



Blessed Thomas Holford Catholic College

May God's love be our guide 

Behaviour for learning policy and statement of behaviour principles

Blessed Thomas Holford Catholic College

This policy was approved by the Governing body July 2025

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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 Catholic Social Teaching. 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 'may God's love be our guide.' Our school family is based on a partnership and respect. We are a happy, harmonious Catholic school which recognises the importance and individual needs of every student and member of staff and is a place where all feel safe and secure. Praise and encouragement are vital in creating a climate of learning and high expectations supported by teaching of the highest quality.

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 student 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 through the BTHCC way; by **being kind, working hard** and **developing themselves** at every opportunity.

Through the love and teachings of Christ and the raising of ambitions and aspirations we work together and rely on the cooperation of students in managing their own behaviour and motivation. Staff are here to support and guide them in developing appropriate behaviour strategies. In order to discern these values, we look to the example and teaching of Christ and Catholic Social Teaching. By treating others as Christ would treat them we ensure that our policies and practices always serve the overarching ambition to enable **all** students, regardless of background and ability, to excel in their learning in accordance with their own ability and potential.

Our students are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

1. Aims

1. A Christ centred approach in which our core values, mission and ethos ensure a calm, safe and supportive environment for all, free from fear, discrimination and fear of bullying. Where all students can feel that they belong.
2. To have the highest expectations of student behaviour in order to ensure all learners, including the most disadvantaged students and students with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment.
3. Create positive relationships through the use of specified purposeful language, actions, and routines designed to make students and other stakeholders feel welcome, a sense of belonging, important, and understood.
4. To ensure all students develop excellent learning habits that they need to be successful in school and life.
5. Realise and celebrate the potential of all students through promoting independence, high self-esteem and enabling them to reach their full potential.
6. Have a no tolerance approach to bullying, online bullying/abuse and sexual harassment. We work hard to create a positive and safe learning environment.
7. To create a culture focused on attaining excellence in which students are enabled to become mature, self-disciplined, industrious people who are able to accept responsibility for their own actions.
8. To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
9. 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, student organisation which takes account of ethnic and cultural background, the boosting of students' 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.

We do want to achieve a degree consistency as regards sanctions and rewards but the school will consider whether it is appropriate to tailor interventions to reflect e.g. if a student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation,

or is experiencing significant challenges at home (this list is not exhaustive). We will strive to ensure the right balance of reward and sanction to achieve this end.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or home learning
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

› Vandalism

› Theft

› Fighting

› Smoking

› Racist, sexist, homophobic or discriminatory behaviour

› Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, including sharing of nude or semi-nude images and/or videos, including pseudo-images generated by AI
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI), including sharing of nude or semi-nude images and/or videos, including pseudo-images generated by AI

For further details and information on our approach to prevent and addressing bullying please see our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The Quality of Education committee is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Quality of Education committee
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of students

- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for students
- › Establishing and maintaining clear boundaries of acceptable student behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular students
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging students to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

As a member of the Blessed Thomas Holford Catholic family we promise to:

Be Kind - Work Hard - Develop My Whole Self

We achieve this through the values of Catholic social teaching.

Dignity of the human person

- We treat everyone with respect, through our words and actions.
- We show empathy and kindness to all of our school family.
- We openly oppose any form of discrimination or bullying; we are upstanders.
- We actively listen to each other.

Solidarity

- We support each other and celebrate our differences.
- We work together to establish a consistent and fair culture of behaviour.
- We are active members of our school family; working as a team.
- We are proud to attend BTHCC, we are proud to represent this family.

The common good

- We are polite and caring; we always use our manners.
- We wear our uniform correctly and with pride.
- We do not disrupt learning and reflect on our behaviours.
- We respect that everyone has the right to feel safe, valued and respected.

The option for the poor

- We are generous and share.
- We give time and resources to support charity work.
- We recognise and support the vulnerable in our community.
- We give time, friendship and support for all – no one is alone in our family.

Peace

- We move around the school quietly, safely and with self-control.

- We create calm classrooms to allow everyone to learn.
- We seek reconciliation, we say sorry, changed behaviour is the best apology.
- We have zero tolerance of hate and discrimination.

Creation and Environment

- We respect and look after the school environment as stewards of our BTHCC home.
- We put litter in the bin.
- We create a respectful environment so that it is an enjoyable place to learn.
- We leave our classrooms tidy.

