



St. Mary's Catholic Academy Behaviour Policy

MISSION STATEMENT

St. Mary's is a caring faith community based on the teachings of Christ.

Our mission is to provide an outstanding whole person education through which all are challenged to grow in wisdom, understanding self esteem and closeness to God.

"I have come that you may have life and have it to the full"

John 10¹⁰

Version:	1.8
Adopted:	Autumn Term 2016
Next Revision Date:	Summer Term 2017

"Be the self you are called to be. Bring out the same self in others."

BEHAVIOUR POLICY

The issue of discipline and behaviour within schools is always a highly emotive one for staff, children, young people and parents. It is the issue where different value systems and approaches can clash. It is also the place where people can feel the most hurt or the greatest injustice has occurred. This policy seeks to place discipline and behaviour within the wider Christian and educational context.

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 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.

Relationships are at the centre of our Christian faith. They are a reflection of the mutual love of the Father, Son and Spirit. At the heart of our Catholic communities is the high quality and enriching relationships that exist between our children, young people and our staff. Based around reciprocity and forgiveness, it is often in the smallest interactions that these enriching relationships are built. The issue of reconciliation – rebuilding broken relationships – is sometimes a difficult and demanding one but is an essential part of the sacramental dimension of the academies' work. It is in these broken relationships that we find the greatest need of God's grace and forgiveness. Where there is an incident of poor behaviour we will always *"condemn the sin not the sinner."*

Much of society is obsessed with its rights. Living in a Christian community requires us all to focus on our responsibilities – to ourselves, to others and to the wider community. Each academy's Behaviour Policy and its implementation is a key element in a child or young person's moral formation. Through it children and young people will be helped to determine what is appropriate and acceptable and what is not. Whilst systems are required for the effective functioning of our academies we will never allow a system nor our actions to de-humanise people.

We believe:

- ✓ Each person, created in God's image, is blessed and holy. This is central to all our work with children and young people.
- ✓ The formation of our community and the need for enriching relationships, for us to be "persons-in-community", places limits on our individual freedoms for the common good and the benefit of all.
- ✓ Enriching relationships are a practical realisation of the Mystery of the Trinity and essential: to the well-being of all who work in the Trust and its academies, their self-worth as individuals and ultimately their success.
- ✓ The key Gospel values of Justice and Mercy must pervade all elements of the Behaviour Policy and its implementation especially in providing an *"option for the poor"*.
- ✓ That it is our Mission is to support parents in the formation and development of their children who in turn must support the implementation of this policy, if we are to work productively together.
- ✓ That outstanding behaviour and discipline are ultimately *"a way of life, an attitude of mind, an orientation of the soul"*.

Main Principles

- In managing children and young people's behaviour staff will be consistent, professional and respectful towards them and ensure all children and young people's right to learn is of primary importance.
- Outstanding, positive and enriching behaviour will be built around a series of expectations to develop self-discipline and a simple set of rules based on respect for others and the environment.
- Children and young people will be provided with the opportunity to make a positive contribution to the community in order to develop the reciprocal thinking and actions on which communities are founded.
- Forgiveness and reconciliation will be central to the implementation of this policy.
- Rewards, sanctions and associated interventions will be consistently applied, proportionate, staged and escalating with the intention of correcting, curing and directing a child or young person towards greater self-discipline and community living.
- The academy will provide appropriate professional development for staff in practices proven to improve and help manage children and young people's behaviour.

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Aims

The purpose of this Behaviour Policy is to ensure:

- A safe and orderly community.
- The consistent, proportionate, staged and escalating implementation of rewards, sanctions and interventions based on a set of expectations and rules.
- Children and young people develop age appropriate:
 - Personal, social, spiritual and moral values and respect for self, others and the environment.
 - Into confident learners who show the learning traits of: responsibility arriving at lessons prepared to learn and resilience by putting maximum effort into their work, no matter how challenging it is.
 - The levels of self-control, self-discipline and appropriate behaviour towards others that enables them to: be a full, supportive and enriching member of our community; develop as learners and in their learning; develop personally, socially, morally & spiritually and passport them to the next stage of their learning; future employment, training or further and higher education.

EVALUATION

Evaluation Criteria	Evaluation Strategy
➤ Below national average levels of exclusion overall and for key sub-groups including pupil premium	➤ Collation of data on an annual basis with analysis by sub-groups and comparison with RAISE online
➤ Overall attendance above national averages and persistent absence below national average and for key sub-groups including pupil premium	➤ Collation of data on an annual basis with analysis by sub-groups and comparison with RAISE online
➤ To attain 85% meeting expected standard in Reading, Writing & Mathematics and a KS2 value added score in the top 25% of primary schools nationally (primary).	➤ Use of RAISE online to provide statistical data
➤ To attain 70%+ A*-CEM and a Progress 8 score that is consistently within the top 25% of secondary schools nationally (secondary).	➤ Use of RAISE online to provide statistical data
➤ All A-level subjects to have a positive value added ALPS (Grade 5) residual (post-16).	➤ ALPS Report

GLOSSARY OF TERMS

HoLH Head of Learning House
 SHoLH Senior Head of Learning House

SEC Mr S Eccles
 JEM Mr J Mannino
 PGI Mr P Gillespie

PARS The ICT System used to record responses to the Behaviour Policy
 SLT Senior Leadership Team

BEHAVIOUR FOR LEARNING PROCEDURES (YEARS 7 -11)

Effective Behaviour for Learning Procedures will allow us to develop confident learners who arrive to lessons prepared to learn and ready to be resilient when tasks become challenging. We also seek to develop co-operative learners who will allow and enable other students to maximise their learning.

The policy deals with three distinct areas of behaviour for learning:

- Behaviour which affects a student's own learning (Expectations & Rewards).
- Behaviour which negatively affects the learning of others (Rules & Sanctions).
- Behaviour which supports others or the community (Community Service).

Behaviour which affects my own learning (Expectations & Rewards)	Behaviour which affects the learning of others (Rules & Sanctions)
<p><u>Behaviour for Learning Expectations:</u> At St Mary's we expect that all learners will be responsible and resilient:</p> <p>Responsible learners: Arrive on time Bring the correct equipment Arrive to class wearing uniform correctly</p> <p>Resilient learners: Complete home learning tasks to the best of their ability Make an effort with class work.</p>	<p><u>Behaviour for Learning Rules:</u> The following rules have been agreed for use during learning time. Effective co-operative learners at St Mary's agree to give everyone a FAIR chance to learn by:</p> <p>Following instructions first time</p> <p>Actively listening to staff and students</p> <p>Involving ourselves fully to help each other to learn</p> <p>Respecting other people and our environment</p>

BEHAVIOUR WHICH AFFECTS A STUDENT'S OWN LEARNING

Students will be awarded four points for each day of attendance.

