



Blessed Thomas Holford Catholic College

May God's love be our guide 

Behaviour for Learning Policy 2023-24

Blessed Thomas Holford Catholic College

Approved by:

Governors

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1. Foreword / Introduction:

Our policy is informed and guided by National research outlined in Creating a Culture – How school leaders can optimise behaviour - *‘Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Creating a Culture’* Tom Bennet.

Philosophy

Blessed Thomas Holford Catholic College is a Catholic learning community which provides all individuals with the opportunity to flourish in a way that is rooted firmly in the values of the Gospel. By placing Christ at the centre of all that we do and recognising learning as the fundamental focus of all our work we are achieving our mission objective to ensure that ‘we are a Catholic Family where achievement is for all’ opening as many doors as possible to allow our pupils to reach the top of their respective mountains.

We have a responsibility to enshrine in our treatment of people, those values that lie at the heart of the Gospel message. In order to discern these values, we look to the example and teaching of Christ. By treating others as Christ would treat them we ensure that our policies and practices always serve the overarching ambition to enable **all** pupils, regardless of background and ability, to excel in their learning in accordance with their own ability and potential.

We develop young people who treat others with dignity and respect and have high expectations of themselves and others, encouraging each other to succeed.

This means that we will do whatever it takes to ensure that every pupil at Blessed Thomas Holford Catholic College achieves their full potential both academically and personally. Our total love for the child drives us to ensure all individuals are given the opportunity to succeed by working hard, being kind and developing themselves at every opportunity. Thus, aiding every pupil to become better qualified, more successful, and happier. We have the highest expectations for all.

We believe in certainty of sanction rather than necessarily severity of sanction and descriptive verbal praise is a powerful way of developing happy and purposeful relationships; positive and consistent behaviour management procedures being fundamental for the delivery of an effective, Gospel-centred education.

2. Intention / Aims

1. To have the highest expectations of pupil behaviour in order to ensure all learners, including the most disadvantaged pupils and pupils with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment.
2. To ensure all pupils develop excellent learning habits that they need to be successful in school and life.
3. Realise and celebrate the potential of all pupils through promoting independence, high self-esteem and enabling them to reach their full potential.
4. Have a no tolerance approach to bullying, online bullying/abuse and sexual harassment. We work hard to create a positive and safe learning environment.
5. To create a culture focused on attaining excellence in which pupils are enabled to become mature, self-disciplined, industrious people who are able to accept responsibility for their own actions.
6. To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

7. Form an active partnership with Parents / Carers and carers to support their children's learning.

These aims are supported by regular and appropriate in-service training, close parental and community links, pupil organisation which takes account of ethnic and cultural background, the boosting of pupils' self-esteem through positive reinforcement and enrichment activities and School social events aimed at pulling together the different life experiences of groups within the community.

This policy should be read in conjunction with the following policies (2023-24):

- BTHCC Family Handbook
- Care and Control of Pupils
- Child Protection and Safeguarding
- Anti-Bullying
- Equality
- Exclusion and Suspension Guidance
- Staff Code of Conduct
- Drug and Alcohol Policy

This policy is underpinned by the following legislation and guidance:

- Behaviour in Schools (July 2022)
- Education Act 1996 (Revised 2011)
- Equality Act 2010 (revised 2018)
- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (July 2022)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)
- Suspension and Permanent exclusion (July 2022)

How Gospel Values underpin our policy:

At Blessed Thomas Holford Catholic College, we recognise not only the importance of helping pupils to flourish academically, but also spiritually, morally, socially and culturally, so that they are fully prepared for life and are able to make the strongest possible contribution to the Common Good of all.

Whilst other 'values' may be found within the four Gospels and New Testament writings, it is the Beatitudes which: "...depict the countenance of Jesus Christ and portray his charity". Gospel values cannot therefore be values chosen subjectively from the vast corpus of the Old and New Testaments but are objective values revealed to us through Christ's proclamation.

