

Christ the King and St Cuthbert's Catholic Academies Joint Behaviour Policy

Latest Revision - April 2022



Common Statement

Our behaviour policy is rooted in forgiveness, mutual respect and understanding. We believe that this is the key to creating positive and lasting relationships with Christ and each other.

With love as a core value, at the centre of our engagement with each other, we aim to create a calm and inclusive environment where children are encouraged to reflect regularly on the choices that they make and consider the impact these may have on others.

Effective communication between home and school ensures that our collective focus is upon the development of the whole child in regulating emotions and learning about others. We ensure those modelling good behaviour and upholding our Catholic ethos are celebrated.

BEHAVIOUR POLICY

Trust Statement

The Blessed Edward Bamber Catholic Multi Academy Trust believes that all people are gifted and talented in their own unique ways and capable of being successful in their learning. We aim to ensure each of our academies offer a safe, orderly and respectful community in which all children and young people's talents can be developed and used to their fullest, through an effectively personalised behaviour policy.

Overview

At Christ the King and St Cuthbert's Catholic Academies we believe that through an effectively applied behaviour policy our children will develop strong personal, social, spiritual, emotional and moral values ensuring that they develop respect for themselves, others and their environment.

The purpose of our school behaviour policy is to ensure that our children:

- feel part of a happy, safe and respectful school community
- receive a consistent approach to behaviour management across each class, stage and year groups, as they journey through the school
- work collaboratively with staff towards achieving a set of common high expectations
- are given opportunities to forgive and be forgiven
- reflect on their actions and those of others with a focus upon the three R's: regulate, repair and rebuild
- are guided to develop the concept of "self": ideal self, self esteem and self image
<https://www.verywellmind.com/what-is-self-concept-2795865>
- develop a love of learning alongside a resilient approach to life's challenges
- become positive and independent members of our school community

BEHAVIOUR FOR LEARNING PROCEDURES

Our Behaviour for Learning Procedures make explicit to pupils the behaviours expected of them and their responsibilities towards themselves and others. This simple set of rules and expectations allows all pupils to develop as confident learners and, in turn, encourages them to support others and the community. We believe that a focus on the following simple core values will ensure that pupil behaviour remains strong and positive:

- Sensible at all times
- Respectful to each other
- Respectful to the environment

Praise, Relationship Building and Rewards

It is important to affirm pupils who are behaving in a manner that supports their own and others' learning or which contributes to the Christian ethos of the school. These behaviours are reinforced by the consistent use of praise, rewards and logical consequences. This is done in a number of ways:

Celebration Assemblies are held regularly through each term to reward achievement, determined effort and significant progress and to celebrate outstanding contributions to our community. Families of pupils chosen for awards are invited to these.

Class and individual rewards are used by teachers to support and reward behaviour in individual classes. These might focus, for example, on a particular area of relevance to the class or pupil. Individual stickers and postcards home may also be used to recognise outstanding behaviour or class- or home- learning.

Whole Class Well Being Time

Weekly or half termly (depending on the age) these wellbeing slots are class specific and provide an opportunity for each class to build and strengthen relationships as well as further develop a sense of belonging. Staff and children work together to design positive and inclusive experiences that will take place during this dedicated time. Staff are responsible for ensuring that these events occur regularly and that all are involved in the activity/session. This is an opportunity to build relationships as a group, rather than a focus on the celebration of an individual, and cannot be removed if a child shows poor behaviour.

Praise Walls

Staff use a “praise wall” in each learning space to celebrate positive attitudes, behaviours and learning achievements. Individual contributions to the wall are displayed in a celebratory and visual way. This wall can be used as a reference point to support pupils make better choices as well as highlighting the behaviours expected. Children, as well as staff, nominate peers when they see a behaviour worth celebrating.

Rules

When things go wrong

In our schools we engage in loving and restorative communication when things go wrong. Within which, there is a focus upon how the behaviours exhibited can affect the learning/recreation of others and themselves. We ensure that the child's age and ability to reflect are taken into account and recognise that some pupils need more scaffolding and guidance than others within these conversations.

Children are given the opportunity to be heard as well as encouraged to actively listen to others. They are then guided to reflect on the situation in hand, with a view to adjusting future behaviours. This reflection usually ends in the agreement of a logical and natural consequence. as close to the discussion as possible.

The use of rules

Each class prepares its FAIR rules at the beginning of the year and these are displayed clearly in the classroom. Wording may vary depending on the age of the children and some variations may be used where appropriate eg. STAR (*Sit up, Track the speaker, Ask and answer questions, Respect those around you*). Class discussions should focus upon the whole school simple core values.

These pupil behaviours are reinforced by all staff working in school, no matter what their role. A focus upon reflection and supporting pupils engage in the process is central to the success of this policy. Should these values be tested a logical consequence would be sought.

- Sensible at all times
- Respectful to each other
- Respectful to the environment

3 step approach: The rules are used as the basis for a clear and consistent staged approach to challenging and changing behaviour and are designed to allow a level of interpretation, thus permitting teachers to use their professional judgement and style within their classroom.

If a pupil starts to behave in a way that affects the learning of others and a redirection or informal warning is ignored, the teacher will use a 3-step approach to refocus the pupil's behaviour:

1. Warning- with reminder of which rule is being broken
2. Warning- reminder of rule being broken and the possible consequences that maintaining that behaviour will create
3. Logical consequence

If necessary this approach will be reinforced by a visual cue, however this will not be shared in a public display on the classroom wall.