In a morning registration students will lose a point if they are:

- Late to registration or sign in late
- Arrive with missing uniform or sit in registration with incorrect uniform/uniform worn incorrectly (once the point has been removed for missing /incorrect uniform a pink slip must be issued by the form tutor)
- If they have no planner (once the point has been removed a temporary planner must be issued by the form tutor)

If a pink slip is issued for missing/incorrect uniform or a temporary planner id issued for a forgotten planners it must be followed up the next day by the form tutor.

Classroom teachers should remove one point if a student doesn't meet any of the Academy's stated expectations, that is:

- Arriving late to class
- Arriving and being in class wearing uniform incorrectly (unless in possession of a pink slip)
- Having no planner or temporary planner
- Being without the correct equipment or kit
- Failing to complete homework to the best of their ability (loss of a point per missed deadline to a maximum of three points per homework after which student will be referred to pastoral manager)
- Failing to make an effort with their work including presentation.
- Failing to meet formally agreed coursework deadlines (loss of three points)

Points will not be removed for poor behaviour.

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BEHAVIOUR WHICH SUPPORTS OTHERS OR THE COMMUNITY

The Behaviour for Learning System rewards students who make a significant contribution to our community or the wider community. This is part of developing students' actions and understanding of our interdependency. An additional reward point may be awarded for supporting others or the community which equates to approximately an hour and a half's effort. This could include:

- Charity work,
- Volunteering in some capacity to support Academy events (Open Evenings) or other people in the local community, Attending practice or playing in a sports match, musical or drama production,
- Helping out at Open Evening etc.

These points may be nominated by any member of staff and presented by the student to his/her Head of Learning House who will then moderate the judgement, thus allowing for consistency in awarding of additional points, and when appropriate arrange for them to be placed on PARS.

OUTSTANDING CLASSWORK OR HOME LEARNING

Staff are able to award an additional point for outstanding classwork and home learning. This measure is relative to the ability of the student.

REWARDS

It is important to affirm students who are behaving in a manner which supports their own and others learning as well as to reward students for their effort and also for academic achievement in relation to their targets.

Rewarding progress and attainment.

Students in Y7 -11 will celebrate their achievements in each term at a series of rewards assemblies. Certificates will be awarded for Attitude to learning as well as Progress made in relation to student targets grades. Certificates will also be awarded to 100% attenders and the top community points earners in each learning house.

Sixth form students will be rewarded for achievements in relation to their targets.
This will be the form of a trip in the Autumn term. The criteria for this will be :

95% Attendance
Not on any intervention plans.

Rewards Year 7 – 10:

In addition students will qualify for additional rewards in the second half of each term. There will be trips offered for reward one and three and reward two will be Love to shop vouchers

Reward 1 Criteria:

- **No Step 3 in the Term**
- **No Seclusion in the term**
- **No Internal Exclusion in this term**
- **No External Exclusion in the year**

Reward 2 Criteria:

- **No Step 3 in the Term**
- **No Seclusion in the term**
- **No Internal Exclusion in this term**
- **No External Exclusion in the year**

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Reward 3 Criteria:

- No more than 3x Step 3 in the year
- No more than 2 Seclusion in the year
- No more than 1 Internal Exclusion in the year
- No External Exclusion in the year

For all the rewards there will be a Min Number of points – TBC Students ranked in order of NET POINTS

From this rank order and meeting the above criteria there will be a % of students invited for free and then a sliding scale of cost for other eligible students – However there will have to be a cut off point based on points.

Reward 1 December 2016	Reward 2 April 2017	Reward 3 July 2017
Yr 9/10 Trafford Centre	Love to shop voucher Years 7-10	Blackpool Pleasure Beach Years 7-10
Yr 7/8 Skating or cinema		
Or the option of an activity in school.		

Year 11 only

The year 11 reward is monies towards their Prom ticket at the end of year 11. Monies are awarded for being on target with their GCSE subjects after mock examinations.

In Progress Check 1 if they are **on target using current grade** for 8 GCSE then they get £1 for each on target grade up to £8

In Progress Check 2 if they are **on target using current grade** for 8 GCSE then they get £2 for each on target grade up to £16

This means students over the 2 cycles they could earn up to £24 for their prom ticket

Top 20 students in rank order of behaviour for learning points go completely free.

Also for year 11 - Criteria for the prom qualification is:

No Internal or external exclusion in 2016/17

90% Attendance to college (Individual exceptional circumstances considered)

