St Francis of Assisi Catholic College

'Nil satis optimum'

Behaviour Policy

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Document History:			
Version	**Date of review**	**Author**	**Note of revisions**
3	July 2022	L. Salkeld	Changes to Appendices
4	November 2023	L. Salkeld	Updates regarding Virtues rewards, Behaviour Hub and SFA Spaces Dynamic RA Nov 2023 24hour notice detentions/ Centralised lunchtime/ ClassCharts for students
5	July 2025	L. Salkeld	Amendment to uniform expectations
7	Sept 2026	L. Salkeld	Mobile Phone Guidance Became Statutory. New Suspensions and Permanent Exclusions Guidance- Schools should ensure exclusion procedures, governor scrutiny processes and consideration of SEND are aligned with the revised guidance. New Guidance on Restrictive Interventions and Reasonable Force.

1. Aims

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 2024
- Searching, screening and confiscation: advice for schools 2022
- 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
- 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 gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, poor behaviour in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude / being impolite or rude
- Poor language
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Truancy / being out of bounds

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Swearing
- Theft
- Fighting
- Smoking / Vaping
- 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)
    - Catapults
    - Slings
    - Items judged by the Head Teacher or Governing Body to be carried with the intention to inflict injury on another individual – this includes blades removed from pencil sharpeners, etc.

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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5. Roles and responsibilities

5.1 The governing board

The Full governing board/ is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Approving this policy
- 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
- 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

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
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Attending reintegration meetings following a suspension

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour 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

We wish to see success for all young people and recognise the uniqueness of each individual created in the image of God (Appendix 7). High standards of culture and conduct are vital in ensuring that teachers can teach and children can learn. Having high expectations is pivotal in ensuring that young people feel safe at St Francis of Assisi. Attention to small details such as uniform and punctuality, support students futures and allow conversations to then be focused upon learning. Our approach is fair and aims to remind students of the need to focus on learning and ensures that they are rewarded when they do so. Likewise, it ensures that students understand that negative conduct has an impact, will result in a sanction and can escalate.

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
- Treat the school buildings and school property with respect
- Wear the correct uniform and wear it correctly 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. We understanding that one size does not fit all and that some young people require both adjustment and significant wrap-around care.

6.1 Mobile technology Appendix 6

- Pupils are allowed to have mobile technology with them on-site but devices must be switched oof, out of sight and never heard.
- Where this is not the case mobile technology is confiscated.
- This is to mitigate and reduce the risk of distraction, disruption, ad safeguarding concerns including bullying and abuse

7. Managing student behaviour Appendix 2, 3, 4, 5

The principle role of this policy is to support learning, whilst also tackling and dealing with low level disruptive conduct (i.e. conduct that undermines the student's own learning or that of others) and behaviours that impact the culture of the College. If unchecked this sort of conduct disrupts the school overall or lessons, whether it be poor punctuality or misbehaviour, and undermines the authority of the teacher. It is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons. Refer to Appendix 3 and 4.

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 an environment that encourages pupils to be learn
    - Greeting pupils in the at the start of lessons
    - Use the centralised routines
    - Communicate expectations of behaviour in ways other than verbally
    - Highlight and promote good behaviour
    - Use the school system when addressing misbehaviour
    - Use positive reinforcement

7.2 Safeguarding

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

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

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

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

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

Verbal praise

Rewards points

Golden Tickets

Communicating praise to parents/ carers via a phone call or written correspondence

Year group rewards such as 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.

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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- 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, involvement in extra- curricular activities
- 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
- Putting a pupil 'on report'
- Removal of the pupil from the classroom to a designated space (Behaviour Hub/ Pastoral room/ Emmaus)
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort following de-escalation strategies
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

7.6 Searching, screening and confiscation

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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 how and where the search will be carried out
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead to try to 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 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 or wand to assist with the search.

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

'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 or boots

Searching pupils' possessions

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

- 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 via CPOMS 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 safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether 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, before the strip search takes place, 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, and ask them whether 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 information about 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, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

7.7 Off-site misbehaviour

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

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

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

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

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

7.8 Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

7.9 Suspected criminal behaviour

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

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

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

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, lunch or after school during term time.

A pupil's parents/ carer will be informed of an afterschool detention.