The use of logical (or natural) consequences

If pupils fail to meet our school/class behaviour expectations there will be a fair and proportionate response by the staff member dealing with the matter. A natural (or logical) consequence is a term we adopt rather than sanction.

“This way, an adult can work with a child in a logical and relational way that allows a consequence to be delivered that not only seems fair but is delivered with a restorative emphasis so that relationships remain intact”

Dave Whittaker, The Kindness Principle

This aspect of our school policy is focused upon the words of St Paul to The Corinthians. The text encourages us all that if God does not keep a record of offences then neither should we. God forgives and so should we.

“Love keeps no record of wrongs.” (1 Corinthians 13:5)

The purpose of this consequence is to ensure that the action taken by staff either:

- Changes a behaviour
- Restores a relationship or
- Fixes a problem

This remains at the heart of all that we do in engaging with our pupils and their families.

The vast majority of our pupils behave well most of the time and in most cases the natural consequences are infrequent. However, if staff begin to notice a pattern (multiple occasion) or the actions taken by the child are severe there is a need to explore support from parents/carers and school middle/senior leaders. It is important to note that these matters will be dealt with on a case by case basis taking into account a number of factors about the child's home circumstances and situation. The aim of this strategy is for reconciliation and restoration.

School operates a three stage system to ensure that pupils feel supported and guided in their efforts to improve their actions, by those closest to them:

Stage 1: Involving Parents

Where a pupil's behaviour persistently results in the need for consequences/is an isolated incident, open communication between the class teacher and parents is sought to explore the problem. At this stage members of the pastoral team may also support with engagement. Lines of communication are made clear and engagement actively encouraged between parties. This is to ensure the pupil quickly gets back on track.

Stage 2: Involving Parents and Team Leader

If a number of communications between the teacher and parents have not brought improvement, the class teacher will seek support from their Team Leader to discuss the way forward. Regular review meetings can take place to monitor progress and improvement, again supported if necessary by the pastoral team.

Stage 3: Involving Parents, Team Leader and Senior Leader (Assistant Headteacher, Executive Assistant Principle or Executive Headteacher)

This is implemented for children who persistently remain at Stage Two. At this stage there will be an increased level of contact with parents as well as exploration of support from outside agencies.

ANTI-BULLYING POLICY (TRUST WIDE)

Bullying is an issue which all academies within the trust take very seriously. There will be a clear and swift response to any report of bullying behaviour and these will always be investigated thoroughly with, where necessary, appropriate interventions put in place. Parents are informed of any incident, listened to, and will be kept updated of how their concerns are being dealt with. This policy should be read in conjunction with other relevant Academy policies ie. the Safeguarding, SEND and Equality policies.

Definition of bullying

The Academy defines bullying as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

The Academy has adopted, in collaboration with the pupil council, the acronym S.T.O.P: **Several Times On Purpose**

To help all members of the community remember our definition for bullying. Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- SEND-related derogatory language, taunts or gestures
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact, sexually abusive comments or focusing on sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet usage, such as email & internet chat room misuse, Mobile threats by text messaging & calls. Misuse of associated technology , i.e. camera & video facilities.

PROCEDURES FOR DEALING WITH BULLYING

Preventative measures:

- 1) Creating a telling culture. As a telling Academy, pupils should feel confident that there is someone whom they can tell if they feel threatened by bullying. Pupils should also feel confident they can tell someone if one of their peers is being bullied. This is achieved through:
 - a) Daily contact with the pupil's class teacher and class teaching assistant/s.
 - b) Regular PSHE sessions with class teacher/ pastoral staff.
 - c) Provision of trained anti-bullying ambassadors from whom students can seek support with bullying and friendship issues.
- 2) Development of the Academy buildings and grounds to reduce areas conducive to bullying by including clear sight lines into social areas, classrooms and toilets and CCTV covering the school grounds.
- 3) Clear expectations of the Academy zero tolerance approach to bullying reinforced annually through assemblies during anti bullying week.
- 4) Curriculum units on anti-bullying to be delivered in a variety of lessons including PSHE and English.
- 5) Posters and reminders provided across the Academy, to emphasise that we are a telling and non-bullying school and to encourage students to “See it, Report it”.
- 6) Staff training on identifying and dealing with bullying.
- 7) All pupils have lessons on internet safety to prevent issues involving new technologies. This information to be provided to parents.
- 8) Helpline addresses available around the Academy.
- 9) Anti-bullying resources highlighted to parents via the Academy website.

Dealing with incidents of bullying

Identifying a Cause for Concern (CfC)

Staff, parents or another pupil may suspect bullying behaviour is taking place and the CfC may be a suspicion without any supporting evidence. In these cases the Academy will put in place procedures for monitoring the situation.

Responding to an allegation of bullying

Allegations of bullying behaviour will be dealt with as quickly and thoroughly as possible. Sensitive and discrete handling of disclosures help to reassure and protect the child. After an allegation, the class teacher or other member of staff to whom the disclosure was made should carry out immediate enquiries (but not if a child protection issue is suspected). Pupils with SEN or with disabilities may have specific difficulties in reporting what has happened to them and staff should be particularly mindful of these children's needs; an appropriate trusted adult should be involved alongside the class teacher immediately if an incident is reported.