No more than 10 Step 3 in year 11

They do not lose more than 100 behaviour points

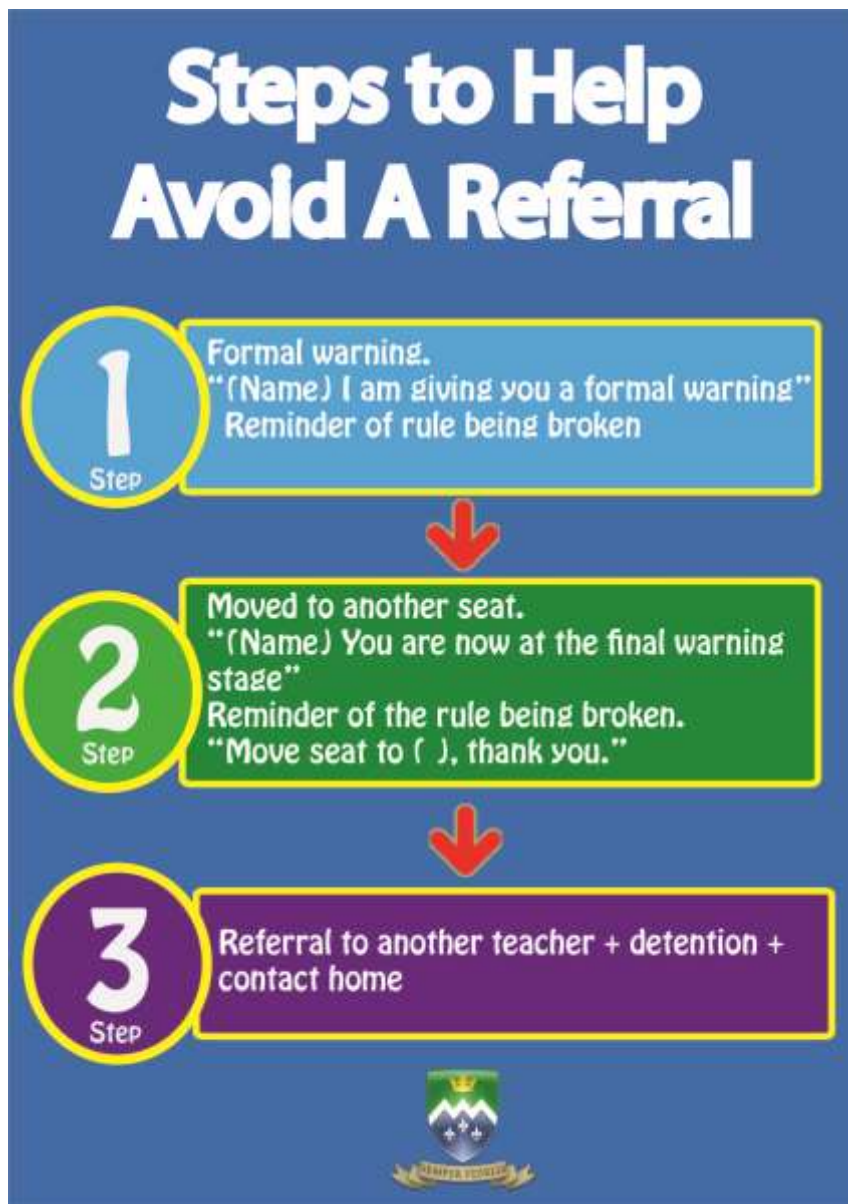
*Exceptional circumstances for attendance which affect qualification will be considered if raised in writing with the students Head of Learning house for reward trips and with the Head teacher for the prom.

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BEHAVIOUR WHICH AFFECTS THE LEARNING OF OTHERS

The Behaviour for Learning Procedures are underpinned by a set of straight forwards rules and a clear staged approach to challenging, changing and refocusing behaviour. If a student starts to behave in a way which affects the learning of others then the steps in the process must be followed using the agreed language quoted. This ensures consistency between lessons and teachers and also ensures that staff and students are aware at which stage of the process they are. Each step **must** be followed in order.

The rules are designed to allow a level of interpretation thus permitting teachers to use their professional judgement and style within their class room management. The rules be used when explaining to a student why his/her behaviour is affecting the learning of others. A key professional skill is to use the rules and stepped process to amend a student's behaviour so that it conforms to the standards expected at St. Mary's.



The Behaviour for Learning Expectations & Rules and steps to avoid a referral will be displayed in all classrooms.

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BEHAVIOUR FOR LEARNING INTERVENTIONS – PASTORAL (YEARS 7-11)

FORM TUTORS, HEADS OF LEARNING HOUSES & SENIOR LEADERS

Interventions are based on “units” of non-compliance with either expectations or rules. The basic “units” of non-compliance are:

- The loss of five points in a half term is equivalent to one unit of “non-compliance”, the loss of ten points in a half term is equivalent to one more unit and so on with the loss of fifteen points in a half term equivalent to three and the loss of twenty points in a half term equivalent to four
- Each Step 3 referrals is equivalent to one unit of “non-compliance”
- Each Urgent Referral is equivalent to one unit of “non-compliance”

Daily monitoring will be required by form tutors, Heads of Learning Houses and Senior Heads of Learning Houses, as appropriate, of points lost and Step 3 referrals. There is a daily notification on form registers in PARS.

- Units of non-compliance are summative across the year.
- Each half term a student automatically drops down to the stage below (see table). If a student gains more units of non-compliance then contact will be made home, as stipulated in the intervention required, but a sanction will not be imposed again until a student reaches a stage s/he has not yet been through.
- At the beginning of each academic year a student starts at Stage 0. If s/he was at Stage 10 s/he will continue to receive support for this stage. Final warnings from the Assistant Headteacher and Headteacher at Stages 11 and 12 respectively will remain in place for two terms, commencing the term after the warning was given, after which the student will move to the stage below.

Stage	Triggers - First half term	Triggers – End of Christmas Term	Triggers – Up to February half term	Triggers – End of Lent Term	Triggers – Up to May half Term	Triggers – End of Summer Term	Intervention By	Intervention Required
0	0 to 3 units of non-compliance	0-6 units of non-compliance	0-9 units of non-compliance	0-12 units of non-compliance	0-15 units of non-compliance	0-18 units of non-compliance		None
1	4-6 units of non-compliance	7-9 units of non-compliance	10-12 units of non-compliance	13-15 units of non-compliance	16-18 units of non-compliance	19-21 units of non-compliance	Form Tutor HOD	Form tutor to write formally, using standard letter, to parents/carers informing them of the issue(s) and seek their support in addressing it. Daily monitoring using PARS for a week in registration. HOD may be involved if loss of points or Units is in a singular area

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Stage	Triggers - First half term	Triggers – End of Christmas Term	Triggers – Up to February half term	Triggers – End of Lent Term	Triggers – Up to May half Term	Triggers – End of Summer Term	Intervention By	Intervention Required
2	7-9 units of non-compliance	10-12 units of non-compliance	13-15 units of non-compliance	16-18 units of non-compliance	19-21 units of non-compliance	22-24 units of non-compliance	Form Tutor HOD	Form tutor to contact home to alert parents/carers to the issue and seek their support in addressing it. Daily monitoring using PARS for a week in registration. Additional Form tutor mentoring. HOD may be involved if loss of points or Units is in a singular area
3	10-12 units of non-compliance	13-15 units of non-compliance	16-18 units of non-compliance	19-21 units of non-compliance	22-24 units of non-compliance	25-27 units of non-compliance	Form Tutor HOD	Form tutor to meet with parents/carers to discuss the issue(s), seek their support in addressing it and inform of consequences of further non-compliance. Daily monitoring using PARS for a week in registration. Additional Form tutor mentoring. HOD may be involved if loss of points or Units is in a singular area
4	13-17 units of non-compliance	16-20 units of non-compliance	19-23 units of non-compliance	22-26 units of non-compliance	25-29 units of non-compliance	28-32 units of non-compliance	Head of Learning House	Form Tutor Referral to Head of Learning House who checks Stage 1-3 compliance. Student to serve one day in Seclusion. Head of Learning House to contact parents/carers to inform them of reasons and actions taken. Head of Learning House monitoring and mentoring.