Learning Habit: Homework

Through our expectation that all pupils complete their homework we are developing their Gospel Value of **Service and Sacrifice**. It is the aim of all Catholic adults to serve their community and to do this to the full, pupils must achieve their best possible

grades. Retrieval practise is the foundation of this.

Learning Habit: On-Task Behaviour / Track the Teacher

Through our expectation of focus in lessons we are ensuring our pupils developing the Gospel Values of **justice**. Taking in all of the opportunities afforded to them in their education and allowing others to do the same.

Learning Habit: Punctuality & Attendance

Through our expectation of punctuality and attendance we are developing the Gospel Values of **integrity**. Committing to the School means showing up and being on time.

Learning Habit: Reasonable Request

Through our expectation that pupils wait until the appropriate time to discuss a situation we are promoting the Gospel Value of **Tolerance & Peace**.

Learning Habit: Perfect Uniform

Through our expectation that all pupils wear appropriate uniform for the School we are developing the Gospel Value of **dignity**.

Learning Habit: Equipment

Through our expectation that pupils always come to the School prepared we are developing their Gospel Value of Service and Sacrifice. We cannot expect them to contribute to the Common Good for All if they are ill prepared.

Learning Habit: Respectful, Polite and Courteous

Our policy of always being kind is integral to maintaining a community of Tolerance, Peace, Truth and Justice. Pupils are expected to join in all of the opportunities afforded to them in their education and allow others to do the same.

Detention

Our detentions support the development of the Gospel Value of Truth and Justice. It is important that our pupils understand that in a just society there are consequences. This time is used for reflection on personal responsibilities and how our pupils can become better contribute to the Common Good for All.

Reconciliation Hub

In some circumstances it is necessary for our pupils to take more time to reflect than they could in a detention. In this case they may spend some time in the reconciliation hub. This will give them the opportunity to reflect on all of our Gospel Values.

Step Out / Suspension

In rare circumstances it may be necessary for a pupil to be placed on step out / suspended. We do not take the decision lightly. However, for some individuals a time of reflection outside of the school is the most loving action that can be taken. This is an opportunity for the pupil to reflect on the Gospel Values with their family.

Catholic Catechism:

1897 "Human society can be neither well-ordered nor prosperous unless it has some people invested with legitimate authority to preserve its institutions and to devote themselves as far as is necessary to work and care for the good of all."¹⁵

3 Application of Policy

3.1 This policy applies to all members of the School community. The School uses SIMs and PowerBi to monitor and track pupil behaviour, we keep Parents / Carers / carers informed of this via Parent mail and Satchel One. Blessed Thomas Holford will apply sanctions within this policy for behaviour that takes place outside of School premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of School hours are reported to the School.

3.2 When deciding whether it would be reasonable to impose a 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, wearing school uniform or is in some other way identifiable as a pupil at the School at the time of the poor behaviour; and/or

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 and/or School.

4 Roles and Responsibilities

All members of the School community are expected to follow this policy and treat one another with dignity, kindness and respect. 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 School's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its Blessed Thomas Holford Catholic College. Governors will monitor and evaluate the impact of the policy and will hold the Headteacher to account for its implementation. Governors will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

4.3 Governing Body

Governors will review and monitor the application and implementation of this policy by receiving regular reports from the School Headteacher on behavioural sanctions and support put in place for pupils at Blessed Thomas Holford Catholic College. The governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. The governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

4.2 Headteacher

The Headteacher will ensure that this Behaviour Policy is applied consistently across Blessed Thomas Holford Catholic College and will report back to the Governors on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.4 Headteacher

The Headteacher, with support from their 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 Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- communicate the contents of this policy to all pupils and Parents / Carers / carers to ensure that the School's expectations are transparent to all pupils and Parents / Carers / carers, and that

expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this through assemblies, part of PHSE, discussed as part of pupil induction to the school and after each school holiday;

- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- 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;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - more frequent engagement with Parents / Carers / carers;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - time in a pupil support unit;
 - engaging with local partners and agencies to address specific challenges;
 - consideration of whether a multi-agency assessment such as early help or Education Health and Care Plan is required; and/or
 - designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;
 - contact Parents / Carers / carers 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 homework and provide facilities for children to do homework in the School if required;
 - send Parents / Carers / carers an annual written report on their child's progress and arrange Parents / Carers / carers' Evenings during which progress will be discussed; and
 - engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents / Carers / carers

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

- support the school in the application and enforcement of this policy;
- 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;
- attend virtual or in person 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 (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;

- attend Parents / Carers / carers' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Pupils

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

5 Rewards

Blessed Thomas Holford Catholic College believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. We have many opportunities for this such as : Awarding pupils with a '1' exceeding expectations or One Central Card, Nomination for wONEderful work of the week, praise auctions, heart of BTH award and Headteacher platinum award.

6 Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The School will impose sanctions in response to pupil misconduct. 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 and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. 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 a pupil's property;
- missing break time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- the setting of written tasks as punishments, such as writing lines or an essay;
- School-based community service or imposition of a task – such as picking up litter, weeding School grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular School events such as sports day or prom;
- removal from a class or groups;
- internal exclusion;
- detention including during lunch time, after normal School hours and at weekends;
- 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.

Please see the Consequences Ladder in annex for further details.

6.3 School staff aim to work in cooperation with Parents / Carers / carers to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the School and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The School recognises the importance of effective home-school communication and will endeavour to communicate with Parents / Carers / carers, and the Virtual School Head for looked

after children, regarding pupils' behaviour when necessary. When a sanction is imposed, Parents / Carers / carers 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 or exclusion, 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 (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on School property;
- recording or taking images of pupils or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual 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 (see Annex).

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents / Carers / carers should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and Parents / Carers which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of school hours when it is reasonable after having considered whether:

- the detention may put the pupil at increased risk or compromise their safety;
- the pupil has known caring responsibilities or religious requirements;

- the detention timing conflicts with a medical appointment;
- Parents / Carers ought to be informed of the detention; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.

6.9 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 School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

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; or
- has a disability which prevents or limits them from accessing the curriculum; or
- 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, Blessed Thomas Holford Catholic College will do all it can to ensure that the pupil receives appropriate support. The School is conscious of its legal duties under the Equality Act 2010 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 compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The school will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

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 where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the special educational needs policy/ SEN Information Report for more information.

7.4 Blessed Thomas Holford Catholic College will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. At Blessed Thomas Holford Catholic College 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 / Carers of what has happened as soon as possible.

8.2 The School uses Close Circuit Television ("CCTV") within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. 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 balance of probabilities.

8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

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 by The Headteacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

9.2 The Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence 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. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

9.4 A teacher or someone who has lawful control of the child 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. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

9.5 The 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'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

9.6 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.

9.7 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' is defined as any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

9.8 Strip searches (a search involving the removal of more than outer clothing) on School premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and School Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.9 Staff should keep a record of any searches conducted on pupils and inform Parents / Carers that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

9.10 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. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

9.11 The School may require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening the School has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

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 / Carers 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. The school has a separate Anti-Bullying Policy which should be read in conjunction with this policy. 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 Governors and Senior Staff want to make sure that all pupils feel safe in Blessed Thomas Holford Catholic College 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.

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. The school practices a preventative strategy to reduce the chances of bullying, and the School's anti-bullying strategy 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.

11.4 If an allegation of bullying does come up, Blessed Thomas Holford Catholic College will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher;
- 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;
- discuss the matter with both parties, 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 or exclusion is appropriate in light of the circumstances.