Where these enquiries indicate bullying may be taking place the allegation will be passed to the designated Senior Leader to carry out a full investigation. *See Appendix: Flowcharts A/B for procedures.*

Investigating an allegation of bullying behaviour

After an allegation of bullying behaviour has been referred to the Senior Leader, s/he will have enough evidence to carry out any necessary enquiries. S/he will then liaise with relevant staff, ensure written accounts are completed and take the appropriate action, depending upon the outcome of the investigation (*see Appendix: Flowchart C for procedure*). Where allegations are judged to be true, contact should be made with the parents of those involved. The Senior Leader will launch an investigation and share this with the Executive Headteacher.

Where bullying behaviour occurs, the Academy is concerned to ensure the safety of the victim, deal with the incident, liaise with the parents and manage regular follow-ups. Following the investigation, action will be taken relating to the pupils involved which may involve sanctions, intervention strategies or both. The range of interventions may include cooperative group work, circle of friends, befriending/buddy scheme, support group work, or peer/adult mentoring. Where persistent or violent bullying takes place, tougher sanctions will be necessary which will involve detentions and ultimately exclusion.

Responding to a concern from parent/carer

The Academy investigates all concerns raised about bullying with all interviews being recorded and dated. The findings of any investigation are reported back to parents as quickly as possible and the designated Senior Leader will follow up with a phone call to parents after about two weeks to ensure no further occurrence has taken place.

Limits of the policy

Where bullying occurs in school, and on school trips etc., the policy will be applied. If bullying takes place out of school, but there is a school connection, the Academy will, if it is within their powers, take action. If bullying takes place out of school and there is no school connection, the policy cannot be invoked but the Academy may offer support.

Responsibilities

Pupils are responsible for:

- Writing down what has been happening EITHER as the victim or as a witness. (This can be scribed for younger children)
- Walking away from confrontation
- As a victim, saying what s/he would like or need for support to the staff member dealing with the incident.
- Accepting support and trying to make progress one step at a time.
- Being prepared to help others when they can, staying positive, not keeping a problem to him/herself.
- Seeking help or advice as soon as possible from one or more of a range of individuals including class teachers, teaching assistants, Learning Mentor/Family Support Manager, senior staff, other support staff, friends, parents.

All staff are responsible for:

- Following the agreed procedures as listed above.
- Arriving on time for lessons and duties and not leaving classes unattended.
- Listening to students and or parental concerns re. bullying. This will often be the class teacher, who is the first point of call to students and parents.

The class teacher has a key responsibility in identifying, investigating and resolving bullying issues.

- Supporting the College ethos of zero tolerance to bullying.
- Leading lessons and, where appropriate, assemblies on the theme of anti-bullying.
- Supporting Senior Leaders or the Executive Headteacher in investigating and responding to issues of bullying involving members of their class

Phase Leaders are responsible for:

- Reinforcing the Academy position on anti-bullying to students in their phase.
- Leading class teachers in supporting the policy.
- Helping investigate cases of suspected bullying and arranging support packages/measures where required.

The Family Support Manager is responsible for:

- Leading the implementation of anti-bullying events and supporting the PSHE programme.
- Arranging the training and support of the Academy's anti-bullying ambassadors
- Supporting the investigation of cases of suspected bullying and implementing support packages and appropriate remedial measures, as required.
- Liaising with internal and external support agencies, as appropriate.

The Executive Headteacher and designated Senior Leader are responsible for:

- Implementing, monitoring, reviewing and amending the policy as required.
- Supporting class teachers in dealing with issues of bullying.
- Helping to create the ethos of an anti-bullying school.
- Ensuring that curriculum opportunities to discuss the issue are provided.
- Listening to the staff and student voice and, where practicable, acting on their advice.
- Supporting parents with concerns and dealing with complaints.

Parents are responsible for:

- Supporting the Academy policy and procedures.
- Listening to issues raised by their children and where appropriate sharing them with school staff.
- Co-operating in investigations into allegations of bullying and playing a part in any support and remedial measures necessary

ATTENDANCE INTERVENTIONS & RESPONSIBILITIES

- ★ Please note the following triggers are based on sessions (AM & PM) not days.
- ★ The standard letters sent out will require the addition of actual reasons for the absence. The reasons should be grouped under generic headings, for example, illness, term time holiday, medical appointments.
- ★ Where the person intervening considers there are exceptional reasons they should seek “permission” from the next person along the intervention ladder not to phone/meet the parent and send the letter.
- ★ The standard letters will contain the next trigger and intervention for the parents’ information.

