

# Behaviour & Anti-Bullying Policy including Statement of Behaviour Principles

St John's Catholic Comprehensive School



*Excellence for All  
Service to Others  
Inspired by Christ*

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<b>Owner:</b>	Senior Assistant Headteacher (Pastoral)	<b>Quality Assures:</b>	Headteacher
<b>Approval:</b>	Full Governing Body Panel		

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## 1. Aims

The Catholic nature of the school sets the context for our policy. This is to provide a base for the effective and efficient working of the school, against a background of good Christian relationships with the promotion of mutual respect and understanding throughout the school community.

The school aims to be fair for all, whatever their background, ability, sex, race, colour or creed. Also inherent in this aim, is the promotion of respect for the property of all persons and the environment of the school.

The Governors require a structure which ensures these aims are met. A starting point for this is the positive recognition of good practice and achievement. In recognition of the fact that this is a human community, the structure will require rules and sanctions which the Governors expect the Headteacher and staff to set up, review on a regular basis and to operate consistently.

The Governors, in turn, will support the Headteacher and staff in carrying out such functions, to include the statutory Governors' responsibilities with respect to the exclusion of pupils.

This policy aims to:

- 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
- 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 in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate

pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

› [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. School Values & Behaviour Definitions

The school's values and beliefs are to:

- Assist parents/Carers in the Catholic education of their children.
- Ensure students are **READY, RESPECTFUL & SAFE** in all demonstrated behaviours.
- Give all students, no matter their ability, the opportunities, and facilities to develop their talents and interests.
- Encourage students to the highest academic standards of which they are capable, whether measured by external public examinations or by internal assessment throughout their time in school.
- Provide a disciplined Christian environment in which students are encouraged to give of their best in every way, and in which firm guidance for the welfare of the whole community, is combined with genuine justice and care for each individual.
- Operate as a community in which young people can develop towards the outcomes of being happy and confident, secure in the knowledge and practice of their faith, and aware of their responsibilities for themselves and towards others.
- We believe that the Management of Behaviour must be based on the Christian values of forgiveness, fairness and justice. We will strive to be consistent in this, taking into account the needs of each individual.
- We believe that the Management of Behaviour must be based on respect not only between pupils but also between pupils and staff.
- We believe that a structure of Behaviour Management must be based on rewards and praise as well as sanctions.
- We believe that consultation with parents/carers is vital in maintaining good behaviour and discipline and this shared responsibility forms part of the partnership between parents/carers and school.
- We understand that pupils will, at times, deviate from the accepted and expected standards of good behaviour and discipline. We will always give them the opportunity and encouragement to learn and improve from their mistakes. At the same time, we must always be aware of the welfare and development of the whole school community.

**NB:** It is the responsibility of all staff to model and promote positive behaviour. Collective responsibility is the key to maintaining high standards within our school community. A spirit of respect, helpfulness and good sense at all times is the best guide - for no set of rules can cover every situation. Respect other people and their property; always show care, courtesy and consideration.

**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

- A single incident of disruptive behaviour which results in serious disruption to learning or/and the smooth running of the school
- Any form of child-on-child abuse, including but may not be limited to:
  - Bullying
  - Abuse in intimate personal relationships between children
  - Physical abuse
  - 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, physical behaviour, and online sexual harassment
  - Causing someone to engage in sexual activity without consent
  - Upskirting
  - Initiation/hazing type violence and rituals
    - Misogyny/misandry
    - Vandalism
    - Theft
    - Fighting
    - Smoking
    - Racist, sexist, homophobic or discriminatory behaviour
    - Possession of any prohibited/banned items. These are:
      - Knives or weapons
      - Alcohol
      - Illegal drugs
      - Stolen items
      - Tobacco and cigarette papers
      - E-cigarettes or 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 the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is an activity which is totally unacceptable at St. John's. The Governors expect the Head teacher and staff to take every opportunity to make clear and certain, therefore, that:

- bullying has no part to play in the daily life of the school
- bullying is appropriately punished

We actively encourage pupil participation in everyday life of the school to fully integrate into the community way of life and so reduce bullying.

**For full details see the Anti-Bullying Policy, Appendix 2.**

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (Appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

### **5.2 The headteacher**

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing board.
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with 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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 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
- › Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour

- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- › Recording behaviour incidents promptly
- › 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 class teacher 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

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school adhering to the one-way system
- Treat the school buildings and school property 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, Smart watches & wireless audio devices

For Years 7-11, St John's operates a strict no-mobile phone policy. For these Year Groups, Mobile phones are not permitted to be used in school during any normal school day. They must be turned off/on silent from the time of arrival at the side gate to 3.20/4:05pm when pupils exit the side gate.