The dignity of work and participation

- We arrive on time to where we are supposed to be.
- We take part in all our learning and challenge ourselves.
- We strive to attend school every day and give our best effort.
- We are organised and well equipped.
- We create equity in the classroom so that learning is accessible to all to reach their full potential.
- We give 100% and have pride in our work.

We teach this curriculum throughout the academic year in Together for Good, Personal Development, Celebration of the word and in all of our interactions with each other.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Students 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 students.

Students may leave mobile phones at Student 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. Students are not allowed to check the time on mobile phones or complete research on mobile phones.

Students needing to contact home for any reason can do so via Student 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 Students Services / Reception and not directly call or message students 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 student 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 Student 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 student will be issued with an SMT detention. At the end of the day the phone can be handed back to the student by student services staff.

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

Third offences will result in a student being placed in the reconciliation 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/carer 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.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Establish good routines and create a sense of safety and order
- Lead on behaviour in their classroom
- Use the language of The BTHCC Way to achieve consistency of approach across the School
- Plan and deliver high quality teaching
- Read SEND Learning Plans and Student Passports to meet individuals needs
- Communicate the contents of this policy to all students and Parents / Carers / carers to ensure that
the School's expectations are transparent to all students 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 Personal Development and Together for Good, discussed as part of student 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 students may face
- make reasonable adjustments for disabled students as required;
- promote a teaching and learning ethos which encourages all students 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 students to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the student'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;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support.
This could include:
 - more frequent engagement with Parents / Carers / carers;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - time in a student 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 home learning and provide facilities for children to do home learning 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.

What do we do when things are not going well?

At times and despite all of the above, things can escalate. This is not our 'fault' as it will often be something beyond our control. However, as the adult we must try to manage ourselves so we can assist a young person. When dealing with difficulties, we can start to feel intense emotional responses ourselves. We might feel anger, frustration, upset or anxiety for example. However, when we become 'dysregulated' we cannot support others to regulate. So, we recognise the importance of staff being able to self-regulate (check-in with yourself, take a breath, get support if needed) prior to managing any difficult situations in the classroom.

- We take a breath
- We reflect on the wider context [the child's experience and perspective]
- We are calm, focused on what the child needs and what anyone who has been negatively affected needs [not our need for control etc.]
- We don't take it personally – even if it feels personal
- We seek help if we feel we are not the best person to deal with a situation in that moment. It is ok to hand the situation to someone else whilst you regulate. You can take ownership back when you are ready.

We help the child to:

- Be and feel physically and psychologically safe – including giving them time and space, other than in an emergency
- Support them to regulate their emotions and behaviours, for example by teaching them about breathing, naming and understanding their emotions
- Reflect and build a better understanding of themselves and others
- Learn other ways to manage themselves
- Consider the impact on others
- Put it right with others (reconciliation)

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information via our school website.

7.3 Responding to good behaviour

Celebration of students' achievement is at the forefront of our core value of 'Work Hard'. We want students to be motivated by the intrinsic value of achievement; to support this aim, we are committed to acknowledging students who exceed our expectations.

The biggest reward for a child is the affirmation of an adult with whom they have a positive relationship. The biggest consequence is that an adult with whom you have a relationship does not approve of your actions.

Rewards and consequences without relationships tend to become bribes or threats and these have negative consequences, making students vulnerable to manipulation or coercion. Stickers, postcards home etc can be useful symbols of our affirmation, but they cannot replace it.

We aim to have a ratio of 90:10 positive interactions so that we are establishing and strengthening positive relationship all the time. Conversations and rewards that acknowledge students hard work reinforce our family culture of positive relationships.

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

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

Positive behaviour will be rewarded with:

- › Verbal praise
- › Communicating praise to parents / carers via a phone call or written correspondence
- › Issuing One Central tickets or one's on the register to support the praise auction and the 100 Club rewards which take place each term.
- › Issuing certificates at the weekly celebration assembly
- › Being invited to annual prize evening or summer reward trip

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

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

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

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

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

- a verbal reprimand and reminder of the expectations of behaviour
- requiring a written apology;
- confiscation of a student's property;
- 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, 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;
- Letters and phone calls home
- internal exclusion;
- setting a consequence including during lunch time and after normal School hours;
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring;

- agreeing a behaviour contract
- education off-site for a designated period;
- suspension or permanent exclusion.