Stage	Triggers Term 1	Trigger Term 2	Triggers Term 3	Intervention By	Intervention Required
0	0 to 5 sessions of absence in a term. 100% - 96%	0 to 10 sessions of absence [cumulative]. 100% -96%	0 to 15 sessions of absence [cumulative]. 100% - 96%	Office staff, Family Support and PWO	First Day Calling Home visit as appropriate
1	6 to 13 sessions of absence in a term. 95% - 90%	11 to 26 sessions of absence during first two terms. 95% - 90%	16 to 39 sessions of absence during the year. 95% - 90%	Attendance lead, family support, admin team and PWO.	First Day Calling Home visit as appropriate Internal tracking letter issued by school attendance officer supported by admin team.
Attendance percentages that fall below 90% will be discussed weekly in our attendance meetings. The attendance lead and PWO will make all judgements based on personal family circumstances and whether absences are authorised or unauthorised. Medical evidence may be requested for future absences from this stage.					
2	Below 14 sessions of absence in a term. 89% and below	Below 29 sessions of absence in a term [cumulative]. 89% and below	Below 38 sessions of absence in a term [cumulative]. 89% and below	Monitoring letter [ML] to be issued for attendance below 90% by PWO <ul style="list-style-type: none"> ● Family Support team to contact and offer support ● Home visits as appropriate <p>If improvements not seen since the issue of monitoring letter and <u>absences are unauthorised</u> then Legal procedures to begin:</p> <ul style="list-style-type: none"> ● Letter of concern one [LOC1] <p>If no immediate improvement:</p> <ul style="list-style-type: none"> ● Letter of Concern Two [LOC2] <p>If no immediate improvement continues this may lead to further legal proceedings:</p> <ul style="list-style-type: none"> ● First Warning Letter [FWL]. ● Court Meeting of Concern (CMOC) ● Final Warning Letter [FWL] ● Notice of Intention to Prosecute (NIP) 	

When appropriate the academy may determine to operate a fast track to prosecution for lack of attendance where other strategies haven't proved effective.

CHILDREN MISSING FROM EDUCATION

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education. Some parents may elect to educate their children at home and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order.

CHILDREN MISSING FROM EDUCATION

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education. Some parents may elect to educate their children at home and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order.

All academies within the Blessed Edward Bamber Catholic Multi Academy Trust will:

1. Enter pupils on their admission register at the beginning of the first day on which the academy has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the academy will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.
2. Closely monitor pupils' attendance through their daily register addressing poor or irregular attendance in line with the academy's policy. Registers will be kept up to date and accurate. Attendance information will be provided to the local authority in line with the agreed data sharing protocol.
3. Remove a pupil from the academy's admission register where a pupil has not returned to academy for ten days after an authorised absence or is absent from the academy without authorisation for twenty consecutive school days. This will only apply if the academy does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.
4. Prior to removal from the academy's admission register, the academy and the local authority will jointly be making reasonable enquiries to establish the whereabouts of the child.
5. Where a parent notifies the academy that a pupil will live at another address; record in a register:
 - a. the full name of the parent with whom the pupil will live;
 - b. the new address; and the date from when it is expected the pupil will live at this address.
6. Where a parent of a pupil notifies the academy that the pupil is registered at another school or will be attending a different school in future; record in the admission register:
 - a. the name of the new school; and
 - b. the date when the pupil first attended or is due to start attending that school.
7. Notify the local authority when a pupil's name is to be removed from the admission register at a nonstandard transition point under any of the fifteen grounds set out in the Children Missing in Education Regulations, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply at standard transition points.

8. Notify the local authority that a pupil's name is to be removed from the admission register, providing the local authority with:
 - a. the full name of the pupil;
 - b. the full name and address of any parent with whom the pupil lives;
 - c. at least one telephone number of the parent with whom the pupil lives;
 - d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
 - e. the name of pupil's destination school and the pupil's expected start date there, if applicable;
 - f. the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).

9. Notify the local authority within five days when a pupil's name is added to the admission register at a nonstandard transition point.

10. For any pupil that leaves the academy and becomes a registered pupil at another school in England or Wales, the Common Transfer File (CTF) will be sent to the new school in line with the [Common Transfer File \(CTF\) guidance](#) unless there are exceptional reasons not to.

11. There may be exceptional circumstances when standard rules for sending and receiving a CTF for a pupil might not apply. Each "exceptional" case should be judged on its merits in consultation with relevant parties. Circumstances when it is not considered appropriate to pass on details via a CTF might include a family escaping a violent partner; if the family is in a witness protection programme; or where there are concerns that the child is at risk of forced marriage.

Acronym Definitions:

PWO: Pupil Welfare Officer

ML: Monitoring Letter

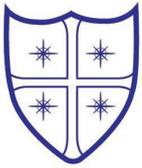
LOC 1: Letter of Concern One

LOC 2: Letter of Concern Two

FWL: Final Warning Letter

CMOC: Court Meeting of Concern

NIP: Notice of Intention to Prosecute



Care - Courtesy - Concern

HOME-SCHOOL AGREEMENT - St Cuthbert's Catholic Academy

Our goal at St Cuthbert's is to encourage all to follow our school motto: "Care, Courtesy, Concern" in all that they do. We encourage our community to: make the very best of their God-given talents; show respect to one another; and be mindful, acting positively towards those less fortunate than themselves. This is the heart of our catholic identity and is the basis of our children's spiritual and moral education.

To achieve this mission staff at St Cuthbert's Catholic Academy will:

- Provide opportunities for your child to develop spiritually in the knowledge and love of God.
- Care for your child's well being and happiness.
- Ensure that your child is given the opportunity to achieve his/her full academic potential through good example and high expectation.
- Provide a broad and balanced skills based curriculum to meet the individual needs of your child.
- Motivate children to develop positive attitudes to work and behaviour through building good relationships and developing a sense of responsibility and pride in the school.
- Provide opportunities for you and your family to become interested and involved in the daily life of the school.
- Keep you informed about general school, parish and community matters and about the progress of your own child in particular.

