



Behaviour Policy

Responsible for policy:

CC3 Quality, Performance and Standards

Policy Status:
Chair of Directors

Statutory
Sandra Foxworth

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Definitions

'The Romero Catholic Academy' means the Company named at the beginning of this **Behaviour Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**

'Romero Catholic Academy' means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.

'Board' means the board of Directors of the Romero Catholic Academy.

'Chair' means the Chair of the Board or the Chair of the Local Governing Body of the Academy appointed from time to time, as appropriate.

'Governing Body' means the Governing Body to the Board or the Governing Body to the Local Governing Body of the Academy appointed from time to time, as appropriate.

'Catholic Senior Executive Leader' means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.

'Diocesan Schools Commission' means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.

'Local Governing Body' means the governing body of the School.

'Local Governing Body Representatives' means the governors appointed and elected to the Local Governing Body of the School, from time to time.

'Principal' means the substantive Principal, who is the person with overall responsibility for the day-to-day management of the school.

'School' means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.

'Shared Services Team' means the staff who work in the central team across the Company (e.g. HR/ Finance)

'Vice-Chair' means the Vice-Chair of the Governing Body elected from time to time.

1. Aims

The Romero Catholic Academy recognises that the common good requires that social conditions allow all people to reach their full human potential and realise their human dignity. At the heart of this, is the need for strong relationships. Concretely, this will mean that Catholic schools should:

Provide a broad and balanced education which will help children and young people grow to their full human potential, and pay regard to the formation of the whole person, so that:

“...all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life”.

Code of Canon Law

Members of the Local Governing Body and staff aim to create a positive learning environment in the school by:

- Following a whole school approach to good behaviour and discipline with clear guidelines on the use of rewards and sanctions, and reasons for sanctions being used, underpinned by the Catholic ethos of the school.
- Building self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all by promoting the Equal Opportunities Policy regarding the protected characteristics.
- Supporting staff in their classroom management by ensuring a consistent approach to positive and negative behaviour.
- Using behaviour tracking systems to identify concerns to enable early intervention.
- Using a variety of intervention strategies to overcome barriers to learning.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of all aspects of the school’s policy.

2. Values

“Because all people are equal in God’s sight, every person possesses the same dignity and has a claim to the same human rights. Hence every kind of social, racist, sexist, cultural or religious discrimination against a person is an unacceptable injustice.”

YOUCAT 330 (see definitions)

We believe that across the Romero Catholic Academy, we should create a safe and stimulating environment where everyone knows that they are valued as God’s children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. We believe that all pupils and students, regardless of their starting points, can achieve if they are taught well and are supported effectively. Our belief is underpinned by clear values that drive our moral compass across schools and this permeates our collective pursuit of excellence:

- **Respect** We respect and value those we work with and the contribution that they make.
- **Integrity** We act fairly, ethically and openly in all we do.
- **Service** We put our children at the centre of all that we do
- **Excellence** We use our energy, skills and resources to deliver the best, sustainable results.

Values at School and MAC level

The Romero Catholic Academy recognises the need to promote positive behaviour at all times. By being proactive, effectively promoting a choice that makes the right moral decision, our schools can help to create a safe and disciplined environment, where pupils are able to learn, flourish and fulfil their God-given potential. Our values act as our guiding principles in promoting positive behaviour.

Romero							
Respect		Integrity		Service		Excellence	
Corpus Christi	Good Shepherd	Sacred Heart	SS Peter and Paul	Saint Gregory	Saint John Fisher	Saint Patrick	Cardinal Wiseman
<ul style="list-style-type: none"> • Courage • Openness • Respect • Perseverance • Unity • Service 	<ul style="list-style-type: none"> • Ambition • Encouragement • Community • Wellbeing • Resilience • Faith 	<ul style="list-style-type: none"> • Inspiration • Service • Partnership • Excellence 	<ul style="list-style-type: none"> • Diocesan Catholic Schools Pupil Profile (see below) 	<ul style="list-style-type: none"> • Kindness • Teamwork • Self-belief • Perseverance • Forgiveness 	<ul style="list-style-type: none"> • Respect • Aspirational • Faithful • Service 	<ul style="list-style-type: none"> • Diocesan Catholic Schools Pupil Profile (see below) 	<ul style="list-style-type: none"> • Knowledge • Ambition • Resilience • Respect

Values at Diocesan Level

In addition, the schools at Primary level follow the BDES Pupil Profile, which is rooted in Ignatian theology and spirituality, they have created a series of statements based on the Virtues through which they have made explicit their purpose and intention as educators: they have described what a child in their care is growing to be and how the school is consciously and deliberately nurturing this.

In the profile are eight sets of words which have been paired together because of their complementary and harmonising relationship to one another: from the development of one virtue springs another. This underpins our behaviour culture in school

Whilst this Jesuit Pupil Profile has been devised by the Jesuit community Fr. Adrian and the Jesuit Institute are very kindly allowing the Archdiocese of Birmingham to use and develop their materials. For our purposes it has been renamed the **Catholic Schools Pupil Profile**.

