

# Conduct Policy

## ST FRANCIS OF ASSISI CATHOLIC COLLEGE



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Approved by:  
Curriculum, Spiritual  
& Pastoral  
Committee

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**Next review due by:** July 2021

### **Conduct Policy**

This Policy is based on the fact that St Francis of Assisi Catholic College is a Catholic school with a Christian ethos in which all members of the community are valued for the contribution which they can make to the good of the whole. It is expected, therefore, that good behaviour will be the normal standard and there are generous rewards which encourage good work, attitude, behaviour and service to the community. Any behaviour which impacts in a negative way upon the other members of the community will not be tolerated and, if needed, sanctions will be imposed in a dispassionate and appropriate way in order to deter others from that behaviour and to ensure that the student does not repeat the offence. All sanctions will be administered in an equitable and fair fashion, but with individual needs being taken into consideration. We anticipate that parents/carers will fully support us in maintaining these high standards.

Parents and carers have the right to expect the school to provide a protected and positive environment for the education of their child(ren). Parents and carers are expected to take responsibility for the behaviour of their child(ren) both inside and outside St. Francis. We see the home/school partnership as being crucial in maintaining high standards of behaviour and cooperation. We are committed to developing the full potential of every individual student in an environment of co-operation where all members of the community treat each other with respect and courtesy at all times.

This policy has been created to provide a framework for staff, students and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable students to work in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and equally valued.

We believe in our students and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at school and into adulthood.

### **Principles**

- Every member of staff needs support with behaviour management and every member of staff is responsible for behaviour management.
- We endeavour to foster positive relationships through insisting on courtesy and consideration of others at all times, and being fair and consistent.
- We endeavour to treat everyone as an individual and our responses should not be inflexible to specific individual circumstances.
- We endeavour to avoid confrontation and seek to defuse and address problems by being calm and fair, listening, establishing facts, judging when certain, and using consequences sparingly yet effectively.
- We aim to instil an ABC approach (Actions Bring Consequences) so that students understand the impact actions have on themselves, the community and environment.

## **Attendance**

It is expected that anyone who is well enough to be at St Francis of Assisi will attend. However we appreciate that students may be ill at some point and may need to take time off as a result. If this is the case it is expected that a telephone call (made by a parent/ carer only) will be made to school before 8:55 am on the first morning of illness and each morning thereafter. Only in 'Exceptional Circumstances' may annual holiday be taken in school time and prior permission is required from the Headteacher.

## **Punctuality to school is important and the school day begins at 8:55 am.**

Where a student is late twice in one week there will be a sanction which they must serve. Where Sixth Form students are late to school privileges such as being able to leave site at lunchtime will be revoked.

## **Uniform and Appearance**

Wearing a school uniform is essential to being part of our school community. We believe that wearing our uniform indicates that students have the highest standards and, this outward sign, indicates that they are proud to be part of St Francis of Assisi. Students should be proud to be members of St Francis of Assisi and therefore should wear the uniform properly and with pride. A separate uniform document is published and shared annually. Shoes must be proper shoes and not black trainer- style shoes (see attached guidance). Make up must be minimal, only natural or clear colour nail varnish is permitted, and extensions or false nails are not permitted. Facial piercings or tongue piercings are not permitted. Extremes of hairstyle (including unnatural hair colour) are not permitted. The Headteacher will be the final arbiter of what is an acceptable hair style. Persistent transgressions of these rules will result in an after- school detention as per the Consistent Management approach and potentially Internal Inclusion if the behaviour continues.

Should parents/ carers have genuine difficulty in providing full uniform, the Headteacher will be happy to discuss the matter in confidence.

## **Mobile Phones / Mobile Technology**

The school cannot accept responsibility for the loss of Mobile Technology (mobile phones, i-pods or other valuables) which are brought to school at the owner's risk. If these items are brought into school they must be switched off, out of sight and never heard once through the School gates. If these items are used during the school day, they will be confiscated until the end of the day in the first instance. It is also completely unacceptable for students to use phones or other technological equipment in examination settings, or to humiliate or bully other members of the school community. This links to the Consistent Behaviour Approach.

A separate Mobile Technology policy is published and shared.