Please see the Consequences Ladder in annex for further details.

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

7.5 Reasonable force

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

- Causing disorder

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

Incidents of reasonable force must:

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

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

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral

member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other students or staff at risk
- › Consider whether the search would pose a safeguarding risk to the student
- › Explain to the student why they are being searched
- › Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the student the opportunity to ask questions
- › Seek the student's co-operation

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

If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead (or deputy DSL) or Headteacher, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- › Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes or boots

Searching students' possessions

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

- › Desks
- › Lockers
- › Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

Screening

At Blessed Thomas Holford Catholic College, screening may be used as part of our safeguarding response where there are concerns that a student may be in possession of a banned, illicit or illegal item. Screening is not routine but may be used in individual cases to maintain the safety and wellbeing of our school community.

- **Screening arrangements**
 - Screening involves the use of a handheld metal detector wand.
 - The wand may be used to scan a student's outer clothing (e.g. coats, blazers, trousers, shoes) and/or possessions (e.g. bags, lockers) in line with the school's searching procedures.
 - Screening will always be conducted respectfully, proportionately, and in a way that maintains the dignity of the student.
- **Reasonable adjustments for students with SEND**
 - Adjustments will be made for students with special educational needs and disabilities (SEND) to ensure that screening does not cause unnecessary distress or disadvantage.
 - Staff will take into account individual learning plans, pupil passports and known medical conditions when deciding how to carry out screening.
 - If appropriate, alternative arrangements (e.g. screening possessions only, or screening in the presence of a familiar adult) may be put in place.
- **Refusal to be screened**
 - If a student refuses to be screened, they will be asked to explain the reasons for their refusal.
 - The Designated Safeguarding Lead (DSL), deputy DSL or Headteacher will be informed immediately.
 - Parents/carers may be contacted, and the school will consider whether there are safeguarding concerns that require escalation.
 - A refusal to be screened without good reason will be treated as a disciplinary matter in line with the school's behaviour policy.

All advocacy and care arrangements that apply to searching also apply to screening. Staff retain a duty of care to the student and will always seek to safeguard their wellbeing while ensuring the safety of the wider school community.

7.7 Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school, including where the incident causes fear or distress to other students or undermines their sense of safety
- Poses a threat to another student, member of staff, or member of the school community
- Could adversely affect the reputation of the school
- Involves serious criminal behaviour, including but not limited to violence, weapons offences, or other offences that would warrant police involvement

- Results in a student being subject to bail conditions or other legal restrictions that impact their ability to attend school safely or that pose a safeguarding risk to other students

When considering sanctions for off-site behaviour, the school will:

- Take into account the severity of the incident and any police or legal proceedings
- Consider the impact on the wider school community, including the safety and wellbeing of other students
- Assess whether the student's continued attendance poses a risk to others
- Work with relevant agencies including police and children's social care where appropriate

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

7.8 Online misbehaviour

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

- › It poses a threat or causes harm to another student
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The student is identifiable as a member of the school

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the DSL / Deputy DSLs / Headteacher will make the report.

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

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

Where a student is involved in serious criminal behaviour off-site that:

- Involves other students from the school (as victim, witness, or perpetrator)
- Results in police involvement and/or bail conditions
- Causes fear or distress to other students
- Undermines the safety and good order of the school

the school will treat this as a serious safeguarding matter and will:

- Immediately inform the Designated Safeguarding Lead
- Conduct a risk assessment to determine whether the student can safely remain in school
- Consider whether permanent exclusion is necessary to protect other students

- Work with police and other agencies to ensure appropriate support and safeguarding for all students involved

7.10 Zero-tolerance approach to sexual harassment and sexual violence

Blessed Thomas Holford Catholic College has a zero-tolerance approach to sexual harassment and sexual violence. All reports are taken seriously, never ignored, and dealt with in a proportionate, considered and supportive way in line with our safeguarding policy.

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information via the school website.

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will take appropriate disciplinary action in accordance with this policy.

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

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

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

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

8. Serious sanctions

8.1 Detention

The Head teacher gives permission to all staff working directly with students to issue consequences. Students can be issued with detentions during lunch time or after school during term time.

The school will decide whether it is necessary to inform the student's parents/carers.