Any mobile phone which is seen, heard or there is evidence to say it has been used inside the school will be confiscated for 10 school days (including any weekends or bank holidays). Phones, including any card (SIM), will be placed in a named envelope in a school safe. Pupils who refuse to comply will be placed into an alternate internal provision until the device is handed in.

Some of the reasons behind this rule are as follows:

- They interrupt learning and cause distraction in lessons & around the school.
- These devices are expensive and can easily get damaged around the school.
- They can be used to access information during lessons/assessments.
- They can be used to distribute media that includes audio, image & video files of students.

Smart watches & wireless audio devices are not recommended to be brought into school. These devices link to the student's phone and act as a conduit.

If a student has been seen, or there is evidence that points towards, using a smart watch for any other reason than accessing the time, the device will fall in line with our mobile phone policy and be removed for 10 days.

Wireless audio devices, if seen on the students, will be confiscated and placed in an envelope for parents/carers to collect.

The school will not take any responsibility for any damage/loss to these devices as it is the choice of students and parents/carers that they are brought onsite.

Our Mobile phone policy is supported by, and in line with, the [mobile phone](#) and [behaviour](#) guidance from the DfE.

From September 2026, 6<sup>th</sup> form students will be permitted to use their mobile phones during breaks and lunchtimes, but only in designated areas. If they are seen using their mobile phone outside of these designated spaces, the phone will be confiscated and will need to be handed in daily to the Pastoral office for 10 school days.

## **Social Media**

Misuse of social media to intimidate, bullying or intentionally upset a fellow student, or make comments about staff members, even if this happens out of school hours will be dealt with in school and sanctions including suspensions may be applied.

## **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

**For details see the behaviour and entering/exiting the classroom procedure, Appendix 3**

### **7.2 Safeguarding**

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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.

### **7.3 Responding to good behaviour**

Our school rewards centre on the 'Good Comments' (GCs) system to recognise and reward positive behaviour, with GCs being logged and managed within the School Information Management System (SIMS). GCs are awarded for Excellence for All, Service to Others and Inspired by Christ. Staff are encouraged to phone at least one parent with a positive message each month as well as sending positive postcards home.

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 with:

- Verbal praise
- Reward slip (Green slips)
- Issuing of a Good Comment
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity (Reward Trips)

#### **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. Where a misdemeanour has taken place, the school will always look to provide advice and guidance in order to educate the pupil and to learn from their mistakes.

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, such as the use of pre-arranged scripts and phrases.

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:

- Receiving a Bad Comment
- Sanction slip (Orange slip)
- Sending the pupil out of the class (Exit)
- 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 break or 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/carers
- Agreeing a behaviour contract

- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances
- Report or seek advice from the police or other relevant external authorities

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.

**See Appendix 5 for more details regarding school sanctions**

## 7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

### 7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

Please see our Use of Restrictive Interventions Policy for more information

### 7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 2 members of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

### **7.5.3. Recording and reporting requirements**

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our Use of Restrictive Interventions Policy for more information on this legal duty

## **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/carers, 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 Head Teacher, 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 isn't worn wholly next to the skin or immediately over 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
- 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 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/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 Child protection 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/carers 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/carers, 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/carers 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 that involves exposure of intimate body parts, 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 Child protection 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 Child-on-child abuse**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our Safeguarding Policy. Our Safeguarding Policy contains further information on how we prevent and manage incidents of child-on-child abuse

## **7.8 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:

- 7.8.1 Taking part in any school-organised or school-related activity (e.g. school trips)
- 7.8.2 Travelling to or from school
- 7.8.3 Wearing school uniform
- 7.8.4 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:

- 7.8.5 Could have repercussions for the orderly running of the school
- 7.8.6 Poses a threat to another pupil
- 7.8.7 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).

## **7.9 Online misbehaviour**

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

- 7.9.1 It poses a threat or causes harm to another pupil
- 7.9.2 It could have repercussions for the orderly running of the school
- 7.9.3 It adversely affects the reputation of the school
- 7.9.4 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.

## **7.10 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 Head Teacher or Pastoral Lead 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.

### **7.11 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 or seek advice from the police or other relevant external authorities
  - Please refer to our child protection policy for more information

### **7.12 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 policy and formal complaints policy for more information on responding to allegations of abuse against staff or other pupils.

## **8 Serious sanctions**

### **8.1 Detention**

Pupils can be issued with detentions during break, after school or on weekends during term time. The school will decide whether it is necessary to inform the pupil's parents/carers.

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

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

### **8.2 Removal from classrooms (Isolation)**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

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 staff allocated to the Isolation Unit.

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

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.

Students will have this recorded in their school diary.

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

- › Use of teaching assistants
- › Short term behaviour report

- › Pupil support units (return to learn provision)
- › 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 characteristics of the pupil in the behaviour log.