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

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

8.2 Removal from classrooms

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

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

Removal is a serious sanction and will be used in response to 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 disruptive
- Correct a breach, usually on-going, of this policy
- Maintain the safety and learning of other pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Pastoral Team and will be removed for a maximum of 3 weeks.

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

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

Parents/carers will be informed on the same day that their child is removed from the classroom.

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

- Meetings with learning coaches
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom ClassCharts, along with details of the incident that led to the removal.

8.3 Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the headteacher.

8.4 Fixed term suspension

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'
(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017)

All decisions to suspend are serious and only taken where the breach of the rules is serious and/ or persistent. The following are examples where fixed term suspension may be considered:

- Persistent breaches of school rules
- Breaches of health and safety rules e.g. truanting
- Verbal abuse of staff, other adults or students.
- Possession of prohibited items e.g. vapes
- Failure to comply with the processes for managing student conduct
- Failure to wear the correct school uniform over time as outlined in this policy
- Failure to comply with a reasonable request from a member of staff, including the wearing of uniform
- Threatening a member of staff or student
- Willful damage to property
- Homophobic, discriminatory or racist language
- Bullying, including online/cyber bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Conduct which brings the school into disrepute
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned.

This is not an exhaustive list.

8.5 Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:
• in response to a serious breach or persistent breaches of the school's behaviour policy; and
• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

The Head Teacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

a) serious actual or threatened physical assault against another student or a member of staff.
b) sexual abuse or assault
c) possession of an illegal drug on the premises
d) supplying an illegal drug or the intent to supply
e) carrying an offensive weapon or prohibited item
f) making a malicious serious false allegation against a member of staff or another student
g) potentially placing students, staff and members of the public in significant danger or at risk of significant harm.
h) Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug, drug paraphernalia or prohibited items e.g vapes on the premises.
i) Repeated verbal abuse of staff.
j) Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network
k) Breaches of the Safeguarding policy bringing distress, harm or risk to others
l) Deliberate activation of the fire alarm without good intent
m) An offence which is not listed but is, in the opinion of the Head Teacher, so serious that it will have a detrimental effect on the discipline and well-being of the community, students, and/ or staff and is not limited to instances in school.

This is not an exhaustive list.

Governors' Pupil Discipline Committee

DfE Guidance

Under DfE Guidance *'Exclusion from maintained schools, Academies and pupil referral units in England'*, a meeting of the College Pupil Discipline Committee must be convened by a behaviour panel with delegated authority from the Governing Body when:

- a student has received over 15 days' exclusion in one term;
- recommendation of permanent exclusion is made by the Head Teacher for a one-off incident, or through repeated poor behaviour under this Policy.

The Pupil Discipline Committee will comprise of 3 governors who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect their ability to act impartially, they should step down.

The Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date. The Committee may also use their powers under Section 29A of the Education Act 2002/The Education (Education Provision for Improving Behaviour) Regulations 2010 to direct a student to off site, alternative provision for the purposes

of improving their behaviour. This may be needed in situations were fixed term exclusions are high and the decision to exclude is upheld and the Committee believe that the likelihood of further exclusions in the near future is high.

If any fixed term exclusion means that a student will miss a national examination the Committee must meet (or the Chair should consider it alone if there is insufficient time to convene a meeting).

The meeting must be convened before 15th school day after the date of receipt of notice to consider the exclusion. The Clerk will circulate the paperwork for the meeting to all parties invited to attend at least 5 days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend if they wish and the child may attend if deemed appropriate for their age. The Head Teacher, a member of the Senior Leadership Team and other appropriate staff with responsibility for managing the student's behaviour may also be invited to attend the meeting. Parents/carers have the right to invite the Local Authority to attend the meeting.

Within three school days of the meeting, a letter will be sent detailing the decision of the Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Review Panel. The parent/carer has 15 school days after the day on which notice in writing was given of the Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage. The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

If a student is deemed by the College to be at risk of permanent exclusion, an Internal Behaviour Committee meeting **may** be convened. The panel may consist of any members of the Governing Body or members of staff.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

We aim to anticipate and remove triggers of misbehaviour by:

- 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

- 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 consider whether:

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

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

The school will then assess whether 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

Reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off- site direction, or following suspension. This could include measures such as:

Reintegration meetings

Daily contact with the pastoral lead

A report card with 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.