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

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

8.2 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by the on call staff.

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

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

Parents/carers will be informed that their child was removed from the classroom.

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

- Meetings with learning mentors
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Student support units / Alternative Provision
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in BromCom / CPOM, along with details of the incident that led to the removal, and any protected characteristics of the student.

8.3 Internal Exclusion (PAX)

Internal exclusion may be used as a serious sanction where a student's behaviour requires them to be removed from their normal timetable but does not warrant suspension or permanent exclusion.

During internal exclusion (PAX):

- Students will be supervised in a designated area away from their peers
- Students will continue to receive education that is meaningful and allows them to make progress
- The duration will be determined based on the severity of the incident and the student's needs
- Parents/carers will be informed when their child is placed in internal exclusion
- A reintegration strategy will be developed to support the student's return to normal lessons, offering them a fresh start and helping them to meet expected standards of behaviour
- Staff will maintain records of internal exclusion in BromCom / CPOM

In line with Blessed Thomas Holford Catholic College's mission to nurture and support every student, internal exclusion will be used as an opportunity for reconciliation, reflection, restorative conversations, and planning for positive behaviour change.

8.4 Direction Off-Site (Step Out)

The school may direct a student to attend alternative provision off-site to improve their behaviour. This is a temporary measure used when it is in the student's best interests and when other interventions have not been successful.

When directing students off-site, the school will:

- Inform parents/carers, giving clear information about the placement including why, when, where, and how it will be reviewed
- Ensure the student is dual-registered, where applicable, during the period of off-site direction
- Agree measurable targets (both pastoral and educational) that the student can work towards
- Keep the placement under regular review
- Maintain arrangements to return the student to school and support their reintegration

The placement will be reviewed regularly to ensure the off-site education is achieving its objectives and the student is benefiting from it.

The decision to use off-site direction will be made by the headteacher in consultation with parents/carers and relevant professionals. This intervention reflects our Catholic ethos of providing every student with opportunities to succeed and grow.

8.5 Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Sanctions, including suspension and permanent exclusion, will be used proportionately and appropriately to tackle behaviour that does not reflect the school's high expectations.

Participation in off-site school trips: Students who are suspended, directed off-site, or permanently excluded at the time of a planned off-site school trip will not be permitted to attend that trip. This decision is made to:

- Ensure the safety and wellbeing of all students and staff

- Maintain appropriate supervision ratios
- Allow time for proper risk assessment and reintegration planning
- Uphold the school's behaviour expectations

When a student returns from suspension or off-site direction, the school will implement a reintegration strategy to help them successfully return to school life and meet expected standards of behaviour.

Off-site incidents and permanent exclusion

Where a serious incident occurs off-site involving students from our school, the headteacher will consider whether permanent exclusion is appropriate. This includes incidents where:

- The behaviour would constitute a serious criminal offence
- Other students have witnessed the incident and their sense of safety has been compromised
- The student's continued presence in school poses a risk to the safety of students or staff
- The student is subject to bail conditions or other legal restrictions
- The incident fundamentally undermines the school's values and the good order of the school community

In such cases, the school will work closely with police, children's social care, and other relevant agencies to ensure appropriate safeguarding measures are in place for all students involved.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

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

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

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Trafford Family Information Service

Telephone: 0161 912 1053

Email: FIS@trafford.gov.uk

10. Supporting students following a sanction

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

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Student transition

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development and formation.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every term by the leadership team and data manager.

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

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

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the chair of governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the quality of education committee annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- BTHCC Family Handbook
- Care and Control of Students
- Anti-Bullying
- Equality
- Staff Code of Conduct

Appendix 1: written statement of behaviour principles

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

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 student

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

This written statement of behaviour principles is reviewed and approved by the quality of education committee annually.

Appendix 2:

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 college expectations and remember to follow our values of:

Be 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 student's behaviour record and any potential barriers to learning or understanding, such as any special educational needs or disabilities.

