

# St Edmund Arrowsmith Catholic Centre for Learning



## Behaviour Policy

**Date approved by Governing Body: 23<sup>rd</sup> November 2017**

**Date of Review: November 2018**

**Audience:** Governors, Teaching Staff, Support Staff, Parents/carers and Students

## **Rationale**

This policy is based on guidance from the Department for Education; Behaviour and Discipline in Schools (January 2016). It also utilises other governmental advice and guidance in conjunction with Knowsley Metropolitan Borough Council.

At St Edmund Arrowsmith Catholic Centre for Learning we aim to create a stimulating, safe, caring and positive learning environment where everyone can be happy and successful and where effective learning and teaching can take place. Central to this ethos is the understanding of rights, respect, responsibilities, actions and consequences.

St Edmund Arrowsmith Catholic Centre for Learning expects:

- All students to show respect and courtesy towards teachers, other staff and towards each other.
- Parents/carers to encourage their children to show that respect and support the school's authority to discipline its students.
- A culture of respect by supporting their staff's authority to discipline students and ensure that this happens consistently across the school.
- That every teacher will be good at managing and improving children's behaviour.

## **The Principles**

St Edmund Arrowsmith Catholic Centre for Learning believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by setting out clear measures outlining how St Edmund Arrowsmith Catholic Centre for Learning will:

- Promote desired behaviour and discipline;
- Promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensure equality and fairness of treatment for all;
- Encourage consistency of response to both positive and negative behaviour;
- Promote early intervention;
- Provide a safe environment; free from disruption, violence, bullying and any form of harassment;
- Encourage a positive relationship with parents/carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- Promote a culture of praise and encouragement in which all students can achieve.

## **Responsibilities of St Edmund Arrowsmith CCfL, Students and Parents/carers**

### **St Edmund Arrowsmith CCfL:**

- To ensure the whole school community is consulted about the principles of the Behaviour Policy.

- To establish and clearly communicate measures to ensure good order, respect and discipline.
- To ensure the school Behaviour Policy does not discriminate against any student on, for example, grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and, as appropriate reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably- taking into account of the needs of SEND and the needs of vulnerable children and offering support as appropriate.
- To make alternative provision from day six for students excluded for a fixed period and to arrange reintegration interviews for parents/carers at the end of a fixed period exclusion.
- To take all reasonable measures to protect the safety and well-being of staff and students including preventing all forms of bullying and dealing effectively with reports of and complaints about bullying.
- To ensure staff model good behaviour and never denigrate students or colleagues.
- To promote positive behaviour through active development of students' social, emotional and behavioural skills.
- To keep parents/carers informed of their child's behaviour- good as well as bad. Use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

#### **Students:**

- To follow reasonable instructions by staff, to apply CCfL standards and accept sanctions in an appropriate way.
- To act as positive ambassadors for the CCfL at all times including when off school premises.
- Not to bring inappropriate or unlawful items to the CCfL.
- To show respect to school staff, fellow students, CCfL property and the CCfL environment.
- Never to denigrate, harm or bully other students or staff.
- To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes.

#### **Parents/carers:**

- To respect the CCfL Behaviour Policy and the disciplinary authority of school staff.
- To help ensure that their child follows reasonable instructions by CCfL staff and adhere to school rules.
- To send their children to the CCfL each day punctually, equipped and ready to learn.
- To ensure CCfL staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviour outside the norm.

- To be prepared to work with the CCfL to support their child's positive behaviour.
- To attend meetings with school staff, if requested, to discuss their child's behaviour.
- If their child is excluded from the CCfL, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, to attend a reintegration interview with the CCfL at the end of the fixed period of exclusion.
- If parents/carers change their telephone number and/or contact details there is an expectation that they will inform the CCfL.
- It is the parent's responsibility to ensure that their child behaves well in school and conforms to the expected and required standards of behaviour.

### **How Expected Behaviour Is Communicated**

At St Edmund Arrowsmith Catholic Centre for Learning expectations of behaviour are expected to be applied consistently across all year groups and in every subject area. Prospective students and parents/carers are informed of these standards in meetings prior to commencement of education at the CCfL. Parents/carers, students and staff are encouraged to sign the 'home school agreement' to show commitment to working in partnership and agreement with CCfL rules. Current students, parents/carers and staff are reminded of these expectations regularly via the school website, newsletters and the student planner. Students are also reminded in lessons, assemblies and form time.