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Stage	Triggers - First half term	Triggers – End of Christmas Term	Triggers – Up to February half term	Triggers – End of Lent Term	Triggers – Up to May half Term	Triggers – End of Summer Term	Intervention By	Intervention Required
5	18-22 units of non-compliance	21-25 units of non-compliance	24-28 units of non-compliance	27-31 units of non-compliance	30-34 units of non-compliance	33-37 units of non-compliance	Head of Learning House	Head of Learning House to meet with parents/carers to discuss the issue(s), seek their support in addressing it and inform them of issues of further non-compliance. Head of Learning House monitoring and mentoring.
6	23-27 units of non-compliance	26-30 units of non-compliance	29-33 units of non-compliance	32-36 units of non-compliance	35-39 units of non-compliance	38-42 units of non-compliance	Head of Learning House	If Stage 6 units on non-compliance exceeded one day internal exclusion referral via Senior Head of Learning House to JEM. Student to serve one day in Internal Exclusion Head of Learning House to meet parents/carers on day.
7	28-32 units of non-compliance	31-35 units of non-compliance	34-38 units of non-compliance	37-41 units of non-compliance	40-44 units of non-compliance	43-47 units of non-compliance	Senior Head of Learning House	Head of Learning House Referral to Senior Head of Learning House who checks Stage 4-6 compliance. Learning House Six Week Support Programme put in place by Senior Head of Learning House and documented. Parents & students warned further non-compliance may lead to 3 day exclusion. PSP to be shared with all stakeholders
8	33-37 units of non-compliance	36-40 units of non-compliance	39-43 units of non-compliance	42-46 units of non-compliance	45-49 units of non-compliance	48-52 units of non-compliance	Senior Head of Learning House	If Stage 8 is triggered during the six week Learning House Support Programme then the programme should be reviewed.

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Stage	Triggers - First half term	Triggers – End of Christmas Term	Triggers – Up to February half term	Triggers – End of Lent Term	Triggers – Up to May half Term	Triggers – End of Summer Term	Intervention By	Intervention Required
9	38-42 units of non-compliance	41-45 units of non-compliance in the Christmas Term	44-48 units of non-compliance	47-51 units of non-compliance	50-54 units of non-compliance	53-57 units of non-compliance	Senior Head of Learning House	<p>If Stage 9 units of non-compliance are exceeded at any time during the Learning House Support Programme then Senior Head of Learning House to make three day exclusion referral to JEM. PSP should be attached to exclusion</p> <p>The three day exclusion will occur at the end of the six week programme.</p> <p>Readmission to be done jointly by Senior Head of Learning House & PGI to facilitate referral to PIT.</p>

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Stage	Triggers - First half term	Triggers – End of Christmas Term	Triggers – Up to February half term	Triggers – End of Lent Term	Triggers – Up to May half Term	Triggers – End of Summer Term	Intervention By	Intervention Required
10	43+ units of non-compliance. If no/insufficient progress determined by SLT Meeting moved to Stage 11.	46+ units of non-compliance. If no/insufficient progress determined by SLT Meeting moved to Stage 11.	49+ units of non-compliance If no/insufficient progress determined by SLT Meeting moved to Stage 11.	52+ units of non-compliance If no/insufficient progress determined by SLT Meeting moved to Stage 11.	55+ units of non-compliance If no/insufficient progress determined by SLT Meeting moved to Stage 11.	58+ units of non-compliance If no/insufficient progress determined by SLT Meeting moved to Stage 11.	PGI (PIT)	Senior Head of Learning House Referral to PIT. PGI to check Stage 7-9 compliance. Student returns to PIT team assessment of needs. Intervention package designed by PIT to meet the needs of the individual child. Formally recorded as addition to PSP with external agency support where appropriate to run for between twelve to 24 working weeks followed by formal review. Full parental engagement. Letter to parents to confirm support and review dates JEM to bring individual student reports including non-compliance to SLT Meetings. Student remains under the pastoral guidance of form tutor and SHOLH
11	If no or insufficient progress determined by JEM Meeting moved to Stage 12.	If no or insufficient progress determined by JEM Meeting moved to Stage 12.	If no or insufficient progress determined by JEM Meeting moved to Stage 12.	If no or insufficient progress determined by JEM Meeting moved to Stage 12.	If no or insufficient progress determined by JEM Meeting moved to Stage 12.	If no or insufficient progress determined by JEM Meeting moved to Stage 12.	JEM	JEM to collate full documentation and pass to SEC. SEC to bring individual student reports including non-compliance to SLT Meetings. Full parental engagement. JEM to collate full documentation and pass to SEC. Student remains under the pastoral guidance of form tutor and SHOLH

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Stage	Triggers - First half term	Triggers – End of Christmas Term	Triggers – Up to February half term	Triggers – End of Lent Term	Triggers – Up to May half Term	Triggers – End of Summer Term	Intervention By	Intervention Required
12							SEC	Final meeting with parents to discuss any further support or options available. SEC to monitor student and issues(s) of non-compliance. Consideration of managed move or permanent exclusion if no/insufficient progress. Student remains under the pastoral guidance of form tutor and SHOLH

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BEHAVIOUR FOR LEARNING PROCEDURES (SIXTH FORM)

Effective Behaviour for Learning Procedures in terms of our key expectations apply to all Sixth Form students. We assume that Sixth Form students will exhibit positive behaviours that support the learning of others without need for referral to the rules and sanctions used within Year 7-11. If this is not the case a subject teacher must respond accordingly and where there are repeat offences inform and seek support from the Head of Sixth Form.

Behaviour which affects my own learning (Expectations & Rewards)
<p><u>Behaviour for Learning Expectations:</u> At St Mary's we expect that all learners will be responsible and resilient:</p> <p>Responsible learners: Arrive on time Bring the correct equipment</p> <p>Resilient learners: Complete home learning tasks to the best of their ability Make an effort with class work.</p>

BEHAVIOUR WHICH AFFECTS A STUDENT'S OWN LEARNING

In a morning registration Sixth Form students will lose a point if they are:

- Late to registration or sign in late

Classroom teachers should remove a point if a Sixth Form student doesn't meet any of the Academy's stated expectations, that is:

- Arriving late to class
- Being without the correct equipment or kit
- Failing to complete homework to the best of their ability (loss of five points)
- Failing to make an effort with their work.