To achieve School mission the parent will:

- Support the policies of the school in valuing and helping my child to develop as a confident and caring member of our community.
- To foster the spiritual growth of the child.
- Help my child to develop a sense of responsibility.
- Ensure safety for all children by leaving cars outside the school environment.
- Establish positive links with staff to promote partnership in guiding good behaviour and positive attitudes to learning.
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Support my child by:
 - Following school rules on jewellery, haircuts and nail art
 - Providing appropriate school uniform and correct footwear
 - Ensuring good attendance and punctuality
 - Co-operating with homework and other opportunities for learning together
 - Attending open evenings and discussions about my child's progress
 - Supporting fundraising activities and social events
 - Ensuring on a day of absence the school is notified on the first day and kept informed if the absence continues

Signature of Parent/Guardian _____

To achieve School mission the pupil will be:

- Sensible at all times
- Respectful to each other
- Respectful to the environment

SIGN _____

(for Junior children only i.e. Y3 – Y6)



HOME-SCHOOL AGREEMENT - Christ the King Catholic Academy

Our goal at Christ the King is to ensure that our Catholic mission and ethos remains at the heart of all that we do; with positive relationships, dedication and commitment to Christ and each other, being central to this mission. Our school motto: “Believe, Belong, Become” is rooted in giving each child the opportunity to believe in the words Christ gave us, belong to a loving and nurturing family and become part of a community who achieves greatness whilst living out God’s plan

To achieve this mission staff at Christ the King Catholic Academy will:

- Provide opportunities for your child to develop spiritually in the knowledge and love of God.
- Care for your child’s well being and happiness.
- Ensure that your child is given the opportunity to achieve his/her full academic potential through good example and high expectation.
- Provide a broad and balanced skills based curriculum to meet the individual needs of your child.
- Motivate children to develop positive attitudes to work and behaviour through building good relationships and developing a sense of responsibility and pride in the school.
- Provide opportunities for you and your family to become interested and involved in the daily life of the school.
- Keep you informed about general school, parish and community matters and about the progress of your own child in particular.

To achieve School mission the parent will:

- Support the policies of the school in valuing and helping my child to develop as a confident and caring member of our community.
- To foster the spiritual growth of the child.
- Help my child to develop a sense of responsibility.
- Ensure safety for all children by leaving cars outside the school environment.
- Establish positive links with staff to promote partnership in guiding good behaviour and positive attitudes to learning.
- Make the school aware of any concerns or problems that might affect my child’s work or behaviour.
- Support my child by:
 - Following school rules on jewellery, haircuts and nail art
 - Providing appropriate school uniform and correct footwear
 - Ensuring good attendance and punctuality
 - Co-operating with homework and other opportunities for learning together
 - Attending open evenings and discussions about my child’s progress
 - Supporting fundraising activities and social events
 - Ensuring on a day of absence the school is notified on the first day and kept informed if the absence continues

Signature of Parent/Guardian _____

To achieve School mission the pupil will be:

- Sensible at all times
- Respectful to each other
- Respectful to the environment

SIGN _____

(for Junior children only i.e. Y3 – Y6)

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), the Blessed Edward Bamber Catholic Multi Academy Trust must ensure that policies designed to promote good behaviour and discipline on the part of its children, young people and staff are pursued at its academies. This includes under Section 88(2) of the EIA: a written statement of general principles; any particular advice to the head teacher; having due regard to guidance issued by the Secretary of State and consulting (in whatever manner they think appropriate) the head teacher, staff, parents and students.

Discipline in Schools – Teachers’ Powers

Teachers have statutory authority to discipline children & young people whose behaviour is unacceptable, whose conduct falls below the standard which could reasonably be expected of them, who break the school rules, repeatedly fail to meet the school’s stated expectations or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). This power also applies to all other paid staff with responsibility for children & young people, for example, cover supervisors, pastoral managers and teaching assistants.

- Teachers can discipline children & young people at any time they are in school or elsewhere under the charge of a teacher, including on visits or attending another educational establishment as part of their education.
- Teachers can also discipline children & young people for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate children & young people’s property.

Any sanctions imposed will be proportionate in the circumstances and taking into account child & young person’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Power to Discipline beyond the “School Gate”

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate children & young people’s behaviour in these circumstances “to such extent as is reasonable.”

The Trust believes it is reasonable to use these powers under the following circumstances:

- A child & young person’s misbehaviour, at any time, could have repercussions for the orderly running of the school or poses a threat to another child or young person or member of the public or could adversely affect the reputation of the Trust or its academies. The latter includes the use of social media.
- When the child or young person is: taking part in any school-organised or school-related activity; travelling to or from school; wearing the academy’s uniform or in some other way identifiable as a child or young person who attends one of the Trust’s academies.

The child or young person’s misbehaviour will be dealt with in a proportionate and consistent manner using the same level of sanction that would have been imposed if the incident had happened on the school’s grounds.

Parents should note that the head teacher is also required to consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a child or young person following their misbehaviour beyond the “school gate”. However, if the behaviour is criminal or poses a serious threat to a member of the public, the police must be informed.