Two or more exits in a week will result in a 2-hour Head Teacher detention.

### 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.

Suspension can be:

- 8.3.1 Internal suspension
- 8.3.2 Suspended to attend St. George's Provision
- 8.3.3 Fixed term suspension
- 8.3.4 Permanent (Expelled)

Please refer to our exclusions policy for more information.

## 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). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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.

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing 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 autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **9.2 Adapting sanctions for pupils with SEND**

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

- 9.2.1 Whether the pupil was unable to understand the rule or instruction?
- 9.2.2 Whether the pupil was unable to act differently at the time as a result of their SEND?
- 9.2.3 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 (SENCO) 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/carers 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.

<https://www.kent.gov.uk/education-and-children/schools>

## **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 like:

- Reintegration or restorative meetings between department leader & teacher
- Daily contact with the Head of Year or Pastoral Lead
- A report with personalised behaviour goals

## **11 Pupil transition**

### **11.1 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.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, 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.

## **12 Training**

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

- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour

Behaviour management will also form part of continuing professional development.

## **13 Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- 13.1.1 Behavioural incidents, including removal from the classroom
- 13.1.2 Attendance, permanent exclusion and suspension
- 13.1.3 Use of pupil support units, off-site directions
- 13.1.4 Incidents of searching, screening and confiscation
- 13.1.5 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 week by Mr J. Steadman (SAHT Pastoral) and shared with relevant staff, The data will be analysed from a variety of perspectives including:

- 13.1.6 At school level
- 13.1.7 By age group
- 13.1.8 At the level of individual members of staff
- 13.1.9 By time of day/week/term
- 13.1.10 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.

### › Behaviour Panel Reviews

Each term the school holds a Behaviour Panel Review Meeting to discuss any issues or needs of pupils in each year group. This meeting is attended by Year Leaders and senior staff with responsibility for welfare, behaviour and additional needs. The panel meeting determined any additional support or intervention needed.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and the governing body 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 Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by governing body annually.

## **14 Links with other policies**

This Behaviour Policy is linked to the following policies:

- › Use of Restrictive Interventions Policy
- › Exclusions & suspensions policy
- › Child protection policy
- › School Uniform Policy
- › Formal Complaints Policy

## Appendix 1: Written statement of behaviour principles

Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils. This statement will be regularly reviewed.

The purpose of this statement is to give guidance to the head in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school. Both the statement and the policy will be reviewed as part of the regular cycle operated by the governing body.

The Catholic nature of the school sets the context for our policy. This is to provide a base for the effective and efficient working of the school, against a background of good Christian relationships with the promotion of mutual respect and understanding throughout the school community.

Our approach to behaviour management must never be in conflict with the teachings of the Catholic Church. It must always support the school Mission Statement, Excellence for All, Service to Others and Inspired by Christ.

We believe that effective behaviour management requires the following features:

- A clear and simple approach that everyone understands. (Be ready, Be Respectful & Be Safe)
- Plenty of rewards for appropriate behaviour.
- A system for resolving poor behaviour choices (restorative approach)
- Increased support for pupils who have difficulty with their behaviour.

We believe that each member of our community should be treated with equal respect and given equal opportunities regardless of race, gender, age, sexuality, religion or disability. They have the right to feel secure and happy and share the responsibility to make sure that these are the experiences of all members of our community.

The impact of our policies and practices should be reviewed regularly to make sure we are doing all we can to promote good behaviour from our students.

This statement will be reviewed annually by the governing body.

## **Appendix 2: Anti-Bullying Policy**

**As a Catholic School, we would also wish to encourage the spiritual development of the pupils and students.**

The aim of the Anti-Bullying policy is to ensure that pupils learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to benefit fully from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- Physical – some examples are: hitting, kicking, taking personal belongings, damaging personal property.
- Verbal (name calling, insulting, making offensive or racist remarks, text messaging, emails, comments on social networking sites or writing offensive graffiti)
- Indirect (spreading nasty rumours, excluding someone from social groups)
- Cyber bullying (inappropriate use of social media, texting, etc.)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, presenting with disruptive behaviours, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

If bullying is suspected by a pupil, parent, or third party, this should be reported to pastoral or any member of staff.

### **Statutory duty of schools**

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils.

