



BLESSED THOMAS HOLFORD  
CATHOLIC COLLEGE  
*Inspiring People – Changing Lives*

# **Behaviour Policy / Pupil Discipline Policy**

This policy was approved by the Governing body on: 12<sup>th</sup> January 2022

This policy will be reviewed annually, on or before: 12<sup>th</sup> January 2023

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## **1 Introduction**

- 1.1 Blessed Thomas Holford's behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education, we are a family of high expectations and believe that achievement is for all. We believe that good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate.
- 1.2 This policy outlines the high behavioural standards the school expects from all our pupils and sets out the sanctions that will follow if this policy is not adhered to. This policy will be reviewed annually by the school's governing body. This policy has been updated using Keeping Children Safe in Education (2021).

## **2 Aims and Objectives**

By setting high standards of expected behaviour, Blessed Thomas Holford Catholic College aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour
- ensure every member of the school community feels valued, respected and treated equally
- provide an ethos and environment within which everyone feels safe
- foster discipline and mutual respect between pupils and their peers and between staff and pupils
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

## **3 Application of Policy**

- 3.1 This policy applies to all members of the school community whether inside or outside school. We will apply sanctions within this policy for behaviour that takes place outside of school premises, for example if allegations of bullying taking place outside of school hours are reported to the school.
- 3.2 When deciding the sanction for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, and is clearly identified as a member of our school community
- 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. Additionally, if a pupil continues to bully another pupil outside school this will be considered as part of a bullying investigation and treated in the same way as if it was happening inside school in terms of investigation and sanctions

## **4 Roles and Responsibilities**

All members of the School community are expected to follow this policy. Roles, responsibilities and expectations of each section of the School community are set out in detail below.

### **4.1 Board of Governors**

The Governors will work with the school's Senior Leadership Team to set the ethos and values that promote high standards of behaviour from pupils. Governors will monitor and evaluate the impact of the policy and will hold the Executive Headteacher and Head of School to account for its implementation. Governors will ensure that they receive relevant training on suspensions, behaviour and discipline at least every two years.

### **4.2 Pupil Welfare and Discipline Committee**

The Pupil Welfare and Discipline Committee will review and monitor the application and implementation of this policy by receiving regular reports from the DSL / Deputy /SENCo on behavioural sanctions and support put in place for pupils. Governors will scrutinise relevant data, review relevant suspension decisions and act as a point of challenge for decisions taken by the Executive Headteacher / Head of School.

### **4.3 Executive Headteacher**

The Executive Headteacher, with support from the Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Executive Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Executive Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline alongside DSL colleagues.

### **4.4 Staff**

All staff will:

- apply this policy fairly, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable pupils may face
- ensure they have read part 1 of Keeping Children Safe in Education and record that action in writing
- promote a teaching and learning ethos which encourages all pupils to attend, participate and enjoy their lessons
- model positive behaviour at all times
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour
- focus on de-escalation and preventative strategies rather than being solely reactive
- consider the welfare of the whole School community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour. This includes familiarisation with the child protection and safeguarding policy and systems around peer on peer abuse and online safety
- recognise that there may be contributory factors which affect pupils' behaviour and respond according to individual need

- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Plan or Pastoral Support Plan with set targets and support strategies embedded within
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour
- set, mark and monitor home learning and provide facilities for children to do home learning in the school if required
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice

#### **4.5 Parents**

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy through signing the home/school agreement and supporting school rules
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped
- work with the school in support of their child's learning and behaviour
- attend meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place
- inform the school in writing of any medication their child needs to take
- support their child in home learning and other opportunities for home learning
- attend Parents' Evenings and any discussions about their child's progress
- in the case of suspension, follow the guidance contained in the suspension letter and attend a reintegration interview at the school with their child

#### **4.6 Pupils**

The rights and responsibilities of pupils are set out at the Annex to this policy along with the code of conduct and a list of the school rules to which all pupils must adhere. Reminders of the code of conduct and expected standards of behaviour are up on walls in classrooms and situated around the school and in pupil planners. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

### **5 Rewards**

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. There are a range of reward strategies such as letters home, rewards for good attendance, merit awards and rewards for excellent work, chosen to be an ambassador or prefect.

### **6 Sanctions**

- 6.1 Where a pupil's conduct falls below the standard set by the school we will impose sanctions which will be clearly explained to the child and parents. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability.

- 6.2 The particular level of sanction will depend on the severity and regularity of the behaviour. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:
- verbal reprimand
  - requiring a written apology
  - confiscation of an item
  - extra work or repeating unsatisfactory work until it meets the required standard
  - the setting of written tasks as punishments
  - school-based community service or imposition of a task - such as picking up litter, helping clear up the dining hall after mealtimes; or removing graffiti
  - loss of privileges - for instance the loss of a responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom
  - internal suspension in the Restorative Hub
  - place in isolation room with work to complete
  - detention including during break, lunchtime and after school
  - regular reporting including early morning reporting; scheduled uniform and other behaviour checks or being placed “on report” for behaviour monitoring
  - education off-site for a designated period
  - suspension or permanent exclusion
- 6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child’s behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The School recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students’ behaviour when necessary. When a sanction is imposed, parents will be informed in writing.
- 6.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The school will also consider 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 school’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension, depending on the circumstances:
- verbal abuse to staff and others
  - verbal abuse to pupils
  - physical abuse to/attack on staff
  - physical abuse to/attack on pupils
  - any form of bullying
  - indecent behaviour
  - damage to property
  - gambling on school property
  - recording or taking images of pupils or staff
  - consuming, carrying, supplying illegal drugs and alcohol and other substances including legal highs
  - carrying, supplying or taking prescription drugs or non-prescription drugs
  - theft

- serious actual or threatened violence against another pupil or a member of staff
- sexual harassment, abuse or assault
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the school rules

6.7 Permanent Exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the DfE statutory guidance when taking a decision to suspend or expel, either on a fixed-term or permanent basis.