Confiscation of Inappropriate Items

School staff may search a child or young person, with his/her consent, for any item. There are two sets of legal provisions which enable school staff to confiscate items from children & young people:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a child or young person property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- Power to search without consent for “prohibited items”. Prohibited items include:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, lighters and matches
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Inappropriate items, for example, merchandise that is intended for sale on the College premises, chewing gum, jewellery
 - Electronic devices, for example but not exclusively, mobile phones that are switched on or have been used by a child or young person on school grounds without staff permission, MP3 players

Legislation states that weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the academy’s head teacher to decide if and when to return a confiscated item. The Trust has determined that stolen items and illegal drugs will also be handed over to the police.

Alcohol, tobacco, cigarette papers, lighters and matches, fireworks and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property will be disposed of by the academy and will not be returned to the child, young person or their parent.

Articles of jewellery and electronic devices will be returned to child or young person in keeping with the arrangements determined by the academy at that time. All children, young people and parents should note that whilst the Trust’s academies will take reasonable care to keep any confiscated items safe and secure, prior to their return, the Trust nor any of its academies will be held liable for any loss or damage nor pay compensation for lost or damaged items and parents should ensure any items brought onto the Trust’s property are adequately ensured.

A child or young person may be searched with or in certain circumstances without his/her consent, however, the search must not compromise a child or young person’s basic human right to privacy and dignity. The person conducting the search must conduct it in the presence of another permanent member of staff and only when they have reasonable grounds for suspecting a child or young person is in possession of a prohibited item. The member of staff may search: only a child or young person’s outer clothing (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves) and scarves and desks, lockers and bags.

If a child or young person refuses to be searched, the academy may refuse to have the child or young person on the premises. Health and safety legislation require the Trust’s academies to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance or staying on site. If a child or young person fails to comply the head teacher has not excluded the child or young person the absence will be treated as unauthorised. The child or young person must comply with the rules and attend.

Power to use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Detentions

Teachers have a legal power to put students (aged under 18) in detention and this is one of a range of sanctions used by the Trust's academies. Parental consent is not required for detentions nor is there a requirement to give parents notice. However, in keeping with the principle of parents as their child's "first and foremost educator" the academy will provide notice to parents at least on the day before the detention is due to take place.

Detentions may occur on any school day where the student does not have permission to be absent. In deciding the timing of a detention, the academy/teacher will consider whether suitable travel arrangements can be made by the parent for the child or young person. Please note, it does not matter if making these arrangements is inconvenient for the parent, child or young person. The provision of notice to a parent will almost always ensure time for a parent to make appropriate travel arrangements for their child. In extreme cases the academy may rearrange the timing of a detention.

If a lunchtime detention is imposed the teacher will allow reasonable time for the child or young person to eat, drink and use the toilet.

Exclusion

Exclusions from school may be on a fixed term basis or permanent basis and will be determined solely by the head teacher, in the first instance. The Trust's Board has determined to delegate responsibility for reviewing exclusions to the governing body.

All exclusions are reported to and considered regularly by the Trust's Ethos, Curriculum & Community Committee. In addition, the committee:

- Will meet within 15 working days of a permanent exclusion to confirm the head teacher's decision or reinstate the child or young person if they disagree with the head teacher's determination.
- Will meet within 15 working days of an exclusion for a child or young person who has fifteen or more days of exclusion in a term. The committee will consider the evidence available and may confirm the head teacher's decision or reinstate the child or young person if they disagree with the head teacher's determination.
- Will meet within 15 working days of an exclusion, or prior to the date of an external examination, to consider reinstatement of a child or young person who would miss a public examination. The Trust's standard practice is to allow a child or young person to sit any public examination even if it occurs during a period of exclusion.
- Will meet within 50 working days of an exclusion for a child or young person who has more than five days of exclusion in a term. The meeting must be requested in writing by the parents of the child. The committee will consider the evidence available and may confirm the head teacher's decision or reinstate the child or young person if they disagree with the head teacher's determination.
- Will note any parental representations made by parents whose child has been excluded for five or fewer days in a term. However, the committee does not have the power to reconsider the exclusion or overturn the head teacher's decision.

Fixed term exclusions are used, for example, but not exclusively:

- Following a child or young person repeatedly failing to follow the expectations or rules in the academy's Behaviour Policy
- For a serious breach of the Behaviour Policy including:
- Using rude, offensive or threatening language or behaviour towards a member of staff. This includes the use of social media. The length of exclusion will be determined by the exact nature of the child or young person's behaviour and will be increased if the behaviour seriously undermines the member of staff's authority or the child or young person prolongs their rude, offensive or threatening language or behaviour or the child or young person has previously been excluded or fails to tell the whole truth about their actions.