### **Implementation**

#### ***School***

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the relevant staff member who has been approached.
- A clear account of the incident will be recorded and given to the relevant member of the Year team/member of SLT.
- The student's pastoral team/SLT will interview all concerned and will record the incident.
- The Pastoral team will be kept informed and if it persists they will advise the appropriate subject teachers
- Parents/carers will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

#### ***Pupils***

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a Form Tutor/Pastoral Manager or member of staff of their choice
- Reassuring the pupil

- Offering continuous support
- Restoring self-esteem and confidence
- Mentoring by outside agencies

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrongdoing and need to change
- Informing parents or carers to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Restorative Justice
- A written contract
- Official warnings to cease offending
- Detention
- Exclusion from certain areas of school premises
- Internal exclusion
- Off-site direction to another school
- St George's/Thamesview
- Suspension
- Permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE Form time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

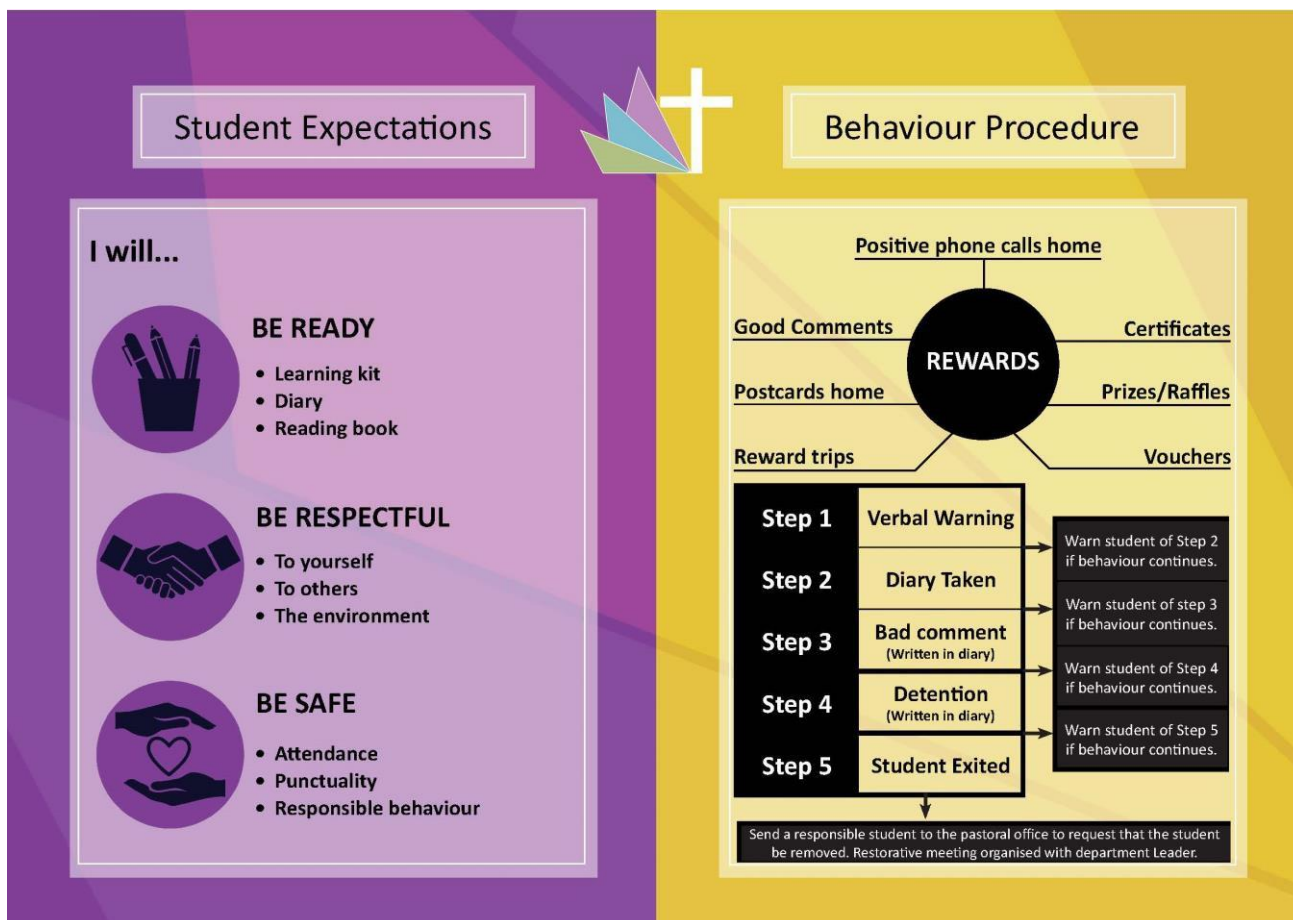
### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## Appendix 3: Behaviour procedures

### 1.1: Classroom behaviour procedure

Students are encouraged at St. John's to be **READY, RESPECTFUL & SAFE** in all their demonstrated behaviours. The below procedures will be followed by all staff within a classroom situation.



These posters are distributed into all classroom environments to ensure consistency amongst staff when dealing with misbehaviour in lessons.