In addition, if a Sixth Form student truants a lesson or misses it without an acceptable reason then the subject teacher should log it immediately on the PARS System (Demerit Section - Pastoral>Sixth Form Truancy), follow up the issue with the student concerned and require the student to return after Academy/during one of his/her unallocated periods to complete the work missed.

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BEHAVIOUR FOR LEARNING INTERVENTIONS – PASTORAL (SIXTH FORM)

FORM TUTORS, HEADS OF SIXTH FORM & SENIOR HEAD OF LEARNING HOUSE

Interventions are based on “units” of non-compliance with either expectations or missing of lessons. The basic “units” of non-compliance are:

- The loss of five points (late to class, not having correct equipment & failing to make an effort) in a half term is equivalent to one unit of “non-compliance”, the loss of ten points in a half term is equivalent to one more unit and so on with the loss of fifteen points in a half term equivalent to three and the loss of twenty points in a half term equivalent to four
- Each missed lesson is equivalent to one unit of “non-compliance”

Daily monitoring will be required by form tutors, Heads of Sixth Form and Senior Head of Sixth Form, as appropriate, of points lost and Step 3 referrals. There is a daily notification on form registers in PARS.

Stage	Triggers - First half term	Triggers – End of Christmas Term	Triggers – Up to February half term	Triggers – End of Lent Term	Triggers – Up to May half Term	Triggers – End of Summer Term	Intervention By	Intervention Required
0	0 to 3 units of non-compliance	0-6 units of non-compliance	0-9 units of non-compliance	0-12 units of non-compliance	0-15 units of non-compliance	0-18 units of non-compliance		None
1	4-6 units of non-compliance	7-9 units of non-compliance	10-12 units of non-compliance	13-15 units of non-compliance	16-18 units of non-compliance	19-21 units of non-compliance	Form Tutor	Daily monitoring using PARS for a week in registration. Form tutor to write formally, using standard letter, to parents/carers informing them of the issue(s) and seek their support in addressing it.
2	7-9 units of non-compliance	10-12 units of non-compliance	13-15 units of non-compliance	16-18 units of non-compliance	19-21 units of non-compliance	22-24 units of non-compliance	Form Tutor	Form tutor to contact home to alert parents/carers to the issue and seek their support in addressing it. Daily monitoring using PARS for a week in registration. Additional Form tutor mentoring.

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Stage	Triggers - First half term	Triggers – End of Christmas Term	Triggers – Up to February half term	Triggers – End of Lent Term	Triggers – Up to May half Term	Triggers – End of Summer Term	Intervention By	Intervention Required
3	10-12 units of non-compliance	13-15 units of non-compliance	16-18 units of non-compliance	19-21 units of non-compliance	22-24 units of non-compliance	25-27 units of non-compliance	Form Tutor	Form tutor to meet with parents/carers to discuss the issue(s), seek their support in addressing it and inform of consequences of further non-compliance. Daily monitoring using PARS for a week in registration. Additional Form tutor mentoring.
4	13-15 units of non-compliance	16-18 units of non-compliance	19-21 units of non-compliance	22-24 units of non-compliance	25-27 units of non-compliance	28-30 units of non-compliance	Head of Sixth Form	Form Tutor Referral to Head of Sixth Form who checks Stage 1-3 compliance. Student to be placed on contract with Head of Sixth Form. Head of Sixth Form to write to parents/carers to inform them of reasons and actions taken. Head of Sixth Form monitoring and mentoring.
5	16-18 units of non-compliance	19-21 units of non-compliance	22-24 units of non-compliance	25-27 units of non-compliance	28-30 units of non-compliance	31-33 units of non-compliance	Head of Sixth Form	Head of Sixth Form to meet with parents/carers to discuss the issue(s), seek their support in addressing it and inform them of issues of further non-compliance. Head of Sixth Form monitoring and mentoring.
6	19-21 units of non-compliance	22-24 units of non-compliance	25-27 units of non-compliance	28-30 units of non-compliance	31-33 units of non-compliance	34-36 units of non-compliance	Head of Sixth Form	Head of Sixth Form to meet parents/carers & student and inform them of Stage 7 Head of Sixth Form monitoring and mentoring.

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7	22-24 units of non-compliance	25-27 units of non-compliance	28-30 units of non-compliance	31-33 units of non-compliance	34-36 units of non-compliance	37-39 units of non-compliance	Senior Head of Learning House	Head of Sixth Form Referral to Senior Head of Learning House who checks Stage 4-6 compliance. Senior Head of Learning House to meet with parents/carers & student - Learning House support programme put in place by Senior Head of Learning House including external agencies where appropriate. Parent/carers & student informed no appeal for Y13 place will be permitted if grades/point score below minimum requirements.
8	25-27 units of non-compliance	28-30 units of non-compliance	31-33 units of non-compliance	34-36 units of non-compliance	37-39 units of non-compliance	40-42 units of non-compliance	Senior Head of Learning House	Senior Head of Learning House to meet with parents/carers & student Learning House support programme reviewed.
9	28-30 units of non-compliance	31-33 units of non-compliance in the Christmas Term	34-36 units of non-compliance	37-39 units of non-compliance	40-42 units of non-compliance	43-45 units of non-compliance	Senior Head of Learning House	Senior Head of Learning House to meet with parents/carers & student Learning House support programme reviewed.

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Stage	Triggers - First half term	Triggers – End of Christmas Term	Triggers – Up to February half term	Triggers – End of Lent Term	Triggers – Up to May half Term	Triggers – End of Summer Term	Intervention By	Intervention Required
10	31+ units of non-compliance. If no/insufficient progress determined by JEM moved to Stage 11.	34+ units of non-compliance. If no/insufficient progress determined by JEM moved to Stage 11.	37+ units of non-compliance If no/insufficient progress determined by JEM moved to Stage 11.	40+ units of non-compliance If no/insufficient progress determined by JEM moved to Stage 11.	43+ units of non-compliance If no/insufficient progress determined by JEM moved to Stage 11.	46+ units of non-compliance If no/insufficient progress determined by JEM moved to Stage 11.	JEM	JEM to bring individual student reports including non-compliance to SLT Meetings. Consideration given to potential disciplinary sanctions. Full parental engagement. JEM to collate full documentation and pass to SEC.
11							SEC	Final meeting with parents to discuss any further support or options available. SEC to monitor student and issues(s) of non-compliance. Discussion about student leaving St. Mary's.