- Being involved in a fight with another child or young person. The length of exclusion may be increased where there is evidence of premeditation or a significant level of violence or the child or young person has previously been excluded for the same offence or fails to tell the whole truth about their actions.
- Persistent bullying behaviour towards another/other child(ren) or young person(s) that continues despite the academy's intervention. This includes the use of social media. The length of exclusion will be increased where there is evidence of premeditation or a significant level of violence/threat or the child or young person has previously been excluded or fails to tell the whole truth about their actions.
- Bringing a knife or weapon onto the school site where there is no evidence of any threat or intent to use it. The length of exclusion will be determined by the exact nature of the incident and will be increased if the child or young person has previously been excluded or fails to tell the whole truth about their actions. (See also permanent exclusion).
- For making a malicious accusation against a member of staff. The length of exclusion will be increased where there is evidence of premeditation or collusion or the child or young person has previously been excluded or fails to tell the whole truth about their actions. (On occasions where a member of staff is subject to a formal investigation following a complaint the head teacher will assign a separate senior leader to the one investigating the complaint to support and look after the well-being of the member of staff as part of the College's general pastoral care for its employees.)
- For consuming alcohol or using illegal drugs or so-called legal highs on or bringing alcohol or illegal drugs or so called legal highs onto the school site or on the way to school (please also refer to the section on "Discipline beyond the College gates"). The length of exclusion will be determined by the exact nature of the incident and will be increased if the behaviour is public or the child or young person has previously been excluded or fails to tell the whole truth about their actions. A greater number of days of exclusion will be given for illegal use of drugs and for the student responsible for bringing the alcohol or illegal drugs on site.
- For a significant incident/issue or repeated low level breaches of the Behaviour Policy as determined by the Head teacher.

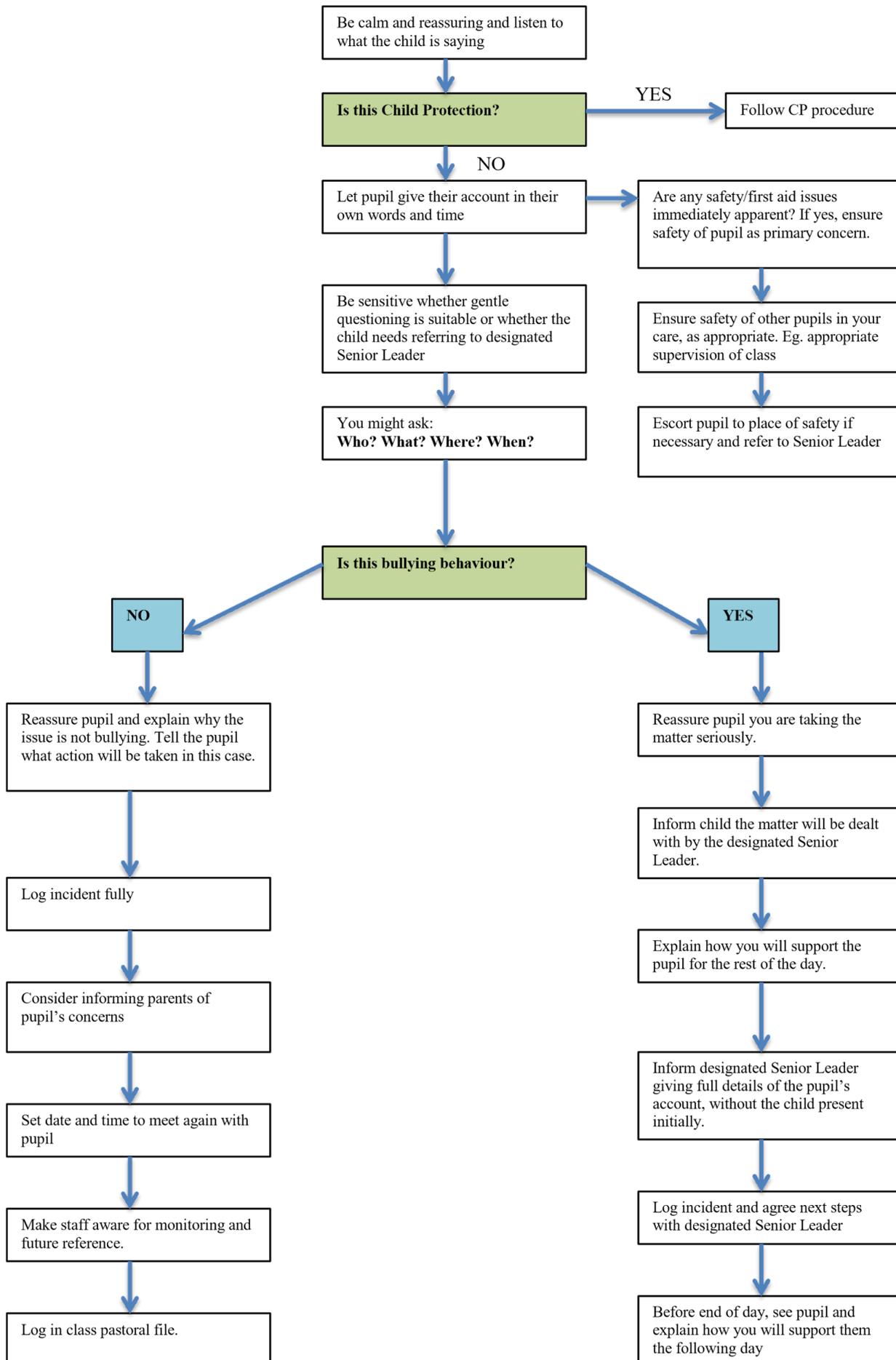
Permanent Exclusions are used, for example, but not exclusively:

- For a child or young person who repeatedly fails to follow the Behaviour Policy and consequently undermining discipline at the Academy.
- A permanent exclusion due to a child or young person displaying continuously disruptive behaviour will occur when there is clear evidence of persistently unacceptable behaviour and support strategies put in place by the academy to assist her/him in changing those elements of her/his behaviour that are unacceptable. Within the various intervention strands of the Behaviour Policy there is a requirement for a multi-agency approach. At this stage the following will occur unless it has already happened and appropriate support strategies are already in place:
 - ✓ An assessment will be made of the child or young person's learning, social and behavioural needs and if additional needs are identified additional appropriate support will be put in place. The Trust's academies are aware of their legal duties under the Equality Act 2010 and in respect of pupils with SEND.
 - ✓ Consideration will be given as to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the Safeguarding Policy.
 - ✓ Appropriate multi-agency support will be sought through either direct engagement via the academy or appropriate signposting to parents.