## **Classroom routines**

It is expected that students and staff are polite at all times. Clear standards are set out and visible in each classroom which define the Levels of sanction if behaviours are not as expected.

Staff and students should arrive to lessons promptly. All students should wait sensibly and are expected to enter the classroom in silence when invited in by the member of staff and stand behind their chairs having set out their equipment until instructed to sit down by the member of staff.

The staff member will then invite the group to sit to begin learning. Once the class have sat down any student arriving after this point will be marked as late.

Students are only allowed to drink water. If another liquid is in the pocket or visible it is to be put away in a bag.

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Students still should all stand up uniformly and in silence when an adult enters the room.

Excellent behaviour in lessons is the result of excellent classroom management. It also relies on the compliance of every student through their responsibility towards themselves and others: through respect and thought for all in the class, and making the right decision. If they choose not to comply, then the Behaviour and Disciple stages will be invoked.

### **Equipment**

Most occupations require equipment of some description and St Francis of Assisi is no exception. All students should be equipped to work every day with the 'Essential Equipment' listed below.

A pencil case

2 black pens

2 pencils

Ruler

Sharpener

Eraser

Green Pen

The expectation must be that these are the responsibility of students at all times

Other equipment may be specified for specialist lessons. It disrupts a lesson and the learning of others if students are not fully equipped so is linked to the Consistent Behaviour Management approach. Items may be purchased from the Sixth Form shop at lunch time.

### **Presentation of work**

Books and folders are a window in to the learning that has taken place over time. There needs to be pride in work and this can be shown if when the following expectation are met.

Written work in black pen only

Work identified as H/W or C/W on the left

Date on the right hand side of the page

Titles and dates should be underlined using a ruler

Drawings/ graphs or illustrations should always be done in pencil

One neat line through a mistake

Sheets stuck in promptly

After previous work leave 4 lines, rule off and start the next work

No acceptance of doodling/ graffiti

### **St Francis of Assisi Rewards system**

Our rewards system is based on the premise that all students should be commended for good behaviour. Students should be recognised throughout their school life for what they do to demonstrate that they are developing as learners and young adults ready to go into the wider world.

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At St Francis of Assisi we believe that children are encouraged by praise, reward and celebration of achievement.

#### Verbal Praise

We all like to know when we are doing well and we encourage members of staff to acknowledge when students when they are doing well and living out our core purpose.

#### Merits

Merits are awarded in line with the 16 identified in the Jesuit pupil profile and staff select a behaviour to recognise students' efforts and achievements.

Examples of these behaviours worthy of praise are outlined below.

Curiosity/ Love/ Truthfulness/ Wisdom/ Generosity/ Attentiveness/ Gratitude/ Compassion

#### Examples of reward structures

##### Weekly Celebration

Data will be shared weekly in Form time which showcases student's achievements. Praise emails, postcards and texts are an example of how this can be shared with Parents/ Carers.

HALs weekly award

##### Termly Celebration Assemblies

Form of the Term / Bronze/ Silver/ Gold achievements based on the number of Merits/ Prize draw/ Subject awards.

Exceptional people awards

##### Rewards Day

##### Annual Awards Evening

### **St Francis of Assisi Consistent Behaviour Management approach**

The DfE guidance published in January 2016 titled 'behaviour and discipline in schools' gives all teachers and other staff in charge of students a power to discipline students for breaches of school rules, failure to follow instructions, or other unacceptable behaviour (which takes place on or off the school premises) provided that the sanctions are reasonable and proportionate to the circumstances. Whilst the majority of students behave well, those students who break our school rules will be subject to consequences. This is because poor behaviour blights the learning and life chances of everyone.

#### **Approach to behaviour**

St Francis of Assisi Catholic College believes that as a school we have the responsibility to teach our students core values and create polite, intelligent and responsible members of society. In order to achieve this, the school has high expectations of all in terms of appearance, learning and conduct. We aim to support students in achieving these by imposing rules that allow students the right to learn in a safe and very purposeful working environment.