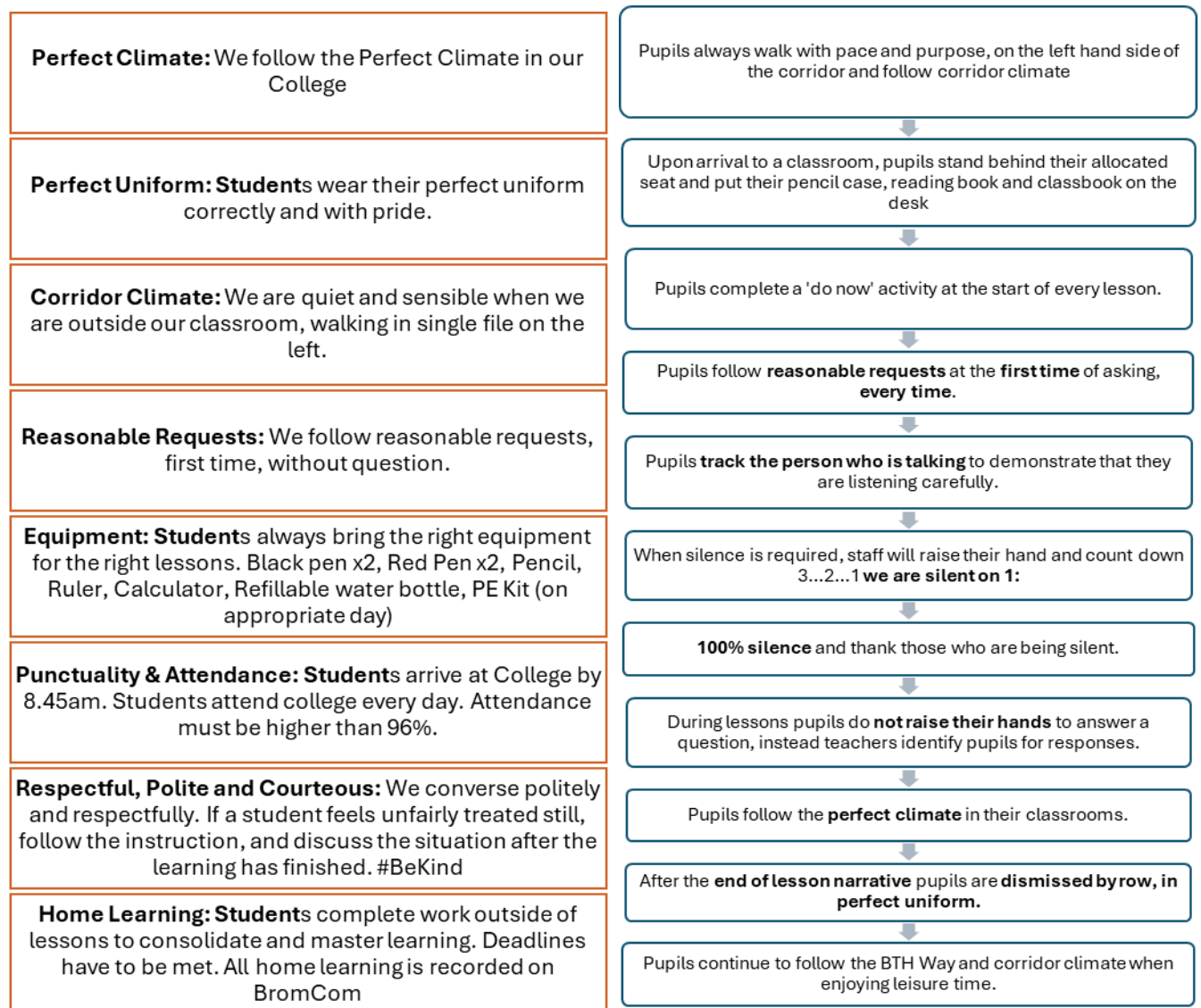
Consequence	Inappropriate Behaviour	Possible sanction imposed
Stage 1	<ul style="list-style-type: none"> • Poor attitude to learning in lessons/lack of work • Talking over a teacher or out of turn • Distracting others • Failing to meet perfect climate expectations. 	<ul style="list-style-type: none"> • Staff apply one Chance, followed by Choice, followed by Consequence. • Verbal Reminder of the expectations : Chance • Non-verbal cue to the student : Chance • Quiet non-confrontational conversation with student : 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, • Home learning 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 • 30 Minute lunch time consequence • Loss of break/lunch or both. • Consequence for punctuality • 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 distribution 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"> • Student to be removed from the classroom via on call system. • Student to work in buddy classroom for remainder of lesson. • Student to work in PAX (length of time to be decided by Head of Key Stage. • 1 Hour Consequence issued by HoD or HoY. • 1 Hour Senior Teacher Consequence • Meeting with Parents or Carers and HoY