### 1:2: Entry & Exit into classrooms

	Teacher Present	Teacher Absent
<b>Entering the classroom</b>	<ul style="list-style-type: none"> <li>Students enter the classroom &amp; stand behind chairs.</li> <li>3 items on the desk (Diary, reading book and learning kit).</li> <li>Teacher greets students and invites them to sit.</li> </ul>	<ul style="list-style-type: none"> <li>Students enter the classroom.</li> <li>Students sit down.</li> <li>3 items on the desk (Diary, reading book and learning kit).</li> <li>Students read.</li> <li>Students stand when teacher arrives.</li> <li>Teacher greets the students and invites them to sit.</li> </ul>

<b>Getting on in the classroom</b>	<ul style="list-style-type: none"> <li>• Staff will produce and prepare students appropriate to all students.</li> <li>• Progress will be regularly checked and assessed.</li> <li>• Support and extension opportunities will be incorporated.</li> <li>• Staff will reinforce the behaviour procedure shown in appendix 3 to promote a positive climate for learning.</li> </ul>
<b>Exiting the classroom</b>	<ul style="list-style-type: none"> <li>• Students asked to pack equipment away and ensure room is clean and tidy.</li> <li>• Students will stand behind their chairs.</li> <li>• Staff will wish the students a good morning/afternoon.</li> <li>• Staff to dismiss students row by row on time for their next lesson/break.</li> </ul>

### 1:3: Green & Orange slips

Staff may issue a green or orange slip to students as they travel around the school to promote a clam and safe environment.

All good and bad comments are uploaded daily to SIMs.



## Reward Slip

Date: \_\_\_\_\_ Form Group: \_\_\_\_\_

Student Name: \_\_\_\_\_

*Has been awarded a total of...*

**1 2 3 4 5** *(Please circle)*

*good comments for... (Please circle)*

Excellence for All	Service to Others	Inspired by Christ
GC1	GC2	GC3

Signed: \_\_\_\_\_ Teacher initials: \_\_\_\_\_

*Additional comments  
(Optional)*



## Sanction Slip

Date: \_\_\_\_\_ Form Group: \_\_\_\_\_

Student Name: \_\_\_\_\_

*Has received a bad comment for... (Please circle)*

Ready	Respect	Safe
BC1 - Not Prepared	BC2 - Rudeness	BC9 - One Way Breach
BC5 - Uniform	BC4 - Disruption	BC10 - Out of Bounds
<b>BC12 - Other</b>	BC7 - Littering/damage	BC11 - Unsafe Behaviour
	BC3 - Not following Instructions	
	BC6 - Lunch/break behaviour	

Signed: \_\_\_\_\_ Teacher initials: \_\_\_\_\_

*Uniform details*

*'Other' details*

## Appendix 4: Notes for staff on the Management of Behaviour

- Teachers should explain their expectations carefully to the students and display these with regard to work and behaviour in their learning areas, ensuring consistency across the school in relation to set routines.
- Teachers should make clear to students, at the beginning of each lesson, what they should achieve.
- Teachers should try to encourage good behaviour by positive reinforcements – praise, encouragement, the issuing of good comments as well as the display of students' work.
- Teachers should reward good work or behaviour using good comments in students' dairies.
- Prior to applying appropriate sanctions, teachers should give pupils clear warnings, explaining precisely what sanction will be given, if a particular kind of misbehaviour continues.
- Sanctions must be applied consistently, fairly and progressively and after school detentions must be the last resort once other lesser sanctions have been applied.
- Praise for students working and behaving well, and a real interest in their achievements, are the best ways of controlling and guiding student behaviour.
- Notes should be entered in students' diaries for both positive and negative actions to ensure parents/carers are kept informed. Also, these should be notes in the behaviour log within SIMS.
- Department Leaders should ensure that action is taken by the staff in their department in relation to students truanting subject lessons or, in relation to the Sixth Form, missing lessons. This should be done by informing the relevant Department Leaders/Year Leader and applying sanctions or giving warnings directly to the student.
- Department Leaders must support teachers who are experiencing difficulties with students in subject lessons by applying sanctions and monitoring the students' behaviour while on subject report. It is also possible to arrange withdrawal of such a student for a short period into another class.

### Classroom Management

- Teachers should ensure that their classrooms are good learning environment, with relevant displays, including displays of student work. They should take responsibility for the state of repair of that classroom, recording any repairs or damage in an email to Keir and cc the school Operations Manager.
- A copy of the school rules and expectations should be displayed prominently, and a copy of any special classroom rules established by the teacher should be displayed.
- Where possible, the teacher should be in the classroom before the students arrive and ensure the classroom is tidy and arranged appropriately for the lesson. Teachers will follow school procedure, 'Get them In, On, Out'
- Teachers must ensure that pupils are ready to leave the classroom at the end of the lesson and that by then the room is tidy, with no litter, and all tables and chairs are in place.
- At change of lessons teachers should, where practicable, stand at the entrance to the classroom and supervise the area outside.