### **How Positive Behaviour Is Taught**

In order for the students to make conscious decisions about the right way to behave in a variety of circumstances/situations form tutors deliver a Citizenship lesson each week. These lessons encompass a broad range of themes that influence behaviour such as British values, prejudice, racism, homophobia, personal qualities and emotional health.

Each year group has a weekly assembly led by a senior member of staff, Progress Leader or by an external speaker. The assembly themes are planned to cover a wide range of spiritual, moral, social and emotional issues that are pertinent to our students and there is always an element of the assembly that requires students to reflect upon their own values, beliefs and Catholicity.

The assembly themes are intended to be interchangeable as we will deviate from the planned theme if we believe that world or local events require exploration and explanation. We also use assembly time to reinforce the standards and values that we expect to be shown by our students. All curriculum areas have elements of spiritual, moral, social and cultural education at times which also help to promote positive behaviour.

### **Statement of General Expectations That Apply To All Members of Our Community**

- Be polite and respectful to everyone at all times.
- When moving in and around the building walk quietly – running and shouting is not acceptable.
- Walk on the left in the corridors and when using the stairs.
- Always be on time to school and each lesson.

- Use the bins provided for litter.
- Full school uniform must be worn at all times. For more information refer to the uniform policy.

**Members of the CCfL Community are not expected to:**

- Use obscene, racist, homophobic, sexist or transphobic language.
- Behave in a manner that may be perceived as threatening or aggressive.
- Truant or abscond from school.
- Vandalise property.
- Bully others

**Rules, Rewards and Sanctions**

St Edmund Arrowsmith CCfL standards are the basic standards that every student is expected to maintain throughout their time at the CCfL. The CCfL Standards are made up of 3 expectations which are to be...

- Ready
- Respectful
- Safe

**Excellence standards:**

100% attendance

100% punctuality

No C3s (*Please see 'Behaviour management in the classroom' for an explanation*)

Full equipment for learning (Stationery and PE Kit)

Participate in extra-curricular events and/or represent the CCfL

Demonstrate a positive attitude to learning

**Punctuality:**

Students are expected to arrive on time to every lesson. Students should aim to be in the CCfL by 8:35am. Any student arriving later than 8:45am will be required to wait in the lates waiting area supervised by CCfL staff.

A student arriving late to lesson will be marked late on the register and have the number of minutes recorded using SIMS. This will be monitored and tracked in conjunction with the Attendance Policy. This information will be regularly fed back to parents/carers. Rewards and sanctions are available for punctuality.

**Rewards and Sanctions:**

The best and most successful approach to creating a positive ethos is to treat students positively, by praising them, offering them encouragement and acknowledging their

achievements both inside and outside of school. The school aims to develop a culture of respect, both personal and to others. Through this, we expect students to aspire to their personal best in all aspects of their school career. St Edmund Arrowsmith Catholic Centre for Learning will ensure students know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards and acknowledgement:

## Rewards

Rewards occur in a variety of ways including:

- Positive points on the CCfL behaviour monitoring system.
- Verbal/written praise
- Stickers/ stamps
- Phone calls to parents/ carers

The more formal rewards come in the form of:

- Praise postcards/texts – are sent home each week to students who have displayed positive learning attributes.
- Attendance and punctuality letters – each term every student receives a letter about their attendance and punctuality to the CCfL. St Edmund Arrowsmith also has rewards for excellent punctuality and attendance by individuals and by forms.
- Staff nominate students for recognition when they go ‘over and above’ what is expected of them or when they perform ‘random acts of kindness’. This is acknowledged by a certificate amongst other potential rewards.
- Good behaviour/attitude letters – each term form tutors nominate students in their form who deserve to receive a formal letter from the Principal recognising the contribution of their behaviour and attitude to learning. Information from excellence checks and the CCfL behaviour monitoring system will contribute to helping make those decisions.
- Rewards trips – each week form tutors complete ‘Excellence Checks’ on the students in their form. The staff check for the ‘CCfL Excellence Standards’ outlined above. If a student achieves enough ‘Excellence Points’ in a term they will be invited to a rewards event. These events may include visits to the theatre, restaurants, bowling, cinema or amusement parks.

## Sanctions

We employ a variety of sanctions at St Edmund Arrowsmith Catholic Centre for Learning that we consider to be fair and proportionate to the incident that has occurred.