- Units of non-compliance are summative across the year.
- Each half term a student automatically drops down to the stage below (see table). If a student gains more units of non-compliance then contact will be made home, as stipulated in the intervention required, but a sanction will not be imposed again until a student reaches a stage s/he has not yet been through.
- At the beginning of Y13 a student starts at Stage 0.

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BEHAVIOUR FOR LEARNING INTERVENTIONS – DEPARTMENTAL (ALL STUDENTS)

SUBJECT TEACHERS & HEADS OF DEPARTMENTS

On-going monitoring will be required by subject teachers of points lost within the subject. Head of departments must monitor on a fortnightly basis the points lost by each student within the subject. PARS reports will be available for analysis.

Level	Trigger	Intervention By	Intervention Required
0	None to four points lost in the subject within a half term.		None
1	Five points lost within a half term in the subject.	Subject Teacher	Subject teacher to write formally, using standard letter (cc. to form tutor and head of department), to parents/carers informing them of the issue and seek their support in addressing it. Subject teachers must be available to discuss the issues over the phone/via e-mail if parents require further information. On-going monitoring by subject teacher.
2	Ten points lost or 2 step 3s within a half term in the subject.	Head of Department	Subject teacher to check whether the student has already entered the Pastoral Intervention Pathway. If not, subject teacher to refer to head of department. Head of Department (with subject teacher whenever possible) to meet with parents/carers to discuss the issue(s) and seek their support in addressing it.
3	Fifteen points lost within a half term in the subject.	Form Tutor HOH and HOH	At this point the student will enter the Pastoral Intervention Pathway as the trigger for three units of non-compliance has been reached even if no other points have been lost by the student in any other subject during the half term. See Interventions – Pastoral.

The number of points lost by a student resets to zero each half term.

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.	0 to 10 sessions of absence during first two terms.	0 to 15 sessions of absence during the year.	Form tutor	Form tutor to praise students and encourage her/him to maintain attendance levels. Form tutor to contact parents of students receiving termly attendance certificates to inform parents and add their congratulations.
1	6 to 10 sessions of absence in a term.	11 to 15 sessions of absence during first two terms.	16 to 23 sessions of absence during the year.	Form Tutor Pastoral Manager	Form Tutor or Pastoral Manager to speak to student. Contact parents/carers to discuss the issue and seek their support in addressing it. Pastoral Manager to send standard letter with reasons inserted and next stage.
2	11 to 15 sessions of absence in a term.	16 to 23 sessions of absence during first two terms.	24 to 37 sessions of absence during the year.	HOLH	Head of Learning House to meet parents/carers to discuss the issue and seek their support in addressing it. Head of Learning House to send standard letter with reasons inserted and next stage.
3	16 to 19 sessions of absence in a term.	24 to 37 sessions of absence during first two terms.	38 to 57 sessions of absence during the year.	SHOLH & PWO	Senior Head of Learning House to discuss case with PWO. SHOLH/PWO to meet parents/carers to discuss the issue and seek their support in addressing it. SHOLH to discuss possible multi agency support with JEM. Standard letter with reasons inserted and next stage sent.
4	20+ sessions of absence in a term.	38+ sessions of absence during first two terms.	58+ sessions of absence during the year.	JEM & PWO	JEM to liaise with EWO. Engagement by EWO and potential court action. Standard letter with reasons inserted and risk of prosecution explained.

When determined as appropriate the Academy operates a fast track to prosecution for lack of attendance where other strategies haven’t proved effective.

ATTENDANCE ROLES & RESPONSIBILITIES

All staff have a responsibility to promote excellent attendance of students.

FORM TUTORS

- Be aware of the attendance target for your form and strive to reach or exceed it.
- Be aware of the 'Target Group' in your own form as provided by the Senior Leader on a termly basis.
- Monitor the attendance and punctuality of individuals within your form. Identify pupils with 'patterns' of absence i.e. Mondays out of fifteen. Use mentoring sessions as an opportunity to review attendance and punctuality with individual students.
- Monitor levels of 'unauthorised' absence within your form and strive to keep it to a minimum.
- Collate and record absence notes from pupils ensuring correct symbols are marked on absence OMR sheets. Return these promptly to Justine Threlfall in the office.
- Send letters home to parents where required to encourage the production of outstanding absence notes. The office can generate this if requested.
- Remind pupils that attendance and punctuality contribute towards Rewards trips and the Prom.
- Remind pupils of the clear link between high attendance and academic success.
- Contact parents of students receiving termly attendance certificates to inform parents and add your congratulations.

PASTORAL MANAGERS

- Implement Stage 1 interventions across designated learning houses.
- One to one interview with 'Target Group' students.

HEADS OF LEARNING HOUSES

- Implement Stage 2 interventions across designated learning houses.
- Promote good attendance via House assemblies. Prepare and distribute 100% Attendance Certificates for Christmas Term & 100%/95%+ Attendance for year up to end of Easter & Summer Term.
- Be aware of individual targets for both forms and the Learning House as a whole. Support and encourage tutors to achieve or exceed form targets.
- Monitor adherence to attendance procedures by form tutors and pastoral managers.
- Produce for monitoring meetings analysis by forms, learning house and sub-groups (LAC & EAL). Monitor attendance of LAC within the learning house.

SENIOR HEADS OF LEARNING HOUSES

- Implement Stage 3 interventions across designated learning houses.

SENIOR LEADER RESPONSIBLE FOR ATTENDANCE

- Implement Stage 4 & 5 interventions across designated learning houses.
- Set targets for each form within the House based on attendance figures from the previous year. Target will be set at 95% with adaptation for students on the target group.
- Identifying target groups for each form at the start of the year and subsequently at the beginning of each term during the year.
- Meetings with EWO, as part of Stage 5 Attendance intervention, and attendance at CMOC Meetings.
- Ensure first day response takes place via the office.
- Liaise with LA and manage truancy sweeps.

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BEHAVIOUR TO ENSURE A SAFE & ORDERLY COMMUNITY

In addition to the Academy's Behaviour for Learning procedures, students are required to behave in a manner befitting a Christian community and moderate their behaviour for the good of themselves and others. The overwhelming majority of students consistently behave in this manner and show exemplary conduct.