11.5 The School believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at Blessed Thomas Holford Catholic College. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the school community, the member of staff should report this to a member of the Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

12 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13 Complaints

If Parents / Carers 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 or exclusion, the statutory procedure set out in the exclusions 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 classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
- 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 Keep your appearance smart and tidy, and wear specified uniform as set out in the School's uniform policy at all times to and from the school.
- 4 Follow the school's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
- 5 Do not use rude, derogatory, racist or defamatory language.
- 6 Do not bully, belittle, or intentionally harm other pupils or staff.
- 7 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 8 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 9 Complete school work and homework on time and to the very best of your ability.
- 10 Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.
- 11 Take care of school equipment.
- 12 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the school site in accordance to specific instructions).
- 13 Meeting expectations around sneezing and coughing including adhering to the "catch it, bin it, kill it" policy
- 14 Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the school.
- 15 Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.

- 16 Report to the school office if you arrive late, feel unwell or need to leave for an appointment. Particularly by notifying your teacher or the school office if you begin to experience symptoms of Covid-19 namely: a high temperature, a new continuous cough or loss or change to your sense of smell or taste.
- 17 Stay on the school premises at break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time. Sixth Form Students may be allowed to leave at lunch time as a privilege.
- 18 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*
- 19 Do not bring into the school under any circumstances:
- alcohol and drugs including “legal highs”;
 - e-cigarettes, cigarettes, matches, and lighters;
 - chewing gum;
 - 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;
 - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;
 - any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).



Blessed Thomas Holford Catholic College – Culture Summary

Core Values:

Be Kind

We aim to **develop respectful, compassionate** pupils who treat everyone with kindness and have catholic social teaching as their moral compass, guiding them on how to live out their faith in the world

Work Hard

We promote **resilience, perseverance** and **determination** as qualities to be admired and rewarded, at school, as they will be in life. We expect our pupils to respond to feedback, improve and not give up. Our pupils will learn that success needs hard work and effort.

Develop Your Whole Self

We want pupils to **achieve** more than just academic excellence. We encourage **all pupils** to develop themselves through our extra-curricular provision, so that they leave Blessed Thomas Holford Catholic College as well-rounded citizens who are equipped with the skills they need for life.

Learning Habits:

Track the Teacher

We track the teacher with our eyes when they speak.

Perfect Climate

We follow the Perfect Climate in our classrooms

Perfect Uniform

Pupils wear their perfect uniform with pride.

Corridor Climate

We are quiet and sensible when we are outside our classroom

Punctuality & Attendance

Pupils arrive at the school by 8.50am.

Pupils attend school every day.

Attendance must be higher than 96%.

Respectful, Polite and Courteous

We converse politely and respectfully. If a pupil feels unfairly treated still follow the instruction and discuss the situation after the learning has finished. #BeKind

Reasonable Requests

We follow reasonable requests first time without question.

Equipment

Pupils always bring the right equipment for the right lessons. Black pen x2, Red Pen x2, Pencil, Ruler, Calculator, Refillable water bottle, PE Kit (on appropriate day)

Homework

Pupils complete work outside of lessons to consolidate and master learning.

Deadlines have to be met. All homework is recorded on Satchel One

Core Routines:

Pupils always walk with **quietly with pace and purpose**, on the **left hand side** of the corridor .

Upon arrival to a classroom, pupils **stand behind their allocated seat**, put their **equipment** on the desk and **bags on the floor**.

Pupils complete **Retrieval Practice** at the beginning of every lesson

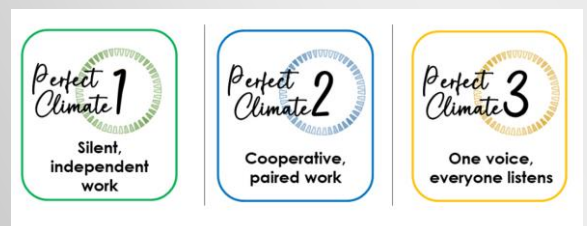
Pupils follow **reasonable requests** at the **first time** of asking, **every time**.

Pupils **track the person who is talking** to demonstrate that they are listening carefully.

When silence is required, staff will raise their hand and count down 3...2...1 **we are silent on 1: 100% silence** and thank those who are being silent.

During lessons pupils do **not raise their hands** to answer a question, instead teachers identify pupils for responses.

Pupils follow the **perfect climate** in their classrooms.



