14. Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Serious lapses in punctuality may lead staff to decide that an after-school detention is warranted. Parent's/carers/guardians will be given 24 hours' notice of any after school detention. Please see Attendance Policy for details.

15. Pupil Conduct and Misbehaviour Outside the School Premises

15.1 What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing the school uniform; or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the school.

16. Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

16.1 Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.

- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

17. The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

18. Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

19. Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

19.1 Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 6.2 above.

19.2 Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

19.3 Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

19.4 Behaviour Management Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever

possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

19.5 Informing Parents when Reasonable Force has been Used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- The pupil's behaviour and level of risk presented at the time of the incident.
- The degree of force used.
- The effect on the pupil or member of staff concerned; and
- The child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is clearly distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- (a) Did the incident cause injury or distress to a member of staff or pupil?
- (b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made using the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the social care at the Local Authority.

All injuries will be reported and recorded in accordance with school procedures.

19.6 Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure all staff and pupils are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident the Head teacher and/or other staff will:

- (a) ensure the incident has been recorded;

- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 6.2 above.
- (d) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

19.7 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the whole school behaviour policy.

19.8 Other Physical Contact with Pupils

This school does not operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To administer first aid;

20. Allegations of Abuse against Staff and Other Adults Working in the School

20.1 General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of St. Joseph's School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School reference can also be made to the school's Whistleblowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance and the Cumbria LSCB procedures.

20.2 Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed via the LA Triage Team (0333 240 1727) and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

21. Drugs and Drug-Related Incidents

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 6.2 refers.

Drugs Education forms part of the PSHCE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is seen as important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.
-

21.1 Responsibilities

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. Miss Kennedy is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team and dealt with in accordance with these procedures.

21.2 Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

Medicines

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents/carers on this issue is available on request from the school.

Tobacco: In line with legislation, the school has a policy of No Smoking in the building and on the school site.

Alcohol: No alcohol is consumed during the course of the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

Solvents: The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances: No illegal or illicit substances should be brought to school or used on school premises.

21.3 What to do in the event of finding a drug or suspected illegal substance

- Take possession of the drug/substance and inform the Head teacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity.
- In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- The package should be signed by the person who discovered it and stored in a secure place.
- The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school
- In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order to protect all persons:
 - Do **NOT** attempt to pick up the needle.
 - If possible, cordon off the area to make it safe.
 - Inform the Head teacher/Senior Leadership Team member.
 - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery

21.4 What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia

- Request that the pupil hand over the article(s).
- Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
- Teachers can search a pupil's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used in order to complete the search.
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

21.5 Procedures for dealing with a pupil suspected to be under the influence of a drug or substance

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Head teacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and also taken with the pupil (for analysis).

All drug related incidents will be recorded.

21.6 When to contact the police/disciplinary action

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

- Where controlled drugs are found, these will be delivered to the police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

21.7 Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and in each case, the Head teacher will take into account the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils outwith school premises, the Head teacher or other member of staff will consult with the police.

22. Behaviour of Parents/Carers and Other Visitors to the School

St. Joseph's School encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. On the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'. A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

22.1 Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

22.2 Procedures for Dealing with Unacceptable Behaviour

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.

In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.

Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.

In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff.

Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

St. Joseph's School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

23. Unacceptable Use of Technology

St. Joseph's School takes the issue of unacceptable use of technology by any member of the school community very seriously. Please see the eSafety Policy for further Information

ENSURING GOOD BEHAVIOUR IN SCHOOLS - DfE

A Summary for Head Teachers, Governing Bodies, Teachers, Parents and Pupils

Introduction

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- Head teachers to help create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- Governing bodies and Head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- That every teacher will be focused on managing and improving children's behaviour.

This document summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

The Behaviour Policy

Every school must have a behaviour policy. The **Governing body** is responsible for setting general **principles that inform the behaviour policy**. The **Governing body** must consult the **Head teacher, school staff, parents and pupils** when developing these principles.

Head teachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Head teachers** must publicise the school behaviour policy, in writing, to **staff, parents and pupils** at least once a year.

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Punishment

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. **Head teachers** can also decide to **exclude a pupil for a fixed period (to suspend)** or to **permanently exclude** them.

Searching Pupils

School staff can search **pupils** with their consent for any item. A pupil's ability to give consent may, however, be influenced by the child's age or other factors.

Head teachers and **staff authorised by the head teacher** have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Use of Reasonable Force

All **school staff** have the power to use reasonable force to prevent **pupils** committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and **staff authorised by the Head teacher** can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The school's behaviour policy should set out the disciplinary action that will be taken against **pupils** who are found to have made malicious accusations against school staff.

Exclusion

The **Head teacher** decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and **the Governing body** must review the exclusion decision in certain circumstances, which includes all permanent exclusions.

Schools are under a duty to provide suitable full-time education for an excluded **pupil** from the sixth school day of any fixed period exclusion of more than five consecutive school days. **Local authorities** are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents

(References to parent or parents are to fathers as well as mothers, unless otherwise stated)

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives suitable full-time education either at a school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the **parent** may receive a school attendance order from the **local authority** requiring them to register their child at a school.

For school registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school Governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** applies for one.