Consequences are applied by staff in accordance with the structures outlined and are issued as professionals, without prejudice. On occasions, students and parents will not agree with the reason for the consequence, however, if a consequence is applied / notified, it is the expectation of the school that the student comply. The school is happy to discuss any concerns over these matters, but we hope that parents/carers will support the school in its decision and generally in its work to get the best out of each individual.

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**Consistent Behaviour Approach- See Appendix 1 and Appendix 2 separate documents titled Consistent Behaviour Management and Behaviour Flow Chart**

**Out of School Behaviour**

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

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

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

**Incidents Outside of School Hours**

If an incident occurs outside of school hours, in the evenings or at weekends, the Headteacher must consider whether the presence of a pupil in the school building is likely to have an impact on the smooth running of the school or on the safety and well-being of other pupils or staff. If this is the case exclusions may well be applied.

**Disciplinary Stages**

**Stage 1**

A student will be presented to the Head of Achievement and Learning due to persistently challenging behaviour which is affecting the learning in classrooms and is disruptive to the school community. Students must agree to improve their behaviour and attitude to learning.

3 week HAL Mentoring Report

**Stage 2**

A student will be presented to the link Assistant Headteacher due to persistently challenging behaviour which is affecting the learning in classrooms and is disruptive to the school community. Students must agree to improve their behaviour and attitude to learning.

3 week Assistant Headteacher Mentoring Report with parental meeting where a Managed Move will be discussed and progressed if there is no improvement in behaviour and conduct.

**Stage 3**

A student will be presented to the Student Support Team due to persistently challenging behaviour which is affecting the learning in classrooms and is disruptive to the school community. Students must agree to improve their behaviour and attitude to learning.

### 3 week Student Support Mentoring Report

#### Stage 4

A student will be presented to a Senior Leadership Panel chaired by the Deputy Headteacher due to persistently challenging behaviour which is affecting the learning in classrooms and is disruptive to the school community. Students and Parents/ Carers must agree to improved behaviour and attitude to learning.

The students name will be taken to the Walsall Inclusion Panel for a Managed Move. Parents/ Carers will understand that if there is no improvement then there is a risk of being permanently excluded or given an alternative placement.

#### **Exclusions**

##### Internal exclusions (Inclusion in the Emmaus Room)

Internal Exclusions are where students spend time completing work away from the majority of the community. This area is a staffed facility within the school site whereby students can be withdrawn from lessons and supervised closely for a fixed period of time. The only adults within school authorised to place a student into Time Out are members of the Senior Leadership Team. Work is always set for students during their time spent there.

Students spend the day following their timetable, along with doing restorative work as led by Student Support staff. The purpose of Emmaus is to reduce fixed term exclusions, deter poor behaviour, allow repair to the harm caused by poor behaviour and re-integrate students who have received a fixed-term exclusion. The purpose of Emmaus is to ensure a learning experience that will make re-offending less likely. The work done is to try and modify behaviour.

##### Fixed Term Exclusion

A number of days when students are not permitted to attend school. There are some occasions when the behaviour of a student is of such a cause for concern that a fixed term exclusion is given by the Headteacher. This sanction would be for either a single serious incident such as violent behaviour or damage to property or where a student has repeatedly failed to follow the required standards of behaviour. In addition students will also spend some time in the Internal Exclusion Room. This could be prior to the fixed term exclusion during the initial investigation into the incident or behaviour or as part of their integration plan.

Parents are advised that a change in the law makes it explicit that they are responsible for supervising students for the first five days of any period of exclusion. Where an exclusion is for longer than 5 days the school will arrange suitable alternative education.

Parents are expected to attend a reintegration meeting following a fixed term exclusion, at this meeting the student's behaviour will be reviewed and a reintegration programme drawn up. Where a student has been excluded for 5 days or more (either for one fixed term exclusion or a series of different fixed term exclusions) the student, along with their parent/carer, may be asked to attend a meeting of concern.

##### Permanent Exclusion

A decision to exclude a student permanently is a serious one. More often permanent exclusion will be the final step in the process for dealing with disciplinary offences, following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.

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A decision to exclude permanently can arise:

- a) In response to serious breaches of the schools' behaviour policy.
- b) If allowing the student to remain in school would seriously harm the safety, education or welfare of the student or others in the school or because an illegal offence has taken place.