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 and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. The College may use CCTV for the purpose of maintaining a safe and secure environment and managing health and safety. A separate policy exists which covers the use of CCTV.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via surveys)

The data will be analysed every half term by senior leaders and reported to Governors.

The data will be analysed from a variety of perspectives including:

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

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

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

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

15. Links with other policies

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy

Appendix 1 – Written statement of behaviour principles
Appendix 2 – Uniform and Appearance
Appendix 3- Equipment Mats
Appendix 4 – SFA Spaces
Appendix 5 – Behaviour Levels
Appendix 6 - Managing mobile devices
Appendix 7 - Virtues

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discriminatio
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and the Behaviour policy outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: Uniform and Appearance

Wearing a school uniform is essential to being part of our school community. Our uniform is an equaliser which supports parents/ carers in not having source expensive branded items. This is in line with our faith that we are all created equal by God. 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.

At SFA we are proud that actions are taken to ensure uniform is affordable for all. The steps we have taken mean:

- We do not have a single supplier for any item of uniform
- Only the school tie and blazer need to be purchased from a uniform supplier (listed on the website). All other items we recommend are purchased at supermarkets which offer affordable prices.
- We partner with Tynings Lane Church and The Hothouse as part of a Clothes Bank scheme. Second hand uniform items often become available at school too.

Uniform for Year 7 – 11 Students

All students are **required** to wear:

- SFA Blazer
- White shirt with the top button fastened
- SFA Tie reaching the top button and showing a minimum of 4 stripes
- Black school trousers* that are not tight at the ankle or raised above the ankle
  or
- An unrolled skirt* that should be no more than one inch above the knee
- Shirts tucked into black skirts or black trousers
- School shoes without sports logos (no trainers or Crocs allowed)

*Trousers or skirts should not be of a lycra/ tight / lounge wear material.

Students are **permitted** to wear:

- A black jumper under their blazer
- One set of earrings (studs only)
- a clear retainer in the place of additional piercings
- One watch
- One cross or chain, inside the collar

Makeup, Hair, and Nails

- Makeup should be minimal
- No lipstick, eyeshadow, or eyeliner
- No false eyelashes
- No false or coloured nails; nails should be short for health and safety, particularly during PE and DT lessons
- Hair must be a natural colour; unnatural hair colours are not permitted
- Any hair style that is considered extreme or a fashion cut which is not in keeping with our uniform values can be addressed under this Behaviour policy.

We ask all students to adhere strictly to these expectations, as it helps eliminate fashion trends and places every child on an equal footing. Failure to comply with the uniform expectations will result in sanctions in accordance with our Behaviour policy.

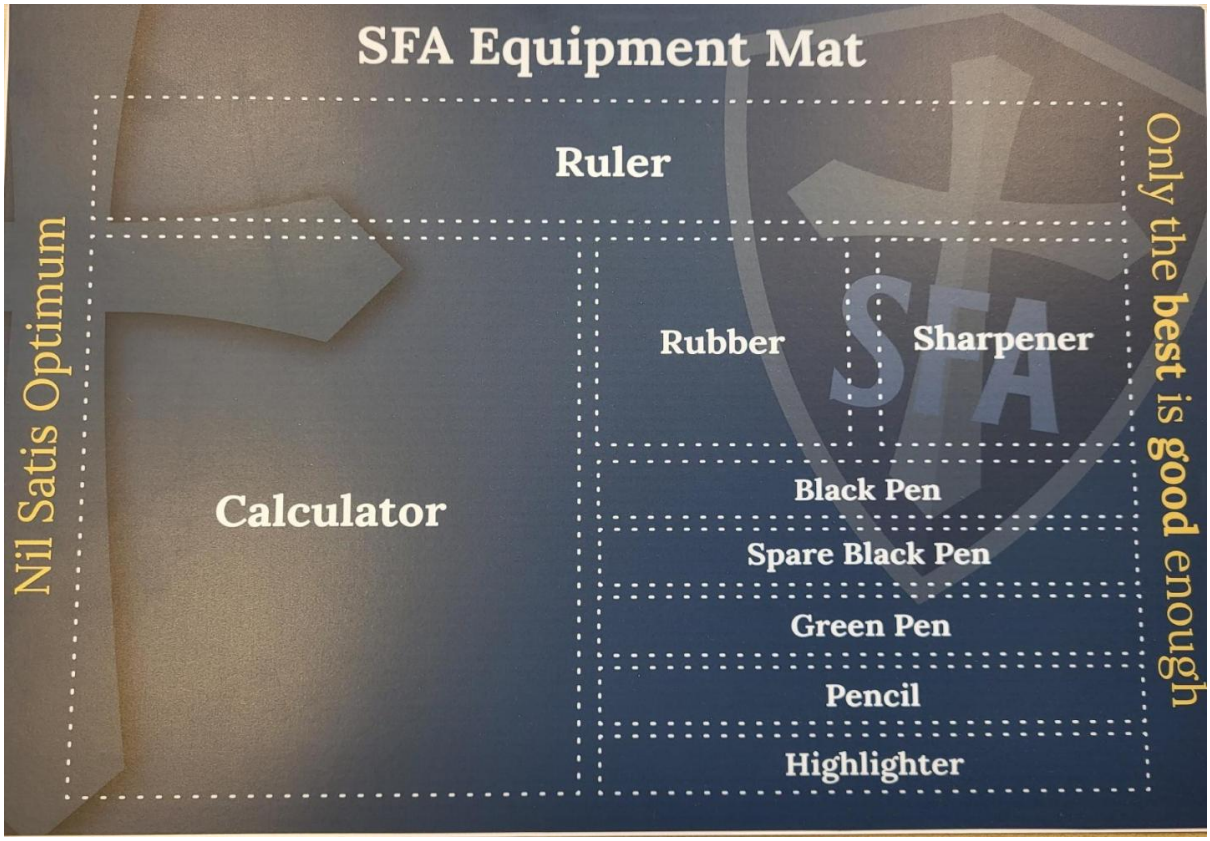
If you are experiencing difficulties in purchasing or adhering to these expectations, please contact us so that we can provide support.