Pupils continue to follow our **code of conduct, core values** and **learning habits** when enjoying leisure time.

Consequence Ladder

This Ladder of Consequences will be used by all staff as a guide. All students are expected to remember and adhere to our Code of Conduct at all times and remember to follow our values of:

Being Kind- Work Hard - Develop our whole selves.

When dealing with incidents and issuing consequences, staff will use their professional judgement. They will take into account the individual circumstances, a pupil's behaviour record and any potential barriers to learning or understanding, such as any special educational needs or disabilities.

Consequence	Inappropriate Behaviour	Possible sanction imposed
Stage 1	<ul style="list-style-type: none"> Poor attitude to learning in lessons/lack of work Talking over a teacher or out of turn Distracting others Failing to meet perfect climate expectations. 	<ul style="list-style-type: none"> Staff apply one Chance, followed by one Choice, followed by Consequence. Verbal Reminder of the expectations : Chance Non-verbal cue to the pupil : Chance Quiet non-confrontational conversation with pupil : Choice
Stage 2 B3 Code on Register	<ul style="list-style-type: none"> Arriving late to a lesson Minor damage to property (other students/school), eg, graffiti on book/breaking another student's equipment, Homework not completed Not having the correct equipment Eating in class/chewing Failing to follow reasonable requests Uniform expectations not met Throwing items in class Not working in the instructed perfect climate Unkind behaviour towards peers. 	<ul style="list-style-type: none"> Cool off period outside of the classroom : Choice 15 Minute lunch time Consequence issued by class teacher Loss of break/lunch or both. Make up late minutes after school B3 issued by class teacher on register via SIMS
Stage 3 B4 Code on Register	<ul style="list-style-type: none"> Persistent poor attitude to learning, e.g., lack of engagement or work not completed in lesson. Blatant defiance towards staff Refusal to work or follow instructions. Repeated disruption to the learning of others. More serious damage to property (other students/school), eg, graffiti on desk/causing soiling of another student's uniform Persistent unkind behaviour towards peers. Being out of bounds during free time. 	<ul style="list-style-type: none"> Pupil to be removed from the classroom via on call system. Pupil to work in buddy classroom for remainder of lesson. Pupil to work in the Hub if incident outside of lesson time. 1 Hour Consequence issued by HoD or HoY. 2 Hour Senior Teacher Consequence Meeting with Parents / Carers or Carers and HoY
Stage 4 B5 Code on Register	<ul style="list-style-type: none"> Failure to attend break/lunch consequence. Pupil failed buddy room/refusal to use buddy system. Rudeness Abusive Language and Behaviour (<i>following investigation maybe escalated to stage 5</i>) Aggression (<i>following investigation maybe escalated to stage 5</i>) 	<ul style="list-style-type: none"> 2 Hour SMT Consequence Loss of privileges for a period of time. Period of time in the Reconciliation Hub. (Length of time decided by SLT or Head of Key Stage) Meeting with Parents / Carers or carers with HoY and Head of Key Stage