### During each lesson teachers should ensure:

- The pupils have their learning kits, diaries, and a reading book on their desks.
- The students are silent while a register is taken and any suspicious absence is checked as soon as possible, emailing relevant staff (OOL).
- Year Leaders and Pastoral Managers should be informed of possible truants.

### At the end of each lesson teachers should:

- Ensure rooms are tidy and litter is collected.
- Supervise students leaving the room and the corridor near their classrooms at the change of lessons.

**Generally**

- All staff are asked to be vigilant throughout the day in terms of behaviour, dress and comportment, questioning and correcting inappropriate behaviour.
- If students continue to appear in lessons without the correct full uniform or without proper equipment, then form tutors and Pastoral should be informed.

## Appendix 5: Detentions

### School sanctions

A quiet word or a look of disapproval is often all that is required to bring about an improvement. However, if this does not work, teachers will follow the following steps.

- Issue a verbal warning and warn the student that if there is another transgression their diary will be taken.
- Take student's diary and inform him/her that if this behaviour is repeated a Bad Comment will be issued (written in student's diary and later logged in SIMS by the teacher)
- If the behaviour is repeated, issue a Bad comment (BC) and inform the student that any further infringements will result in a sanction (loss of time at break or lunchtime)
- Issue a detention and If there is no improvement the student must be removed from the lesson and placed in the isolation room for the remaining duration of that lesson.
- The teacher will send a responsible student to a Pastoral Office to seek adult support. The teacher will log this in SIMS.
- A restorative meeting between the staff member, head of department will take place prior to students returning to that lesson.

### Break and lunch-time detentions

These are effective as they should follow on the same day and shortly after the misbehaviour or misconduct. Work should always be set for these and completed in silence. They should never be longer than ten or fifteen minutes, unless for cases when students need to be out of circulation for the whole break or lunchtime for very specific reasons. Arrangements must be made at lunchtime for students to have their lunch.

### After- School Detentions

- These are the most serious sanction set by tutors and classroom teachers and must be treated as such. 24 hours' notice will be given in the case of after-school detention.
- A note is written in the student's diary.

### Headteacher Detention

This detention (2-hour Friday detention) is reserved for the most serious breaches of school rules. Referrals are made by Year Leaders, Department Leaders and SLT to the SLT member overseeing this detention and they will log this on SIMS.

Non-attendance to this detention will result in a phone call home on Friday to explain the following:

- Where a student truants this detention, the students will be isolated on Monday and expected to undertake a 2½ hour detention with the senior leadership team on Monday.
- If a student is absent on Friday, they will have an opportunity to complete this on Monday. If for some reason the student is absent both days, the detention will carry forward to the following Friday once. If the 2<sup>nd</sup> Friday is missed the student will complete the 2-hour detention on the next day they return to school.
- Accumulation of Headteacher detentions may lead to a Saturday (3-hour) detention or a referral to St George's/Thamesview. Refusal to attend a headteachers detention could also result in a suspension followed by a meeting with the student's parents/carers.

### Year Detentions Weekly Bad comments & Lates

Year Leaders will receive weekly detentions by the Pastoral Lead that detail students receiving 3 or more bad comments of lates to lessons within a week.

- 3 bad comments = 30-minute detention
- 4 bad comments = 45-minute detention
- 5 or more bad comments = 1 hour detention & behaviour report

- 3 lates to lesson = 30-minute detention
- 4 lates to lesson = 45-minute detention
- 5 or more lates to lesson = 1 hour detention & punctuality report

If a student appears on this list **2 weeks within any given term**, they will receive a Head teachers' detention.

If a student appears on this list **3 weeks within any term**, they will attend an alternate internal provision with parents/carers invited in for a meeting.

If a student appears on this list **4 weeks within any term**, they will be suspended to St. George's provision.

***Bad comment and lates are treated as separate issues.***

### **Subject Report**

Department Leaders may issue a Subject Report for students who display persistent poor behaviour in their subject.

### **Daily Report**

Student may be issued with a pastoral report, some examples of report are as follows:

- level A behaviour concern report- Form tutor or Pastoral manager (2 weeks)
- level B behaviour concern report - Year Leader/Deputy Year Leader (2 weeks)
- Level C behaviour concern report – Key Stage Leader (3 weeks)
- Level D behaviour concern report – SLT (4 weeks)
- A Positive Report – Issued to promote positive behaviours. Students may choose to go on this report and is usually issued by pastoral managers.
- A Settling-In Report – issued to new students joining our school.
- An Attendance/Punctuality report – monitors students getting to lessons and school

Students will be set targets on their reports that are monitored daily by their pastoral teams. Students will need to give their reports to each of their teachers to complete. Most reports ask staff to state the student's attitude towards learning (A2L) along with 2 specific targets.