The Headteacher will be the final arbiter in matters of discrepancy.

Appendix 3: Equipment Mats

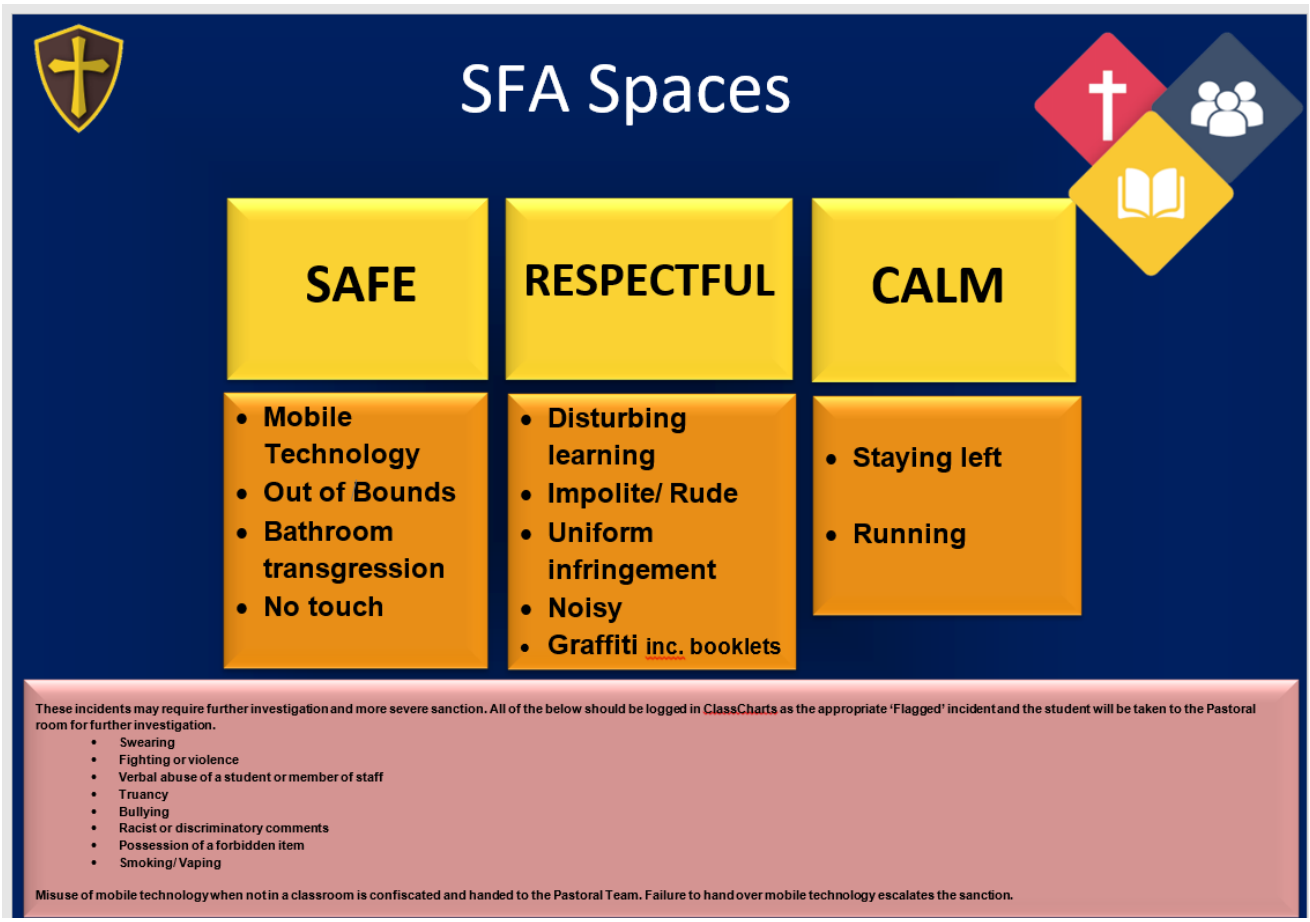
At the start of everyday students place their equipment on their mat and the Form Tutor rewards for a full mat. If equipment is missing Form Tutors give students the equipment they need for the day ahead, but students will also be given a sanction. This is our commitment to setting students up with all of the equipment they need for the day ahead to be successful as we do not want a lack of