*Examples of behaviour and possible sanctions include:*

Behaviour	Sanction
Violence or Aggressive behaviour	Detention, Remove, Inclusion, Exclusion
Obscene language	Detention, Remove, Inclusion, Exclusion
Swearing at staff	Remove, Exclusion
Defiance/Disrespect	Detention, Remove, Inclusion, Exclusion
Truancy	Detention, Remove, Inclusion

Smoking	Letter to parents/carers, Detention, Remove, Exclusion
Classroom disruption (C1-C3)	Detention, Remove, Inclusion, Exclusion, Class teacher sanctions.
Lateness	Detention, Remove, Fine Procedures
Mobile device in class/lesson change over	Confiscation – Mobile Device Policy
Incorrect uniform	Student borrows uniform
Contraband	Confiscation – Behaviour Policy
Misbehaviour during unstructured/social time	Detention, supervised unstructured time by a parent/carer
Failure to provide correct equipment for learning	Detention
Breach of E-safety regulations	Detention, Remove, Inclusion, Exclusion Letter to parents/carer Ban from internet access

*The table of behaviour and sanctions is a guide only – sanctions can vary for a number of reasons i.e. the students' previous behaviour record might indicate that a more serious sanction is required than is indicated above.*

At St Edmund Arrowsmith CCfL we believe in the use of restorative conversations after incidents of aggression, the use of obscene language and persistent classroom disruption. These conversations are usually facilitated by the pastoral team and members of the core leadership team. The aim behind this is to ensure students take responsibility for their actions and understand the consequences their conduct has had on the learning environment. Parents/carers are contacted regarding poor behaviour at St Edmund Arrowsmith CCfL. We value partnership with parents/carers and work together to improve standards at the CCfL.

A long and varied list of sanctions is necessary in order that an appropriate response can be made. It is important that early order sanctions are not by-passed since this leaves the school with only a limited number of more extreme alternatives. Threats which leave little room for manoeuvre are best avoided and likewise it is better to identify individuals rather than to deal out generalised group punishments which can lead to a sense of injustice. Disciplinary problems are best dealt with at an early stage with the immediate checking of unacceptable behaviour.

#### **Sanctions available to all members of staff:**

- Contact with parents/carers via telephone.
- Negative points on the CCfL behaviour monitoring system.
- Verbal/non-verbal indications of disapproval.
- Repetition of unsatisfactory work.
- A report to parents/carers in the student's planner.
- Detention within school hours (e.g. time in at break/lunch). If the detention takes place during lunch time, students must be given time to eat their lunch and visit the toilet.

- Detention after school closes – using the behaviour management strategy.
- Reference to appropriate colleagues (e.g. Head of Department, Progress Leader, Form Tutor).

#### **Sanctions available to Subject Leaders:**

- Contact with parents/carers via telephone and meetings.
- Negative points on the CCfL behaviour monitoring system.
- Detention after school closes – using the behaviour management strategy.
- Withdrawal of privileges within the department.
- Removal to another class using the buddy system or long term.
- Use of C3 area that could lead to use of the Remove room.
- Subject report.
- Reference to appropriate colleagues (e.g. Senior Leadership Team, Progress Leader and/or Form Tutor).

#### **Sanctions available to the Pastoral and Senior Leadership Team:**

- Issue of a report booklet.
- Contact with parents/carers via telephone and meetings.
- Supervised unstructured/social time.
- Withdrawal of privileges within the year group.
- Acceptable behaviour contract.
- Remove room – for a set time as determined by staff.
- Reference to appropriate colleagues (e.g. Senior Leadership Team, Head of Department and/or Form Tutor).
- Pastoral Support Programme/Options for Change Meetings
- Turn-around projects

#### **Sanctions available to the Principal:**

- Contact with parents/carers via telephone and meetings.
- Detention after school closes – using the behaviour management strategy.
- Reference to appropriate colleagues (e.g. Senior Leadership Team, Head of Department, Progress Leader and/or Form Tutor).
- Reference to the Governors' Disciplinary Committee.
- Internal exclusion.
- Fixed term exclusion.
- Permanent exclusion.
- Managed moves with other schools (Trial Placements).
- Any other sanction the Principal deems appropriate.