The report is then shared with parents/carers, signed, and returned to school.

### **Suspensions**

Suspension is a last resort and is only applied in the most serious breaches of school rules.

- Internal Suspension - students can be taken out of lessons to work in the inclusion room/Return to Learn on the recommendation of their Year leader or member of SLT.
- Suspension to St George's/Thamesview – to prevent a Suspension on a pupil's record, the pupil will be expected to attend St George's/Thamesview inclusion room for a set period of time. They will complete work that is set by their teachers.
- External Suspension –students can be Suspension for a fixed term, usually one, two or three days, by the Headteacher on the recommendation of a member of the SLT. A return to school meeting with the Year Leader, Pastoral Manager and Senior Leader takes place prior to the pupil returning to school, after which the pupil is placed on a Level B report for ten school days.
- Permanent exclusions (Expelled)– the student is expected to find a new school. Parents/carers have the right of appeal to an independent panel.

### **Off-site direction/Managed Moves/Respite:**

If a pupil has accrued a number of Suspensions or their behaviour is persistently disrupting the learning of others there will be a discussion as to whether they will move to another school. Every 3 weeks, the 6 local schools in Gravesham meet to find a way forward for pupils who are not succeeding in their present school.

If a pupil returns to St John's following an unsuccessful off-site direction, a meeting may be held with

Governors to discuss future expectations.

A pupil may be sent to respite for a set period of time, which is an off-site provision in order to improve their behaviour.

### **Uniform Sanctions**

All students in Years 7 to 11 must wear the correct school uniform when travelling to and from school, during the school day and on journeys, events and visits arranged by the school. The school uniform must be worn tidily and correctly. The school reserves the right to send students home to change if they are not in the correct clothes and to confiscate items of inappropriate clothing. Hairstyle is considered part of our uniform policy.

## Appendix 6: Suspension and Permanent Exclusion Procedures

### 1. Introduction

This appendix outlines the procedures for suspensions and permanent exclusions at St John's Catholic Comprehensive School, in line with **DfE statutory guidance (2022)**. These procedures ensure fairness, transparency, and compliance with legal obligations.

### 2. Authority to Exclude

- Only the **Headteacher** (or the Associate/Senior Assistant Headteacher in their absence) has the authority to issue a **suspension or permanent exclusion**.
- All decisions will be **proportionate, reasonable, and lawful**, considering the pupil's age, needs, and the circumstances of the incident.

### 3. Types of Exclusion

- **Suspension (Fixed-Term Exclusion):** The pupil is temporarily removed from school for a **defined number of days** (up to 45 days in an academic year).
- **Permanent Exclusion:** The pupil is removed from the school roll due to a serious breach of the school's behaviour policy and/or persistent disruptive behaviour.

### 4. Notification and Communication

- **As soon as the decision to exclude/suspend has been made, parents/carers will be informed (verbally)**, followed by a written letter detailing:
  - The reason for exclusion.
  - The length of exclusion (if applicable).
  - The right to make representations to the **Governing Board**.
  - The right to appeal via an **Independent Review Panel (IRP)** if a permanent exclusion is upheld.
- **Local Authority (LA) and Chairs of Governors will be informed** within one school day if the exclusion is:
  - Permanent.
  - A fixed-term exclusion of more than 5 days.
  - Part of a pattern of suspensions leading to 15+ days in a term.

### 5. Alternative Provision (For Exclusions Exceeding 5 Days)

- For suspensions **exceeding 5 days**, the school will arrange **suitable full-time education** at an alternative provision from Day 6 onwards.
- Parents will be informed of the arrangements before Day 6.

### 6. Governing Board's Role

- The **Governors' Pupil Discipline Committee** will review exclusions:
  - **For all permanent exclusions.**
  - **Upon parental request** for suspensions longer than 5 days in a term.
  - **Automatically** for suspensions exceeding 15 days in a term.

- They will assess:
  - Whether the decision was **lawful, reasonable, and procedurally fair**.
  - Whether **reasonable adjustments** were considered for SEND pupils.

## 7. Independent Review Panel (IRP) Process (For Permanent Exclusions)

- If parents/carers **disagree with the Governing Board's decision**, they may request an **Independent Review Panel (IRP)** within **15 school days**.
- The IRP can:
  - **Uphold** the exclusion.
  - **Quash** the decision and ask the Governors to reconsider.
- If the **Governors do not reinstate the student**, a note will be added to the pupil's record stating that the IRP recommended reconsideration.

## 8. Reintegration After Suspension

- A **reintegration meeting** will be held with the student, parents, and an appropriate staff member (usually a senior member of staff or a member of the student's respective Year team).
- Support plans may be implemented, including:
  - **Behaviour agreements**.
  - **Pastoral interventions**.
  - **SEND support adjustments** (where applicable).