equipment to be a barrier to learning, or to waste any learning time. We want students to be organised and prepared but will resource them with what they need.

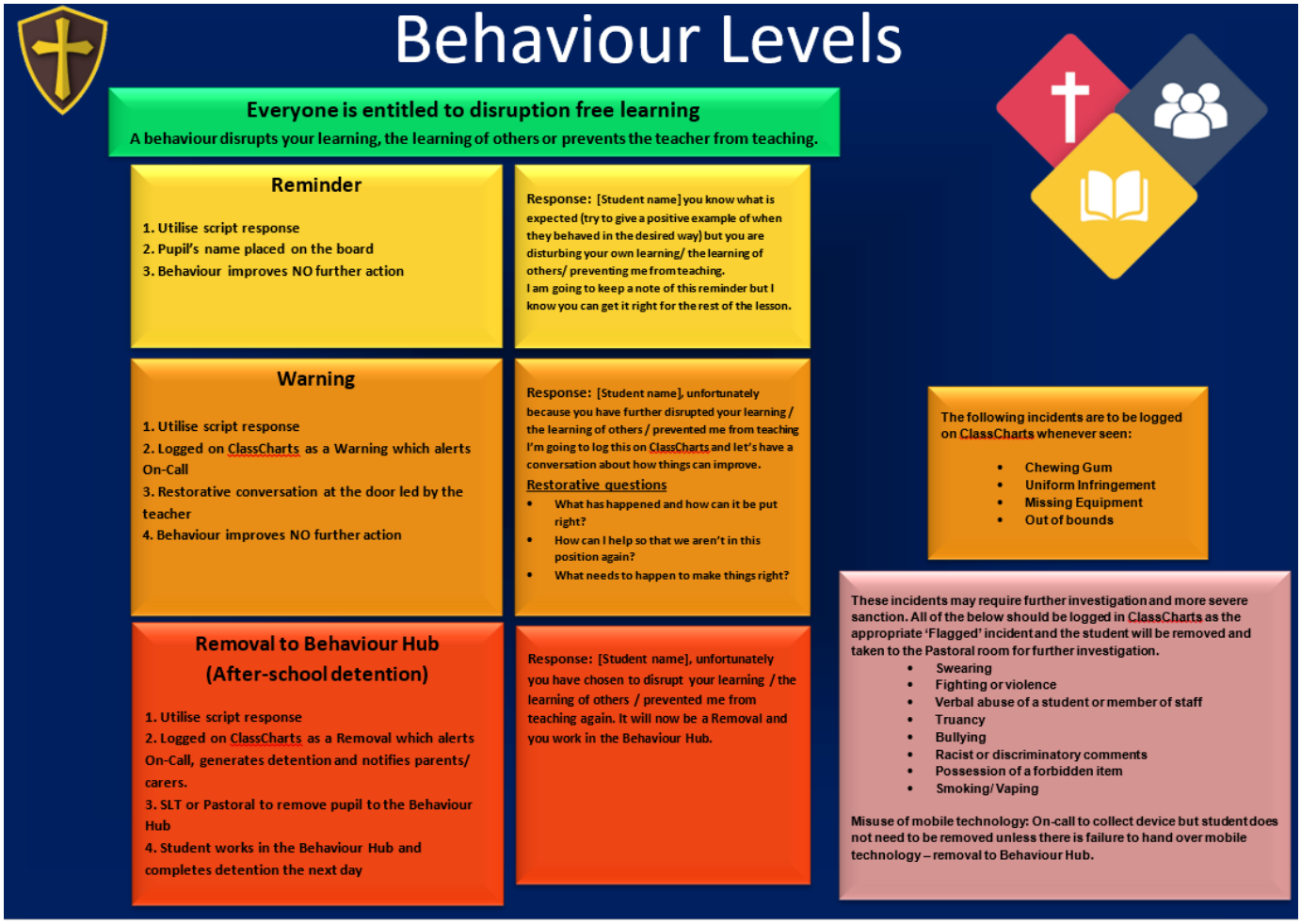


Appendix 4: SFA Spaces

SFA Spaces is our whole school approach to ensuring that our transitions, corridors and spaces around the school site are safe, respectful and calm. With 1200 people moving at the same time in school it is really important that everyone is safe, respectful and calm- the opposite to this is unthinkable with so many students. This system protects everyone in school, keeps them safe from injury and creates lots of opportunities for praise as students move around school in a brilliant manner. Staff 'catch' students being intentional with their choices and reward positively, but will also sanction if someone is not being safe, respectful or calm. SFA corridors and spaces should be delightful for the most vulnerable in our community, and Spaces is how we protect and make school life better for everyone.
A 20-minute detention is issued for going behaviours counter to being safe, calm and respectful.



Appendix 5: Behaviour Levels



Appendix 6: Managing mobile devices

Personal mobile phones

Staff (including volunteers, contractors and anyone else otherwise engaged by the school) are not expected to make or receive calls, or send texts, while children are present/during contact time. Use of personal

mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staff room).

There may be circumstances in which it's appropriate for a member of staff to have use of their phone during contact time. For instance:

- For emergency contact by their child, or their child's school
- In the case of acutely ill dependents or family members

The headteacher will decide on a case-by-basis whether to allow for special arrangements.

If special arrangements are not deemed necessary, school staff can use the school office number 01922 740 300 as a point of emergency contact.

Data protection

Staff must not use their personal mobile phones to process personal data, or any other confidential school information.

Safeguarding