- **Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.
- **Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.
- **Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.
- **Faith-filled** in their beliefs and **hopeful** for the future.
- **Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.
- **Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good.
- **Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.
- **Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.



3. Role and Responsibilities

For a pupil to flourish, the journey of learning and faith must have a partnership of home school and parish around the child. The link between home and school is vital to ensure the child thrives in the times when there is achievement and celebration, along with the challenges and disappointments.

Pupils

Pupils will be expected to:

- Behave how Jesus teaches us to
- Treat everyone (pupils and adults) with respect and kindness
- Listen to each other
- Speak in a respectful voices to each other
- Treat others how we want to be treated ourselves
- Respect the school buildings, grounds and transport alongside other people's property and belongings.
- Take responsibility for their own behaviour both in and out of school.
- Be aware of the school policy, procedures and expectations.
- Know key rules for understanding; that they are underpinned by the values that Jesus taught us, and learning to live them out on a daily basis.
- Accept responsibility for their own actions, particularly when inappropriate choices are made.
- Learn how to accept failure/disappointment with humility, and success/praise with grace.
- Walk in an orderly manner around the school buildings.
- Ensure that incidents of violence, vandalism, bullying and any form of harassment are reported.
- **Secondary** to follow the left side of the central line in main buildings to aid the flow around the site.
- To wear the correct school uniform and only bring in appropriate equipment to school.
- To behave responsibly when wearing the school's uniform in the local community.

Parents and Carers

Parents and carers will:

- Take responsibility for the behaviour of their child both inside and outside the school
- Be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and support the school by ensuring their child attends school in their full school uniform. (See Uniform policy)
- Take the opportunity of raising with the school any issues at home which may affect their child's behaviour
- Take every step to ensure that their child uses the internet and social media safely and correctly

Parents should discuss items in **Appendix 1** of this document with their child.

The Romero Catholic Academy MAC

- The Romero Catholic Academy will create a climate for learning in which all pupil can thrive and flourish or be supported if there is a need to aid self regulation
- TRCA have a responsibility to publish a school Behaviour Policy which outlines expectations of behaviour, the use of sanctions and rewards within our schools.
- The Romero Catholic Academy has taken account of the DfE advice contained in Circular 10/99 and in [‘Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk). The Romero Catholic Academy have determined that pupil suspension in appropriate circumstances is a sanction that can be used in our schools.

The Local Governing Body

- Governors will be the ‘eyes and ears’ of the board through regular school visits to see the culture and general behaviour and attitudes of pupils. Governors assigned to ‘Pillar 2’ of the academy plan will have particular regard to making observations in relation to the behaviour and attitudes of pupils identifying **jointly** the positive aspects witnessed and next steps in relation to any areas of development.
- Members of each school’s Local Governing Body will fulfil their legal obligation to monitor use of suspensions as a sanction within the school. This will be through the Behaviour report which details FTE for each half term.

The Principal (or Executive Principal and Head of School)

- The principal’s role is to agree the detail of the standard of behaviour acceptable to the school. The principal will, with the support of the Senior Leadership Team, lead the development of a system of rewards and sanctions in order to maintain discipline in the school and to promote successful learning.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour; restoring relationships and positive relationship building
- Providing a personalised approach to the specific behavioural needs of particular pupils, especially those children with SEN.
- Recording behaviour incidents (see **Appendix 2** for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.
- All staff **will have a zero tolerance on child on child abuse**

Children with Special Needs

Please note that some children fall outside this Positive Behaviour Policy. Such children may be given a Strategy Plan for behaviour and support which may be obtained from SEMHL (Social, Emotional, Mental Health and Learning). A specific plan may be drawn up with individualised rewards and sanctions in conjunction with child, parent, school and support service if appropriate. If a school needs to draw up an SEN RA if the SEMHL Strategy Plan is not in place, this would need to be completed by the SENCO and there is a template (for a risk assessment in relation to behaviour) available from our External Consultant. This would be for children with violent or abusive behaviour with SEN.

4. Creating a positive climate and culture for behaviour

Our schools in Romero, will look outwardly for support for behaviour systems and processes that promote positive behaviour and give rise to strategies when the need arises.

The Behaviour Hubs programme provides senior leadership teams with the tailored support, training and advice needed to improve behaviour culture and generate lasting cultural change that is tailored to each individual school. Further information is available here:

- [Behaviour Hubs | A DfE-funded programme](#)

EEF

We know that most pupils in most lessons are well-behaved, however it is recognised that it is a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for schools within Romero to have consistent and clear behaviour policies that promote positive behaviour in lessons, adapted to their own context. EEF guidance reports will be used to make better-informed decisions about school behaviour strategies.

There are a number of practical examples of programmes and approaches that are helpful in schools and classrooms where behaviour is generally good as where there are problems.

To develop this report there are six recommendations for improving behaviour we not only reviewed the best available international research, but also consulted with teachers and other experts. These can be found in Appendix 2 with the EEF guidance report. This report is well-timed for school leaders to consider alongside the recent Timpson report on suspensions, and to be part of professional conversations around behaviour that will be central to the Department for Education's Behaviour Support Networks.