## 9. Monitoring and Review of Exclusions

- The **Senior Leadership Team (SLT) and Governors** will monitor exclusion data to:
  - Identify any **disproportionate patterns** (e.g., exclusions affecting SEND or minority groups).
  - Ensure exclusions are used **fairly and consistently**.
  - Provide reports to the **Governing Board** and **Local Authority**.

## 10. Appeals and Complaints

- Parents/carers **may challenge** the decision through:
  - The **Governors' Pupil Discipline Committee**.
  - The **Independent Review Panel (for permanent exclusions)**.
  - The **Local Government Ombudsman (for maintained schools)** or **ESFA (for academies)** if they believe the process was unfair.

This appendix ensures that our exclusion procedures align with **DfE guidance, safeguarding principles, and the school's ethos** of fairness and inclusion.

## Appendix 7: The Student Code & Home-School Agreement

The below is not a definitive list but builds on our three overarching rules of being Ready, Respectful and Safe.

Staff are encouraged to use these words during their conversations with students throughout the course of the school day.

### BE READY

- Arrive to school and lessons on time.
- Full uniform/PE Kit must be worn correctly as per our uniform policy.
- Diaries, reading books and learning kits must be taken to every lesson.
- Students must bring all relevant/specialist equipment to their lessons.
- Homework must be submitted on time and be of a good quality.
- Wireless audio devices are not allowed in school.
- Mobile phones, if brought to school, must be switched off during the working day.

### BE RESPECTFUL

- Treat others as you would expect to be treated.
- Always address peers & staff in a respectful calm manner.
- Students should treat the school facilities in a respectful manner.
- Eating is only permitted in designated areas.
- No food or drink on the school MUGA during break and lunchtime.
- Students should look after the school environment (no graffiti, litter etc.)
- At breaks and lunchtimes students must stay in their designated areas which are supervised.
- Litter must be placed in litter bins provided.
- Chewing gum is not permitted anywhere on the school premises (carries the sanction of a Head Teachers detention).

### BE SAFE

- Move around buildings quietly, following the one-way systems.
- Cycling on the school premises is not permitted.
- Football is only to be played on the MUGA during breaks/lunches (not mornings).
- Silence to be always observed during emergency evacuations.
- Students must not behave in a manner that is likely to cause injury or damage to themselves, others, property, clothes, or belongings.
- Cans and glass bottles are not permitted on the premises.
- Paths must be used when entering or leaving the school, especially when using the front gate.
- Students must use the designated crossing points on the main drive.
- Students may not leave the school during the working day unless they have written permission from their pastoral team

### Our Home-School Agreement

Copies of this are placed in the student's planner and signed by parents/carers at the beginning of the Year.

#### The school will:

- Provide a high-quality education in a safe, caring and orderly environment for your child based on the Christian values expressed in the Gospels.
- Let you know about any concerns or problems that affect your child's work or behaviour

by use of the school diary, letter, or interview.

- Contact you if there is a problem with your child's attendance, punctuality, or health.
- Provide termly assessments and an annual report to keep you informed of your child's progress.
- Set, mark, and monitor homework as required by the school homework policy.
- Arrange at least one annual parents'/carers' evening during which your child's progress will be discussed with you.
- Provide a range of extra-curricular activities for your child.
- Keep you informed about school activities via parent mail and the school website.

**Mr M Barron** Headteacher

### **The Parents/Guardians**

#### **I/We will:**

- Support the school's Christian ethos.
- Make the school aware of any concerns or problems that might affect my/our child's work or behaviour.
- See that my/our child goes to school regularly, on time, properly equipped and in full school uniform.
- Inform the school on the first day of absence and provide a note on my/our child's return.
- Support the school's policies and guidelines for behaviour and ensure that my/our child always follows the school's Code of Conduct, as printed in the school diary.
- Support, engage and monitor my/our child with their homework and other opportunities for home learning.
- Attend parents'/carers' evenings and discussions about my/our child's progress.
- Get to know about my/our child's life at school.
- Support the school's extra-curricular activities and ensure that my/our child represents the school at events and sporting fixtures if selected.
- Ensure my/our child takes responsibility for their own learning.

### **The Pupil**

#### **I will:**

- Support the Christian ethos, follow the school's Code of Conduct and be always a good ambassador for the school.
- Attend school each day and be punctual to school and lessons.
- Bring all books and equipment I need at school each day and look after them.
- Wear the school uniform and be always tidy in appearance.
- Do all my classwork and homework to the best of my ability and to the satisfaction of my teacher.
- Be polite, helpful, and respectful at all times.
- Keep the school free from litter and graffiti.
- Support all school events as requested or required by the school.
- Actively engage in my learning in response to the teaching provided.