Staff must refrain from giving their personal contact details to parents or pupils, including connecting through social media and messaging apps.

Staff must avoid publicising their contact details on any social media platform or website, to avoid unwanted contact by parents or pupils.

Staff must not use their mobile phones to take photographs or recordings of pupils, their work, or anything else which could identify a pupil. If it's necessary to take photos or recordings as part of a lesson/school trip/activity, this must be done using school equipment.

Using personal mobiles for work purposes

In some circumstances, it may be appropriate for staff to use personal mobile phones for work. Such circumstances may include, but aren't limited to:

- Emergency evacuations
- Supervising off-site trips
- Supervising residential visits

In these circumstances, staff will:

- Use their mobile phones in an appropriate and professional manner, in line with our staff code of conduct
- Not use their phones to take photographs or recordings of pupils, their work, or anything else which could identify a pupil
- Refrain from using their phones to contact parents. If necessary, contact must be made via the school office or a school mobile phone.

Staff that fail to adhere to this policy may face disciplinary action.

See the school's staff disciplinary policy for more information.

Terminology

The term mobile technology applies to mobile phones, headphones, speakers, handheld computers or tablets, Wi-Fi connectivity enables devices (Smart watches) and gaming devices although this list is not exhaustive. The school wishes to trust its students to use mobile technology correctly and responsibly. Permission is therefore given for mobile technology to be brought to school as long as the conditions below are met. A breach of this trust by a student will result in one or more of the sanctions, outlined below, being applied. It is the responsibility of students who bring mobile phones to school to abide by the rules outlined in this policy. The decision to provide a mobile phone to their children should be made by parents or carers. It is incumbent upon parents to understand the capabilities of the mobile phone and the potential use/mis-use of those capabilities.