#### **Classroom Behaviour Management System (C3 System)**

At St Edmund Arrowsmith CCfL we apply a consistent approach to managing and monitoring behaviour in the classroom, outlined below. We use a 'Choice, Chance, Consequence' system (C3 System) of behaviour management across the CCfL (Appendix 1).

This system ensures that disruption to lessons is minimal. When students choose not to adhere to classroom expectations the teacher will remind them that they are making the wrong CHOICE and will explain what the student needs to change with regard to their behaviour. This results in students being issued with a C1.

If the student fails to make the correct choice by demonstrating behaviour that is not meeting the CCfL high expectations the teacher will issue a C2. This will be the student's final CHANCE to correct his/her behaviour before other sanctions are imposed. If the student's behaviour continues to disrupt then a teacher will issue a C3. This will result in the student being removed from the lesson and the student will now face a CONSEQUENCE.

When a student receives a C3 they go to the "C3 area" to continue with their lesson. This can allow the child to regain their focus to ensure they are ready to learn in other lessons throughout the day. The student will work with the other class for the duration of that lesson.

If a student receives a C3 in a given day, they are automatically placed on detention on a that night for 30 minutes.

Any student receiving two C3s in a day will be placed in the Remove room until 3:45pm.

### **Double Lessons:**

In some subjects students will take part in double lessons. During a double lesson the classroom management behaviour strategy will still apply with slight variations. In some instances students access triple lessons and the same strategy will apply.

If a student receives a C1 or C2 during the first half of the double lesson; that student will commence the second half of the lesson on a C2. This will ensure that students cannot demonstrate persistent low level disruption which may affect other students negatively.

If a student receives a C3 during the first half of the double lesson, that student will have been removed and spent time in the "C3 area" At lesson changeover the student will return to the class on a C2. If a student continues to cause disruption the student would receive a C3; this would now be classed as a second C3 for the day and the student would be placed in Remove until 4:00pm.

### **Low Level Disruption:**

Low level disruption not only seriously affects the learning of the student disrupting the lesson but directly affects the learning of other students present and the teacher's ability to teach effectively. At St Edmund Arrowsmith CCfL persistent low level disruption is deemed to be when a C3 is issued. Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of low level disruption, however, this list is not exhaustive.

- A failure to follow instructions at the first time of asking.
- Displaying behaviour that prevents other students from learning.
- A refusal to engage in the learning process.
- Disrespectful responses to staff.

Through classroom behaviour management strategy, St Edmund Arrowsmith CCfL intends to address the issue of low level disruption whilst at the same time dealing effectively with more serious examples of inappropriate or anti-social behaviour.

### **Mid – High Level Disruption:**

For disruption that has a significant effect on a student's learning and/or safety a C3 may be issued without a C1 or C2 being given. This is discretionary and where this action is taken it is to prevent an incident escalating further.

### **Detentions**

Detentions are an integral part of the behaviour system. St Edmund Arrowsmith CCfL will endeavour to text parents/carers informing them if their son/daughter is being kept on detention that evening. The government gives teachers the power to issue a detention to a child as part of the school's agreed sanctions.

St Edmund Arrowsmith CCfL uses detentions outside of school hours, before the beginning of the school day, at break and lunch time and after school. If students fail to attend the initial detention, this may be rearranged. Continued failure to attend a detention will result in the sanction being increased and potential use of other CCfL sanctions. St Edmund Arrowsmith CCfL can also use staff training days for detentions. Consideration will also be given to using Saturday mornings for detentions if children do not attend detentions during the school week. Saturday morning detentions cannot apply to those preceding a school holiday.

St Edmund Arrowsmith CCfL is not required to seek parental consent for the student to be kept on detention as this is not required by the Department for Education (January, 2016). St Edmund Arrowsmith CCfL will endeavour to contact parents/carers via text to inform them of a detention lasting longer than 1 hour.

St Edmund Arrowsmith CCfL issues detentions through the classroom behaviour management strategy, outlined previously. Teachers and other school staff also have the right to impose detentions on students to be conducted outside of school hours for actions that may not have been suitable to deal with using the classroom behaviour management strategy. The member of staff will arrange this with the student.

Students are expected to conduct themselves appropriately whilst on detention. The expectations for a detention are those that would be expected during a lesson. Students may complete work previously missed, continue with a piece of work or complete a restorative meeting. If a student is deemed to have failed a detention the detention may be set again

with that member of staff. Continued poor behaviour or conduct whilst on detention could result in the detention being increased or other CCfL sanctions being applied.