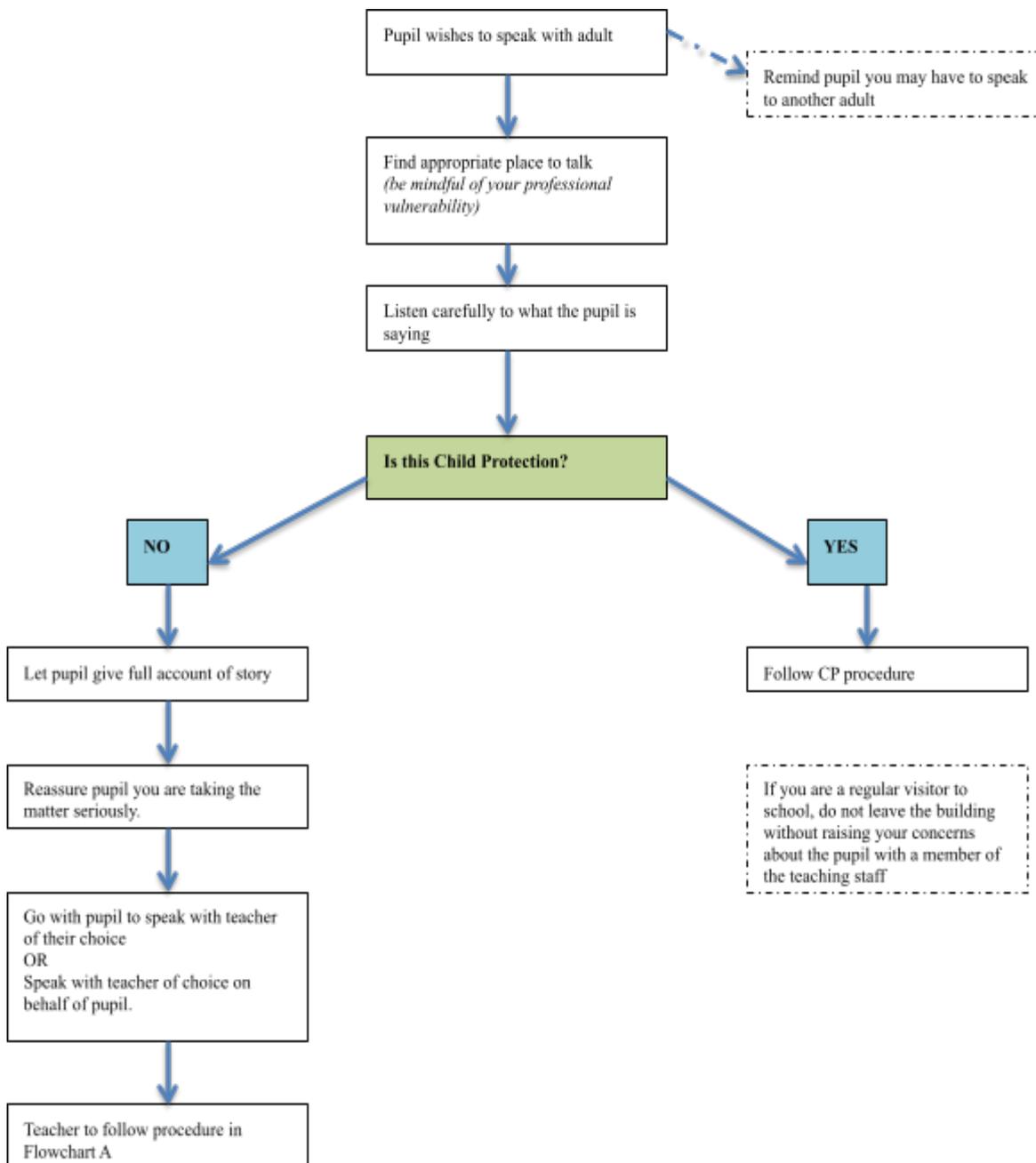
For a serious, significant one off offence permanent exclusion may be used, for example, but not exclusively:

- A child or young person selling (dealing) illegal substances to another child or young person(s) on the academy's site or on the way to the academy (please also refer to the section on "Discipline beyond the school gates").
- Actual violence towards a member of staff. The Trust considers the level of violence irrelevant in this situation as staff must be allowed to come to work without concerns that any violence towards them will be tolerated.
- Bringing a knife or weapon onto the school site where there is evidence of a threat or intent to use it.
- For a very significant incident/issue that breaches the Behaviour Policy as determined by the head teacher.

Anti-bullying flowchart A: Pupil disclosure: Class teacher action



Anti-bullying flowchart B: Pupil disclosure: Adult other than a teacher in school



Anti-bullying flowchart C: Executive Headteacher/Headteacher/ Senior Teacher actions