Parents/carers should be aware if their child takes a mobile phone to school the school cannot accept responsibility for any loss, damage or theft incurred due to its use at school. The school would advise parents to check that their household insurance covers loss or damage of mobile phones.
Parents/carers are reminded the school office must be the initial point of contact during the normal school day and can ensure your child is reached quickly and assisted in any relevant way. Passing on messages through school reception also eliminates lessons being inadvertently disrupted.

Acceptable Uses

Mobile technology must be switched off, out of sight and never heard whilst students are under the care of the school and on its premises (defined as through the Student entrance gates). This therefore applies to the time before school when onsite, at breaktime, lunchtime and after school until the student is off the school premises. This also includes the use of mobile phones for listening to personal music anywhere on the school site.

The only exception to these rules is if a teacher has given a student permission to use his/ her technology for a teaching and learning purpose e.g to take a picture of a piece of work or use a learning app. Mobile technology should only be used in these circumstances under the direct instruction and supervision of a member of staff in the classroom when the 'window' opens to benefit learning and must be 'closed' so that the rule applies to all again. The use of personal mobile phones in one lesson for a specific purpose does not mean blanket usage is then acceptable.

Sixth Form students are subject to the same rules as the rest of the student body with the exception of when in the Sixth Form study area where we expect responsible usage of mobile technology may be used for learning purposes.

Parents, visitors and volunteers must adhere to this policy as it relates to staff if they are on the school site during the school day.

This means:

- Not taking pictures or recordings of pupils
- Using any photographs or recordings for personal use only and only with consent, and not posting on social media without consent
- Not using phones in lessons, or when working with pupils

Parents, visitors and volunteers will be informed of the rules for mobile phone use when they sign in at reception or attend a public event at school.

Loss, theft or damage

Pupils bringing phones and technology to school must ensure they are appropriately identifiable, and are stored securely when not in use.

Pupils must secure their phones as much as possible, including using passwords or pin codes to protect access to the phone's functions. Staff must also secure their personal phones, as well as any work phone provided to them. Failure by staff to do so could result in data breaches.

The school accepts no responsibility for mobile phones and technology that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while pupils are travelling to and from school.

Confiscated phones will be stored in a secure location and locked location.

Sanctions for using mobile technology

On the first infringement of this policy

• The mobile technology will be confiscated and the member of staff, Support Staff or SLT will take the technology to be stored safely and securely. Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006

• Parents/ Carers will be informed of the confiscation and same day detention via ClassCharts

• The incident will be logged on ClassCharts and a detention served.

• The student will be able to collect the mobile technology at the end of the day

On the first infringement the decision to return a mobile phone on the same day of confiscation directly to the student, has been taken to reflect parental concerns about the safety of their child travelling to and from school without a mobile.

On the second infringement

• The mobile technology will be confiscated and the member of staff, Support Staff or SLT will take the technology to be stored safely and securely. Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006

• Parents/ Carers will be informed of the confiscation and same day detention via ClassCharts

• The incident will be logged on ClassCharts and a detention served.

• **The student will be able to collect the mobile technology at the end of the following school day.**

A third or subsequent infringement

• The mobile technology will be confiscated and the member of staff, Support Staff or SLT will take the technology to be stored safely and securely. Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006

• Parents/ Carers will be informed of the confiscation and same day detention via ClassCharts

• The incident will be logged on ClassCharts

• **The phone will only then be returned to a parent/carer upon attending a pre-arranged meeting, at the discretion of the school, with the HAL, Pastoral Manager or a member of the school leadership. The meeting will not be arranged on the same day of confiscation.**

The school reserves the right to ban a student on bringing a mobile phone to school given repeated infringements of this policy or in the case of a serious misuse of a mobile phone. In some circumstances a banning order may be issued in school which can include preventing a student from bringing a device to school or being required to hand it in to school upon arrival on site.