St Edmund Arrowsmith CCfL staff, after discussion with the student's Progress Leader, may consider not putting a child on detention out of school hours if any of the following points apply:

- the detention is likely to put the student at risk
- the student is a young carer
- if suitable travel arrangements cannot be made

In these cases students will be required to complete a detention during break or lunch time.

### **Reports**

Reports are used to monitor the behaviour and attitude to learning of a student. The value of being placed on report lies in the conversations between the student, the staff monitoring the report and the parents/carers. Ideally all parties work collaboratively to discuss the things that the student does well and to improve the aspects that they do not do so well with.

A student is initially placed on report with their form tutor for a period of 2 weeks after receiving 10 C3 incidents. A student may also start a Subject report with the Head of Department if problems are only occurring in one subject. After 2 weeks the student either comes off report if they have done well or they are moved to a higher tier of report if they continue to show no improvement in a number of subjects.

They will be placed on a subject specific report for monitoring if the issue appears to be in only one or two subjects. At this stage there would usually be a restorative conversation between the student and the class teacher facilitated by a member of the pastoral team to find out exactly what the barriers to success are and ways of overcoming them. Subject leaders would be expected to liaise closely with the subject teacher and student to monitor the situation.

#### **The tiers of report include:**

- Subject report with Head of Department
- Form Tutor report
- Progress Leader report
- SLT Report
- Punctuality report

At St Edmund Arrowsmith CCfL we have a variety of reports to suit the needs of our learners which are applied in a staged approach (Appendix 2).

## **Remove Room**

Remove can be used for an incident that has occurred that day or can be planned in advance. Where Remove is planned in advance parents/carers are contacted and the student is placed in Remove from 10.00am until 3:45pm.

Work is provided whilst the student is in Remove. Wherever possible they will complete the work that they should be doing that day in class but this is not always possible. For this reason there is always appropriate, levelled maths and English work to complete.

Members of the Pastoral Team and Senior Leadership Team are able to place students in Remove. Heads of Department may also utilise Remove through communication with the Resolve member of staff. They monitor its' use in terms of the number of times a student is placed in Remove and the reasons behind the need for the student to be placed in Remove. If a student fails to adhere to Remove room expectations other sanctions may follow such as a further day in Remove, Internal Exclusion or Fixed Term Exclusion.

## **Internal Exclusion**

Students who persistently do not follow the behavioural system and continue to break the rules could face internal exclusion. An example of behaviour that may result in internal exclusion is a serious incident or failure to meet Remove room expectations. There are other behaviours that could result in internal exclusion too. Internal exclusion is a sanction that can only be decided by the Principal (or designated Deputising Principal in their absence).

Internal exclusion is used for a short period of time, and will be staffed by senior members of St Edmund Arrowsmith CCfL. Students are required to complete work as set by the member of staff. Internal exclusion will be prearranged by a Senior Leader, Progress Leader and the parent/carer.

## **Alternative Provision/Turn Around Projects**

Alternative Provision is used for all key stage students in the form of long term placements or turn around projects. The CCfL believes all children, including those in Alternative Provision settings, deserve a high quality education. Alternative Provision is for students who cannot attend mainstream school for a variety of reasons such as behavioural issues, short or long term illness, school refusal or teenage pregnancy. Turn around projects are used when students are demonstrating poor choices in behaviour within the CCfL and the wider community. Turn around projects tend to last for 6 weeks with a thorough monitoring and evaluation procedure pre, during and post project. It is expected that parents/carers will support the decision to engage a student with Alternative Provision/Turn Around Projects.

Alternative Provision and turn around projects may also be considered, at the CCfL discretion, when the following points are of a concern.

- The student's key talents are not being developed through the national curriculum. Alternative Provision recognises that we are all individuals with different strengths and weaknesses.

- The student has had one or more fixed term exclusions and is considered to be at risk of permanent exclusion from school. Alternative Provision is a strategy to avoid permanent exclusion for students and to encourage an inclusive education.
- The student has not been attending school regularly for whatever reason, and progress towards qualifications may be jeopardised. Alternative Provision offers a different setting with a broader choice of subjects for students which may encourage attendance.