Students must not engage or involve themselves in behaviours which would:

- Cause harm or upset to other students including the inappropriate use of social media
- Undermine the authority of staff by failing to follow their reasonable instructions or use rude, offensive or threatening language or behaviour towards a member of staff including the inappropriate use of social media
- Bring prohibited items onto the Academy's premises
- Undermine the maintenance of effective behaviour and discipline at the Academy.

As part of belonging to St Mary's Catholic Academy students will be required to follow and parents expected to support the Academy in implementing the following general rules and expectations. These rules will govern students' behaviour on the way to and from Academy and at break and lunch time.

1. Behave safely and sensibly at all times
2. Be respectful of each other and staff
 - Use good manners and be courteous at all times
 - Follow staff's instruction first time
3. Be respectful of the environment
 - Keep the all areas tidy and litter free
 - No food or drink (except bottled water) may be consumed within the building
4. Keep mobile phones and music players switched off and in bags whilst on the Academy premises unless specifically given permission to use them by a member of staff

Where a student does not follow any of the above rules a stepped approach should be used with a proportionate response.

For example, the member of staff or prefect should instruct anyone eating or drinking inside the building or whose behaviour is disturbing/disrupting other students or staff in the building to leave. If litter is dropped the expectation is the student should pick it up and put it in the bin.

Where a student refuses to co-operate and doesn't follow instructions first time a warning should be given to the student that if s/he doesn't respond they will be urgently referred. At lunch and break time this involves referral to a senior leader on duty. The senior leader will then refer the matter to the Senior Head of Learning House who will record the matter on PARS as a "pastoral detention". S/he may determine further proportionate loss of break or lunch times for repeat offenders.

Where a student repeatedly fails to behave in a manner that is acceptable or is involved in a significant instance of unacceptable behaviour the member of staff should intervene directly and refer to the nearest senior leader who will isolate or seclude the student pending an investigation of the matter. The issue will be reported by the senior leader to the appropriate Senior Head of Learning House who will follow the matter through.

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The triggers in the table below relate to exclusions that are not part of the Behaviour for Learning procedures but are for incidents outside the classroom leading to exclusion or exclusions as a consequence of urgent referrals. This includes one day exclusions within the academy inclusion room.

Level	Trigger	Intervention By	Intervention Required
0	No or one period of exclusion in a year	Form Tutor	None
1	Two periods of exclusion in a year	Head of Learning House	Additional monitoring and mentoring by Head of Learning House. Strategies for positively engaging the student in the life of the Academy.
2	Three periods of exclusion in a year.	Senior Head of Learning House	Learning House support programme put in place by Senior Head of Learning House and documented.
3	Four or more periods of exclusion in a year. If no/insufficient progress determined by SLT Meeting moved to Stage 4.	PGI (PIT)	Senior Head of Learning House Referral to PIT. PGI to check Level 2 compliance. Student returns to PIT team assessment of needs. Intervention package designed by PIT to meet the needs of the individual child. Formally recorded Student Support Programme with external agency support where appropriate. Full parental engagement. JEM to bring individual student reports including incidents of further unacceptable behaviour to SLT Meetings. PGI to collate full documentation and pass to JEM.
4	If no/insufficient progress determined by JEM moved to Stage 5.	JEM	JEM to bring individual student reports including incidents of further unacceptable behaviour to SLT Meetings. Full parental engagement. JEM to collate full documentation and pass to SEC.
5		SEC	Final meeting with parents to discuss any further support or options available. SEC to monitor student and issues(s) of non-compliance. Consideration of managed move or permanent exclusion if no/insufficient progress.

- At the beginning of each academic year a student starts at Stage 0 except if s/he was at Stage 3, 4 or 5. An individual determination will be made about each of the students at Stage 3, 4 or 5.

ANTI-BULLYING

Bullying is an issue which the Academy takes very seriously. Incidents of bullying will always be investigated thoroughly and where necessary appropriate interventions put in place. The Academy' operates its own definition for bullying based on research from associated literature and from close working links with the University of Central Lancashire. St Mary's 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 student 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
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments or focussing 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 students should feel confident that there is someone whom they can tell if they feel threatened by bullying. Students should also feel confident they can tell someone if one of their peers is being bullied. This is achieved through:
 - a. Daily contact with form tutors in small forms of approximately 20 students.
 - b. Regular mentoring sessions with form tutors.
 - c. Provision of a trained Student Care Team from whom students can seek support with bullying and friendship issues.
2. Development of the Academy buildings and grounds to reduce areas prone to bullying including clear sight lines into all social areas, classrooms and toilets and cctv covering the whole building.
3. Clear expectations of the Academy zero tolerance approach to bullying in Year 7 and reinforced annually through assemblies during anti bullying week.
4. Curriculum units on anti-bullying to be delivered in a variety of lessons including PSHE, Drama and English.
5. Posters and referral routes available across the Academy, to emphasise that we are a non bullying and a telling school and to encourage students to "See it, Report it".
6. Staff training on identifying and dealing with bullying.
7. Parental information sessions in Year 7 to introduce the Academy policy.

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8. All students to have a lesson on Child exploitation and on line protection to prevent issues via new technologies. This session to be available to parents.
9. E mail or text service available for students to report bullying. This will be easily accessible to all students and will be monitored by the Student Care Team. Parental complaints will be forwarded to the Head of House for action.
10. Support packages developed for victims and bullies which may involve the assistance of external agencies.
11. Monitoring and evaluation of support packages will be on-going and involve feedback from staff, parents and students.
12. Helpline addresses available around the Academy.
13. A flow chart of action will be available for staff and students as part of the policy.
14. Anti-bullying resources highlighted to parents via the Academy website.
15. A clear ethos that we are all responsible for creating a non bullying telling culture.

Dealing with incidents of Bullying:

When incidents of bullying are picked up by staff, either directly or by the referral from the Student Care Team, they should get the reporting students, whether victim or witness, to write a statement and pass this on the Head of Learning House. The Head of Learning House will then take the lead on using available resources to fully investigate. (This may be done in conjunction with form tutors or pastoral manager for example).