Stage 5	<ul style="list-style-type: none"> • Being in possession of cigarettes or lighter/matches. (Includes electronic cigarettes) • Smoking in school uniform (Includes electronic cigarettes) • Damaging the reputation of the school. • Possession of illegal substances, e.g., illegal drugs/alcohol • Under the influence of alcohol/illegal drugs • Violation of ICT user agreement, e.g., hacking into the school ICT and accessing confidential information, using social media for cyber bullying or sexting or repeated e: safety violations • Theft from students/school • Abusive/threatening language perceived to be directed towards a member of staff. • Violating another pupil's personal privacy thus causing humiliation to another member of the school family. • Deliberate damage/vandalism to student/school property • Behaviour likely to endanger the safety of other students/staff/visitors, e.g., throwing a chair across a classroom/corridor. • Refusal to co-operate/disruptive behaviour whilst in the Reconciliation Hub • Offensive language which may be racist, discriminatory, homophobic, or misogynistic. • Child on child abuse • Persistent unkind behaviour towards peers/Bullying including physical, verbal or online. • A pre-meditated/arranged fight. • Deliberately setting off the fire alarm 	<ul style="list-style-type: none"> • 2 Hour SMT Consequence • Loss of privileges for a period of time. • Period of time in the Reconciliation Hub. (Length of time decided by SLT or Head of Key Stage) • Step Out at partner school (Length of time decided by SLT or Head of Key Stage) • Fixed Term Suspension (Length of time decided by Head Teacher) • Meeting with Parents / Carers or carers with Head of Key Stage and Senior Staff
Stage 6	<p>A persistent Breach of the school behaviour policy. A serious one-off incident which may include but is not limited to:</p> <ul style="list-style-type: none"> •Assaulting a member of staff •Serious assault on a student •Causing serious damage to the reputation of the school •In procession of or supplying illegal substances • Being in possession of any weapon in school, either with or without the intention of, or actually using it in a threatening/intimidating manner. (Police will be informed) • Being in possession of a banned item eg. Blade, drugs, alcohol, fireworks. • Arson • Persistent disruptive behaviour • Serious Damage to school property or site. 	<p>Permanent Exclusion. (Only to be issued by the Headteachers. Formal exclusion paperwork to be issued. Meeting/phone call to Parents / Carers followed by Governors Discipline Committee Meeting.)</p>

Appendix : Mobile phones / Electrical Items / Smart watches

Pupils are not permitted to use mobile phones anywhere on the school grounds. Mobile phones should not be seen or heard at any time during the school day unless specifically requested to by staff to aid teaching and learning in the very rare occasions such as to take photos of Art or DT work to aid teaching and learning.

There may be exceptions during adverse weather conditions and exam seasons, and these will be clearly communicated to pupils.

Pupils may leave mobile phones at Pupil Services for collection at the end of the day providing they bring an envelope that clearly states their name, form and home address.

Blessed Thomas Holford School strictly prohibits photo or videos being taken of others without their permission. Pupils are not allowed to check the time on mobile phones or complete research on mobile phones.

Pupils needing to contact home for any reason can do so via Pupil Services, or, on rare occasions on their mobile phones with staff permission and supervision. Parents / Carers needing to contact their children should also do so via Pupils Services / Reception and not directly call or message pupils as this facilitates use of mobile phones and will result in confiscation.

Mobile phones must be turned off before entering the school grounds and any associated ear/headphones must also be removed and put away. Phones should not be turned on again until they have left the school grounds.

If a pupil is found to be using a mobile phone or other electrical device, either visibly or audibly on school premises, the phone / item will be confiscated. Confiscated phones will be given into Pupil Services for safe keeping and a text message sent informing Parents / Carers of the confiscation.

Any mobile phone seen or heard will be confiscated until the end of the day in the first instance and the pupil will be issued with an SMT detention. At the end of the day the phone can be handed back to the pupil by pupil services staff.

Pupils offending for a second time will have their phone confiscated until the end of that school week following the confiscation and the pupil will be issued with an SMT detention. At the end of the week the phone can be handed back to the pupil by pupil services staff.

Third offences will result in a pupil being placed in the restorative hub alongside being issued with an SMT detention and the phone confiscated until the end of that school week. At the end of the week the phone can only be collected by a parent / carer from reception before 4pm on the final day of confiscation.

Phones and other electrical devices are only permitted to be collected by a parent/carers of that child.

Phones will not be returned to children by request of phone call from said parent or carer.

This procedure also applies to all forms of electrical listening devices including earphones, airpods, smartwatches, iPods etc.

Staff should endeavour to use the phrase, "See it. Hear it, Use it, Lose it" In order to create a whole school consistent approach.

Once a decision has been made to confiscate a mobile phone, no negotiation will be entered into. Parents / Carers concerned about safety will be advised to buy a low-cost mobile phone and a pay as you go SIM card for the duration of any confiscation.

Appendix : Response to reports of Child on Child Abuse