All Alternative Provision providers are part of the Knowsley MBC Framework for Alternative Educational Providers. (*Knowsley Quality Assurance Framework for Alternative Educational Provision 2016-17, Options for Change Protocol 2016-17 and Secondary Standards and Service Agreement 2016-17*).

### **Exclusion from St Edmund Arrowsmith CCfL**

We do not wish to exclude a student from school but in certain instances this maybe absolutely necessary. An exclusion from school, either fixed or permanent, is an extremely serious sanction and should be regarded as such by students, parents/carers and teachers. The Principal (or designated Deputising Principal if Principal is absent) is the only person who can effect an exclusion. It is not the case that exclusion is automatically triggered by specific events. However, certain actions increase the probability that an exclusion could take place depending on circumstances, context and the individual involved.

#### **Actions that may merit the consideration of a fixed term or permanent exclusion:**

- Bullying, violence, racial abuse, homophobia, sexual harassment and threatening behaviour.
- Unprovoked assaults.
- Health and safety situations endangering self and/or others.
- Fighting – persistent or a violent incident.
- Repeated offences against the good order of the school. This may include repeated use of foul language to a member of staff; repeatedly refusing reasonable request from a member of staff; repeatedly walking defiantly away from members of staff; violence and/or threat to a member of staff.
- Actions which, if they were to happen outside of school, would be against the law.
- Drug related issues.
- Serious disruptive behaviour prejudicial to the safety, welfare and teaching of children and others in the CCfL.

#### **Permanent Exclusion:**

- As a result of a very serious single act.
- As a result of repeated fixed term exclusions, and only then after alternative avenues of support and guidance have been exhausted, but with no positive effect.
- When the school felt they have exhausted strategies to support and improve the behaviour and have not achieved the desired effect.

### **An Exclusion is Used:**

- To highlight the seriousness of an action for the individual and to put down a 'marker' that as a school we find the action unacceptable.
- For a period of reflection by the school with parents/carers.
- For a period of reflection by the individual with parents/carers.
- As an opportunity for investigation and consultation with outside agencies.
- To allow a period of reflection whilst investigations and meetings with parents/carers take place.

### **Period of Exclusion:**

One day is normal in the first instance, but the severity of the incident needs to be considered. Further incidents may incur 2 days. 3 days etc. School will be responsible for making provisions for a student excluded for more than 5 days.

### **Parental Involvement:**

All parents/carers have a right to appeal against exclusion. Details of these procedures are included in every exclusion letter and abide by local authority guidelines.

### **Parental Support:**

Parents/carers of fixed term excluded students are expected to visit school to meet with a named senior member of staff prior to the return of the child to school. This allows discussion and clarification with the parent and agreement on how the parent can support the future good behaviour of their child. This is known as the reintegration meeting and an acceptable behaviour contract may be signed.

### **Tracking and Monitoring Behaviour**

At St Edmund Arrowsmith CCfL we monitor the behaviour of our students on a regular basis. We look for trends and patterns to behaviour so that we can intervene when there are areas for improvement.

Each time there is an incident of poor behaviour in a lesson the member of staff should record the nature of the incident on the CCfL behaviour monitoring system. They should follow this up with an email detailing the incident to the Progress Leader.

Heads of Department are responsible for monitoring and tracking behaviour in their subject areas. They investigate incidents of poor behaviour and seek to find solutions. Class teachers and subject leaders can issue departmental detentions where necessary.

The Progress Leaders are responsible for monitoring behaviour in the year groups that they manage. They regularly check for patterns of poor behaviour and investigate the possible reasons why it is occurring. Progress Leaders can issue detentions, refer students for

Inclusion provision and place students on report where appropriate. They also work closely with parents/carers and involve external agencies when the need arises.

### **Monitoring Attitude to Learning (Optional)**

Each lesson the students can be given a numerical score between 1 and 4 for their attitude to learning. This is sometimes referred to as attitude to learning. A score of 1 means that the student has been “highly effective” in terms of effort and application during the lesson, 2 is “effective”, 3 is “requires improvement” and 4 is “inadequate”. All students are automatically given a 2 on arrival to the lesson as the expectation is they arrive at each lesson as effective students.

These scores are monitored at each review point for all students. When parents/carers come into the CCfL to discuss the behaviour or progress of their child these scores form part of the discussions that take place.