There will however be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to exclude permanently a student for a first or one off offence. It can be made for one off serious incidents, often, but not exhaustively, linked to illegal, dangerous and forbidden items. The Secretary of State for Education has made it clear that they would not normally expect the Governors' Disciplinary Committee, or an Independent Appeal Panel, to re-instate the student.

### **Alternative Provision**

As members of the Walsall Inclusion Panel we participate in the Inclusion Panel which works collaboratively to reduce the number of permanent exclusions and to improve outcomes of students who might otherwise be at risk of permanent exclusion. Mini Moves and Managed Moves are placements for students to provide a fresh start after they have shown poor behaviour and disengagement. Once it has been decided that the move has been successful, students are taken on roll at the new school

### **Pupil Restraint/Positive Handling (Appendix 3)**

#### **Corporal punishment**

The law does not in any way authorise the use of corporal punishment with pupils in maintained schools or publicly-funded pupils in independent schools. For those pupils the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation. That ban applies in all circumstances, and has applied since 1987. Any member of staff who punishes a child in this way is likely to be subject to disciplinary action, and possibly criminal prosecution.

### **Restraint/Use of Reasonable Force**

Section 93 of the Education and Inspections Act 2006 enables school staff to: "Use 'reasonable force' to prevent a student from: • Committing an offence • Causing personal injury to, or damage to the property of, any person (including the student himself), or: • Prejudicing the maintenance of good order and discipline among the pupils receiving education at the school, whether during the teaching session or otherwise".

The school does not compel staff to physically restrain students engaged in the above activities. When applied, physical restraint should only be used for the minimum amount of time necessary, and use the minimum amount of force possible.

Examples may include: • A safe holding tactic by which a student is restrained as far as possible until he/she calms down or is no longer a threat to themselves or other people • Physically separating students involved in some form of conflict • The use of minimum force to remove a weapon/dangerous object from a students' grasp when he/she is engaged in the act of assaulting another person or property, or where there is reasonable belief they are about to do so.

### **Restraint – when – in accordance to DfE guidelines 'Use of Reasonable Force'**



Staff may need to use reasonable physical force to control a child. The test on making this decision must be whether that child, if not restrained, is acting in such a way that they represent a danger to themselves, others or property

### **Action as a result of Self-defence or in an Emergency**

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so.

Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else or on school property, any member of staff is entitled to intervene.

### **Searching Students**

#### **Searching with consent**

Schools' common law powers to search:

- School staff can search pupils with their consent for any item

Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.

- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

#### **Searching without consent**

Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Items found as a result of a 'without consent' search

#### **The law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a member of staff finds **an item which is banned under the school rules** they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

The Violent Crime Reduction Act 2006 makes it lawful for the Headteacher and any authorised member of the school staff to search students for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and any article that has been /or is likely to be used to commit an offence, cause personal injury or damage to property. Also any item

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banned by our school rules. The person carrying out the search must be the same sex as the student and the search must be carried out in the presence of another adult also the same sex as the student. Staff cannot search a student or a student's belongings without a second member of staff present. The Headteacher will involve members of the Leadership Team, in the first instance. This legal power for school staff only extends to searching students for those items listed. A student might reasonably be asked to turn out their pockets or to hand over an item such as mobile technology that is causing disruption, following the school's normal sanctions.

### **Confiscation**

Generally, the aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other students to be educated. Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. In most cases, confiscation is a sufficient sanction, and return of the item at the end of the school day is adequate time to reinforce the school rule. (see the section on mobile phones). There may be some instances when the school chooses not to return an item to the student.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Schools' obligations under the European Convention on Human Rights (ECHR) under Article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute. It can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way. Please be aware that, in addition to the prohibited items listed in the DfE guidance, the following items (not exhaustive) are prohibited at Saint Francis: • Lighter/matches • BB guns/imitation firearms • Pornographic material • Alcohol • Weapons • Illegal drugs • Fireworks • Blades • Laser pens • Catapult • 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 property.

### **Behaviour of Parents/Carers and Other Visitors to the School (Appendix 4)**

St. Francis of Assisi encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse. Members of the school community have the right to defend themselves using an

appropriate level of force. We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community.