Sanctions for defying the request to hand over mobile technology or inappropriate use e.g taking pictures or filming/ social media posts

• The mobile technology will be confiscated and the member of staff, Inclusion Team or SLT will take the technology to be stored safely and securely. (Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006)

• Parents/ Carers will be informed of the confiscation

• Other sanctions for the misuse of a mobile device will be applied; the severity of these sanctions will be dependent on the incident but could include time in the Pastoral room/ Behaviour Hub or in severe cases fixed term exclusion.

• In some circumstances a banning order may be issued in school which can include preventing a student from bringing a device to school or being required to hand it in to school upon arrival on site.

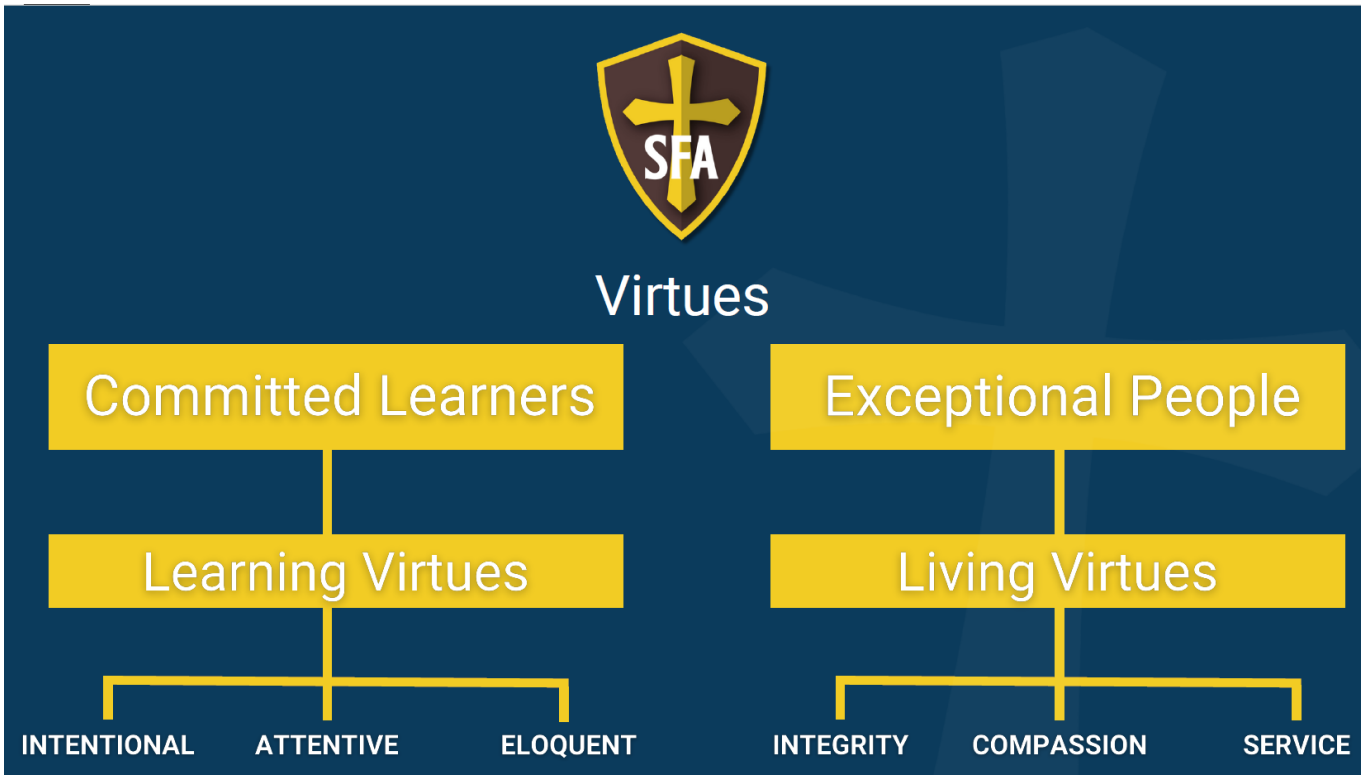
Staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation. The DfE guidance allows staff to search a pupil's phone if you have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.

Such conduct includes, but is not limited to:

- Sexting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Appendix 7: Virtues


SFA
Virtues
Committed Learners
Exceptional People
Learning Virtues
Living Virtues
INTENTIONAL
ATTENTIVE
ELOQUENT
INTEGRITY
COMPASSION
SERVICE