### **Searching Students and Their Possessions**

The Principal has authorised members of the CCfL staff to search students (including bags and lockers), without their consent if there is reasonable grounds for doing so (such as searching for weapons, alcohol or drugs). Reasonable force may be used to execute the search. It is good practice to ensure that these searches are conducted with two adults present and will be conducted in a way that maintains a student’s dignity.

#### **The following are not allowed on the CCfL premises:**

The general power of discipline as set out in the guidance contained in the DfE ‘Behaviour and Discipline in Schools’ document published in January 2016. This enables a member of staff to confiscate, retain or dispose of a student’s property as a consequence so long as it is in reasonable circumstances.

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

*See DfE Guidelines: ‘Searching, screening and confiscation’. February 2014*

#### **Confiscation:**

The Education and Inspections Act 2006 provides authority for a member of staff to use confiscation as a disciplinary sanction if it is lawful. That includes seizure and also, as appropriate, the retention and disposal of certain items. All staff at the CCfL have the authority to confiscate mobile phones from students as per the Mobile Devices Policy.

Weapons, knives and child pornography will be handed to the police.

Drugs, alcohol and fireworks and other confiscated items may be handed to our school based Police Officer for disposal.

### **Drugs and Alcohol Abuse:**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the medical room for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents/carers of any child involved will always be notified.

Any child who deliberately brings substances into school for the purpose of misuse will face a variety of possible sanctions. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home or to Accident and Emergency. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be sanctioned. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other students for money, the child could be permanently excluded from the school. The police and social services will also be informed.

At St Edmund Arrowsmith CCfL staff will confiscate items such as:

- An item posing a threat to good order for learning e.g. laser pen and mobile devices
- Energy drinks.
- Items posing a health or safety threat.
- Items which are illegal for children to have e.g. pornographic material.
- Cigarettes, electronic cigarettes, matches, lighters and other smoking paraphernalia.

Any cigarettes confiscated in school will be destroyed. There is no acceptable reason why a student should bring a cigarette lighter into school and so it will be disposed of.

Items of food that are being sold to students by other students will be confiscated and donated to a local food bank.

### **Screening:**

St Edmund Arrowsmith Catholic Centre for Learning does not currently screen students on entry or at any time whilst on school property. The CCfL, however, reserves the right to do

so and does not have to allow that student access to the building if they refuse. This is not classed as a fixed term exclusion but will be classed as an unauthorised absence.

### **Students' Conduct Beyond The School Gate**

Teachers may issue positive and negative consequences to students involved in incidents whilst:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a student 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 student or member of the public or
  - Could adversely affect the reputation of the school.

The school prides itself as a hub of the community. It will fully support Police investigations or community incidents and will sanction or reward students appropriately. In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

If the bad behaviour takes place on the school funded bus the student and parent will be warned that any continuation of this bad behaviour will result in a temporary or permanent ban from travel on the school funded bus.

Bullying outside of school hours including cyber bullying will be dealt with by the Progress Leader following the guidelines set out in our anti bullying policy. Parents/carers will be kept informed and students supported. The normal sanctions will apply according to the severity and on-going nature of the incidents. There is recognition that bullying that takes place outside of school has an impact on student's emotional health, wellbeing and ability to function well in school even though it may not happen on the school premises.

### **Power to use Reasonable Force**

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the school.

The Principal and staff authorised by the Principal can use such force as is reasonable when searching a student without consent for prohibited items.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- Staff will use force for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the outside areas; and
- Restrain a student at risk of harming themselves through physical outbursts.

### **Inter-Relationship With Other School Policies**

In order for the behaviour policy to be effective, a relationship with other school policies should be established. Please refer to other policies for more information e.g. Teaching and Learning, Uniform, Attendance, Equality and Anti-Bullying.

### **Monitoring and Review**

The Principal monitors the effectiveness of this policy on a regular basis. The Principal also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations or further improvements. The policy will be reviewed annually, and the views of other stakeholders particularly parents/carers and students are welcomed.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Appendix 1

**C1 - Choice** - The student now has to make the correct choice about future effort and conduct within the lesson.

**C2 - Chance** - The student has failed to respond in the appropriate way and now is on a final chance.

**C3 - Consequence** - The student has not responded to the 2 previous chances and will now need to leave the classroom. This student will report to the C3 area. This constitutes a 30 minute detention that night after school.

*Failure to comply with this structure can result in further sanctions such as remove and exclusions being applied. Students can receive straight C3's for more serious behaviour.*

**Appendix 2**