## **7 Pupils with Special Educational Needs and/or Disabilities**

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age
- has a disability which prevents or limits them from accessing the curriculum
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, we will ensure the pupil receives appropriate support. The School is conscious of its legal duties under the Equality Act in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability.

7.3 An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the School's special educational needs policy for more information.

## **8 Investigating Incidents**

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff on their own. Further investigations or initial investigations of more serious offences must be carried out by two staff together. Pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 The School uses CCTV to protect and ensure all staff and pupils feel safe. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the School's CCTV policy and privacy notices for more information.

- 8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the basis of the evidence.
- 8.4 In exceptional circumstances, pupils may receive a fixed term suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.
- 8.5. Written records will be kept of all investigations, witness names and the accounts of pupils who are involved.

## 9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.
- 9.2 Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school rules and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.
- 9.3 A teacher can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.
- 9.4 The Executive Headteacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of prohibited items. Prohibited items that can be searched for without consent include:
- knives or weapons
  - alcohol
  - illegal drugs
  - legal highs
  - stolen items
  - e-cigarettes, tobacco and cigarette papers
  - fireworks

Searching a pupil's mobile phone will only be done by a trained DSL in the school.

- 9.5 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.6 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.

- 9.7 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Parents will always be informed if this takes place.

## **10 Use of reasonable force**

- 10.1 The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff or to ensure that property is not seriously damaged.
- 10.4 All incidents where pupils need to be held to help them to calm down will be recorded, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed and parents will be informed as a matter of course.

## **11 Bullying**

- 11.1 The School will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The School wants to make sure that all pupils feel safe and are accepted into the School community. The School's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated. The school's approach will be guided by the child protection and safeguarding Policy, Anti Bullying Policy and Keeping Children Safe in Education 2021 which contains guidance on peer on peer abuse including bullying, sexual violence and sexual harassment.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. Bullying includes any act based on prejudice or discrimination. It includes the sharing of indecent images with a view to distress, harass and humiliate. The School practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the School's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action. Our approach is always to ensure pupils feel confident in reporting incidents to staff.
- 11.4 If an allegation of bullying does come up, the school will:
- take it seriously

- investigate as quickly as possible to establish the facts
- record and report the incident, including the names of witnesses and any statements; depending on how serious the case is, it may be reported to the Headteacher for consideration of a serious sanction
- provide support and reassurance to the victim
- make it clear to the bully that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions. All matters will be recorded in writing.
- Robust records will be kept and maintained for every instance of bullying that is reported to staff, including details of any named witnesses, discussions that staff had with all those identified as witnesses, evidence of staff member's active efforts to acquire evidence that they have been told exists, and that records of the outcome of their investigation are recorded within not only the victim of bullying's record but those alleged to have perpetrated it. This will allow staff to quickly identify patterns of behaviour and to act early to stop abuse.
- discuss the matter with both parties, if appropriate bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the bully will be told why it is being used
- consider whether suspension is appropriate in light of the evidence
- for cases which have every appearance of being difficult to resolve a review mechanism will be activated after 15 school days to review the school response so far and to further consider any other options that might be available.

11.5 The School accepts pupils use social media as part of their lives and interaction with others. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in a way which could cause harm to another person in the School community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff will ask for access to the pupil's phone. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this will lead to a sanction taken against the pupil.

## 12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the School's complaints policy. If the concern relates to a suspension, the statutory procedure set out in the guidance will be followed.

### Annex - Rights and Responsibilities of Pupils and School Rules

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

#### School Rules

- 1 Attend the school and your classes on time.
- 2 Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
- 3 Wear specified uniform as set out in the School's uniform policy at all times to and from the school.
- 4 Never use rude, derogatory, racist or defamatory language.
- 5 Do not bully fellow pupils or staff, through verbal, physical or online means.
- 6 Be polite and respectful to your peers and the extended community and always try to understand other people's point of view.
- 7 Follow the Code of Conduct which is summarised in all classrooms and areas of our building.
- 8 Complete schoolwork and home learning on time and to the very best of your ability.
- 9 Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.
- 10 Take care of school equipment.
- 11 Do not eat during lesson times or outside.
- 12 Report to Pupil Services or Attendance Office if you arrive late, feel unwell or need to leave for an appointment.

- 13 Keep your mobile phone turned off and safely away in your bag during the school day. Phones are not permitted to be used in school hours. If you need to contact home please go to Pupil Services. *For Sixth Form students mobile phones are permitted as a privilege for use in Independent Study Time only, not in lesson time. Any breaches of this rule will result in a discussion between staff and students and repeated breaches will result in a sanction from the Head of Sixth Form*
- 14 Do not bring into the school under any circumstances:
- alcohol and drugs including “legal highs”
  - e-cigarettes, cigarettes, matches, and lighters
  - weapons of any kind or instruments/substances intended to be used as weapons
  - material that is inappropriate or illegal for children to have such as racist or pornographic material
  - any item which is likely to be used to commit an offence or to cause personal injury to anyone in the school

**This policy has been updated on 16<sup>th</sup> July 2021**