Stage 4 B5 Code on Register	<ul style="list-style-type: none"> • Failure to attend consequences. • Student failed buddy room/refusal to use buddy system. • Persistent Rudeness • Homophobic language • Racial Language. • Sexual language (verbal or none verbal.) • 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"> • 1 Hour Senior Teacher Consequence • Loss of privileges for a period of time. • Period of time in the PAX. (Length of time decided by SLT or Head of Key Stage) • Meeting with parents 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. • 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 	<ul style="list-style-type: none"> • 1 Hour SMT Consequence • Loss of privileges for a period of time. • Period of time in the PAX. (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 or carers with Head of Key Stage and Senior Staff • Behaviour panel meeting arranged with Heads of Year, senior leadership team, Head Teacher.

	<p>or online.</p> <ul style="list-style-type: none"> • A pre-meditated/arranged fight • Deliberately setting off the fire alarm 	
<p>Stage 6</p>	<p>A persistent Breach of the school behaviour policy.</p> <p>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.</p> <p>(Only to be issued by the Headteachers.</p> <p>Formal exclusion paperwork to be issued. Meeting/phone call to parents followed by Governors Discipline Committee Meeting.)</p>

Appendix 3: Blessed Thomas Holford Catholic College – Culture Summary

Be Kind	Work Hard	Develop Your Whole Self
<p>•Our faith calls us to be kind, to love God and to love our neighbours, showing <u>solidarity</u> in every situation. We aim to develop respectful, compassionate students 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</p>	<p>•With our focus on Catholic social teaching and we expect students to work hard in line with <u>participation</u>; getting involved by sharing our skills and talents. We promote resilience, perseverance and determination as qualities to be admired and rewarded, at college, as they will be in life. We expect our students to respond to feedback, improve and not give up. Our students will learn that success needs hard work and effort.</p>	<p>•We develop our whole selves, as well as developing academically, we also expect students to develop personally, spiritually and emotionally. Thus exemplifying <u>human dignity</u> that everyone is special. St Paul tells us that <i>each person is a work of art, created by God and chosen for a unique purpose</i>. Ephesians 2:10 We want students to achieve more than just academic excellence. Our students leave the BTHCC family as well-rounded citizens with God’s love as their guide.</p>



‘The way students behave in school is strongly correlated with their eventual outcomes; every leader should consciously aspire to the very best behaviour possible in their schools as a matter of priority.’ Tom Bennet

Appendix 4:

The BTHCC Way

As a member of the Blessed Thomas Holford Catholic family we promise to:

Be Kind - Work Hard - Develop My Whole Self

We achieve this through the values of Catholic social teaching.

Dignity of the human person

- We treat everyone with respect, through our words and actions.
- We show empathy and kindness to all of our school family.
- We openly oppose any form of discrimination or bullying: we are upstanders.
- We actively listen to each other.

Solidarity

- We support each other and celebrate our differences.
- We work together to establish a consistent and fair culture of behaviour.
- We are active members of our school family; working as a team.
- We are proud to attend BTHCC, we are proud to represent this family.

The common good

- We are polite and caring; we always use our manners.
- We wear our uniform correctly and with pride.
- We do not disrupt learning and reflect on our behaviours.
- We respect that everyone has the right to feel safe, valued and respected.

The option for the poor

- We are generous and share.
- We give time and resources to support charity work.
- We recognise and support the vulnerable in our community.
- We give time, friendship and support for all – no one is alone in our family.

Peace

- We move around the school quietly, safely and with self-control.
- We create calm classrooms to allow everyone to learn.
- We seek reconciliation, we say sorry, changed behaviour is the best apology.
- We have zero tolerance of hate and discrimination.

Creation and Environment

- We respect and look after the school environment as stewards of our BTHCC home.
- We put litter in the bin.
- We create a respectful environment so that it is an enjoyable place to learn.
- We leave our classrooms tidy.

The dignity of work and participation

- We arrive on time to where we are supposed to be.
- We take part in all our learning and challenge ourselves.
- We strive to attend school every day and give our best effort.
- We are organised and well equipped.
- We create equity in the classroom so that learning is accessible to all to reach their full potential.
- We give 100% and have pride in our work.