Once it has been established that a bullying type incident has occurred the Head of Learning House should follow the interventions outlined below:

Stage	Trigger	Intervention By	Intervention Required
0	No incidents of bullying recorded	Form Tutor	None
1	First incident of bullying	Pastoral Manager	Verbal warning to bully given. Parents of bully and victim contacted. Incident recorded on PARS as bullying, form tutor kept informed for both. If appropriate restorative methods implemented using PCSO. Letter of apology to victim from bully written. Support provided for bully and victim as needed by pastoral manager/form tutor/Student Care Team.
2	Second incident of bullying	Pastoral Manager	Pastoral Detention issued. Incident recorded on PARS, form tutor kept informed for both. If repeat to same victim, victim supplied with a note pad and asked to keep a record of any further issues. Parents of bully and victim contacted. Support provided for bully and victim as needed by pastoral manager/form tutor/Student Care Team.
3	Third incident of bullying	Head of Learning House	Parents of bully and victim informed. Meeting between HOLH and parents of bully arranged. Contract of future behaviour signed by the bully and Pastoral Support Programme put in place. Daily monitoring of bully from HOLH. Continued record keeping required for victim if repeated behaviour. Support arranged for victim as needed, (lay chaplains, peer mentors etc.)
4	Fourth incident of bullying	Head of Learning House	Day in inclusion requested from JEM. Parents of bully and victim informed. Meeting between HOLH and parents of bully arranged. SHOLH informed of escalating issue. Pastoral Support Programme reviewed or revisited. Daily monitoring of bully from

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Stage	Trigger	Intervention By	Intervention Required
			HOLH. Continued record keeping required for victim if repeated behaviour. Support arranged for victim as needed, (lay chaplains, peer mentors etc.)
5	Fifth incident of bullying	Senior Head of Learning House	One day exclusion requested from JEM. Parents of bully and victim informed. Daily monitoring of bully from SHOLH. Further support for bully discussed at readmission meeting. Continued record keeping required for victim if repeated behaviour. Support arranged for bully and victim as needed, (lay chaplains, peer mentors etc.). Daily monitoring of bully by SHOLH.
6	Sixth incident of bullying	Senior Head of Learning House	Two day exclusion. Parents of bully and victim informed. Daily monitoring of bully from SHOLH. Further support for bully discussed at readmission meeting. Continued record keeping required for victim if repeated behaviour. Support arranged for bully and victim as needed, (lay chaplains, peer mentors etc.). Daily monitoring of bully by SHOLH.
7	Seventh incident of bullying referral to JEM Any further issues of bullying may lead to referral to Stage 8	JEM	Three day exclusion and readmission meeting with JEM. Final warning from JEM given and any further interventions and support offered. Continued record keeping required for victim if repeated behaviour. Support arranged for bully and victim as needed, (lay chaplains, peer mentors etc.) Daily monitoring of bully by JEM.
8		SEC	Exclusion and final meeting with parents to discuss any further support or options available. SEC to monitor student and issues(s) of non-compliance. Consideration of managed move or permanent exclusion if no/insufficient progress.

Limits of the policy

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

Responsibilities

Students are responsible for:

- Writing down what has been happening EITHER as the victim or as a witness.
- Walking away from confrontation
- As a victim, say what you would like or need to support you to the member of staff who is dealing with the incident.
- Accepting support and try to make progress one step at a time.
- Being prepared to help others when they can.
- Stay positive, don't keep a problem to yourself.
- Students should seek advice ,as soon as possible, from one or more of a wide range of individuals including - form tutor, class teacher, Head of Learning House, Senior Head of Learning House, other Senior staff including the Head Teacher, Support staff, Lay Chaplains, School nurse, Friends, Parents, Student Care Team.

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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 form tutor, who is the first point of call to students and parents.

The form tutor has a key responsibility in identifying, investigating and resolving bullying issues.

- Supporting the Academy ethos of zero tolerance to bullying.
- Leading lessons and, where appropriate, assemblies on the theme of anti-bullying.
- Form tutors will also lead PSHE lessons on this subject.
- Supporting the Head of Learning House and Senior Head of Learning House in investigating and responding to issues of bullying involving members of their form

Heads of Learning House are responsible for:

- Reinforcing the Academy position on anti-bullying to students in their learning house.
- Leading the tutor team to support the Academy policy.
- Investigating cases of suspected bullying and implementing support packages and appropriate remedial measures where required.
- Supporting parents with concerns.
- Liaising with internal and external support agencies.

Ethos and community co-ordinators are responsible for:

- Leading the anti-bullying element of the PSHE programme.

Senior Heads of Learning House are responsible for::

- Implementing, monitoring, reviewing and amending the policy as required.
- Supporting Heads of Learning House, form tutors and subject teachers in dealing with issues of bullying.
- Helping to create the ethos of an anti-bullying Academy.
- Ensuring that curriculum opportunities to discuss the issue are available.
- Listening to the staff and student voice and, where practicable, acting on their advice.
- Dealing with complaints within their learning house.

Parents are responsible for:

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

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STATUTORY BASIS OF THE BEHAVIOUR POLICY

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 Academy 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 insured.

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 requires a 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.

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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.

INCLUSION

Where there are significant or on-going breaches of the Academy's Behaviour Policy then the Academy may place a student in inclusion. Whilst in inclusion a student will be expected to behave in an appropriate and respectful manner. Where a student fails to do this then they will be required to serve their time again in inclusion which depending on their behaviour may be following a period of exclusion. Parents will always be informed of their child being placed in inclusion unless it is for a temporary period whilst statements are gathered following an incident of poor behaviour.

The academy has a full time inclusion room manager who ensures that students behave appropriately in the room, complete meaningful work and can benefit from some behaviour mentoring and restorative justice activities.

A student would be placed in inclusion:

- Due to a student repeatedly failing to follow the Behaviour for Learning expectations or rules. This sanction is employed at Stage 4 in the Behaviour for Learning intervention process.
- Following an urgent referral by a member of staff or refusal of a Step 3 referral
- For a serious offence that would normally carry a one day exclusion. These offences include rude/offensive/threatening language or behaviour towards a member of staff or being involved in a fight that was neither pre-meditated nor containing a significant level of violence.
- For a significant incident/issue or repeated low level breaches of the Academy's Behaviour Policy as determined by the Assistant Headteacher responsible for managing the inclusion Room.

Parents will be notified by telephone for students who have been urgently referred by the Inclusion Manager. An appointment will be made for the following morning to meet with HOLH or nominated member of staff. In addition, a unit of non-compliance will be applied for each Urgent Referral.

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 Ethos, Curriculum & Community Committee.

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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 a fight with another child or young person. The length of exclusion may be increased where there is evidence of pre-meditation 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 pre-meditation 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 pre-meditation 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 Academy'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 Academy 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.

"Be the self you are called to be. Bring out the same self in others."

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.