- [Improving Behaviour in Schools | EEF \(educationendowmentfoundation.org.uk\)](#)

NPQ

For teachers and all school staff who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school through Blue Sky, we will signpost to the qualification which will enable staff to be informed from an evidence base on behaviour and culture.

- [National Professional Qualification for Leading Behaviour & Culture \(NPQLBC\) - Foundation For Educational Leadership \(cefel.org.uk\)](#)

Thrive (Corpus Christi pilot, Saint John Fisher, Good Shepherd, Saint Patrick)

Embedded as a whole-setting approach within a primary school, Thrive supports the social and emotional development of all children alongside strategies to manage distressed behaviour and reduce exclusions. Thrive Approach helps schools make the most of pupil's learning opportunities – helping to manage distressed behaviour and reduce exclusions. Seizing these, and meeting developmental needs at the right-time, helps pupils become more resilient and open to learning.

Thrive gives practical strategies and skills to improve emotional wellbeing and social wellbeing; increasing attendance, reducing anxiety and enhance learning. This can involve creating dedicated Thrive spaces, engaging children in art activities that reduce stress and developing an underlying focus on the wellbeing of pupils, staff and parents.

5. Definitions specifically around behaviour

Positive Behaviour is defined as:

- Consistent good manners
- Willingness to help each other learn
- Consideration for adults and children
- Consistent effort into work
- Good self-management in school
- Recognition and respect for authority
- Honesty
- Sharing and caring
- Unselfish play
- Responsible and reliable behaviour
- Ability to forgive and become reconciled after any quarrels or upsets
- Displaying positive learning behaviours

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude and / or refusal to work
- Knowingly wearing incorrect uniform
- Alerts from filtering and monitoring that are evidenced (Senso)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Repeated breaches of refusal to work
- Physical assault of any kind towards another pupil, staff or visitors
- Endangering the safety of themselves, other children and staff – carelessly or with intent
- Speaking disrespectfully or holding disrespectful attitudes towards others
- Throwing objects
- Any form of bullying including cyber
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol and/ or illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to personal injury to, or damage to the property of, any person (including the pupil)

Every school will have a zero tolerance on child-on-child abuse

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Full details are available in our Anti-Bullying Policy.

Bullying is, therefore:

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

Bullying can happen to anyone. This policy covers all types and forms of bullying including those relating to protected characteristics:

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity is a protected characteristic under the Equality Act)

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, up-skirting
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 or gaming sites

Every school will have a zero tolerance on bullying.

7. Positive Handling (please see separate policy)

At The Romero Catholic Academy, we recognise that there are times when some pupils do not manage their behaviour and in so doing, breach one or more of the school's rules in a serious way. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or, where a pupil needs to be restrained, to prevent violence or injury.

When seriously challenging behaviours present themselves, then teaching staff can use Positive Handling Techniques to positively handle pupils. The Steps below, indicate how an incident may be dealt with. **Please see separate policy.** Such incidents are investigated thoroughly by the Class teacher, Senior Lunchtime Supervisor, Learning Mentor, a member of the Senior Leadership Team or the Principal as appropriate. Notes will be made and recorded on our online system (CPOMs). Eyewitnesses are encouraged to record what they have seen so that a balanced view can be obtained.

Malicious Allegations:

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our Child Protection & Safeguarding Policy for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Rewards

Rewards are detailed by school in Appendix 4

Children are given private and public recognition when they display positive attitudes concerning work, achievement and behaviour. This can vary from school to school, but example rewards include verbal praise

Stickers and stamp cards	Well Done Certificates	Class Dojo awards (Online points award system)
Assembly Award Certificates	Lunchtime awards	Sports awards

9. Screening, Searching & Confiscation (Primary & Secondary)

Searching

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. Principals and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Vape
- fireworks
- pornographic images
- any article that the member of staff 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)

Principals and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening
- Any member of school staff can screen pupils

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with consent

School staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What can be searched for?

- Knives or weapons, alcohol, illegal drugs, and stolen items; and
- Tobacco and cigarette papers, vapes, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- The search can be undertaken by any member of school staff if authorised by the headteacher.
- The staff member must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. We can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Authorising members of staff

- Principals can decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

Training for school staff

- When designating a member of staff to undertake searches under these powers, the Principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases, as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches for items banned by the school rules

- An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and publicised by the Principal in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the Principal must publicise the behaviour policy, in writing, to staff, parents and pupils at least once a year.

Location of a search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

During the search

Extent of the search – clothes, possessions, desks and lockers What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.
- ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks

- Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

After the search

The power to seize and confiscate items – general

What the law allows:

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Also note:

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, **these must be delivered to the police as soon as possible** but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco, cigarette papers or vapes they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Statutory guidance on the disposal of controlled drugs and stolen items

It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:

- In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone if it has been seized in a lawful ‘without consent’ search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
- In determining a ‘good reason’ to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
- If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
- All school staff should be aware that behaviours linked to sexting put a child in danger. Sexting and the school’s approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice - [sexting in schools and colleges - responding to incidents and safeguarding young people](#)

Also note:

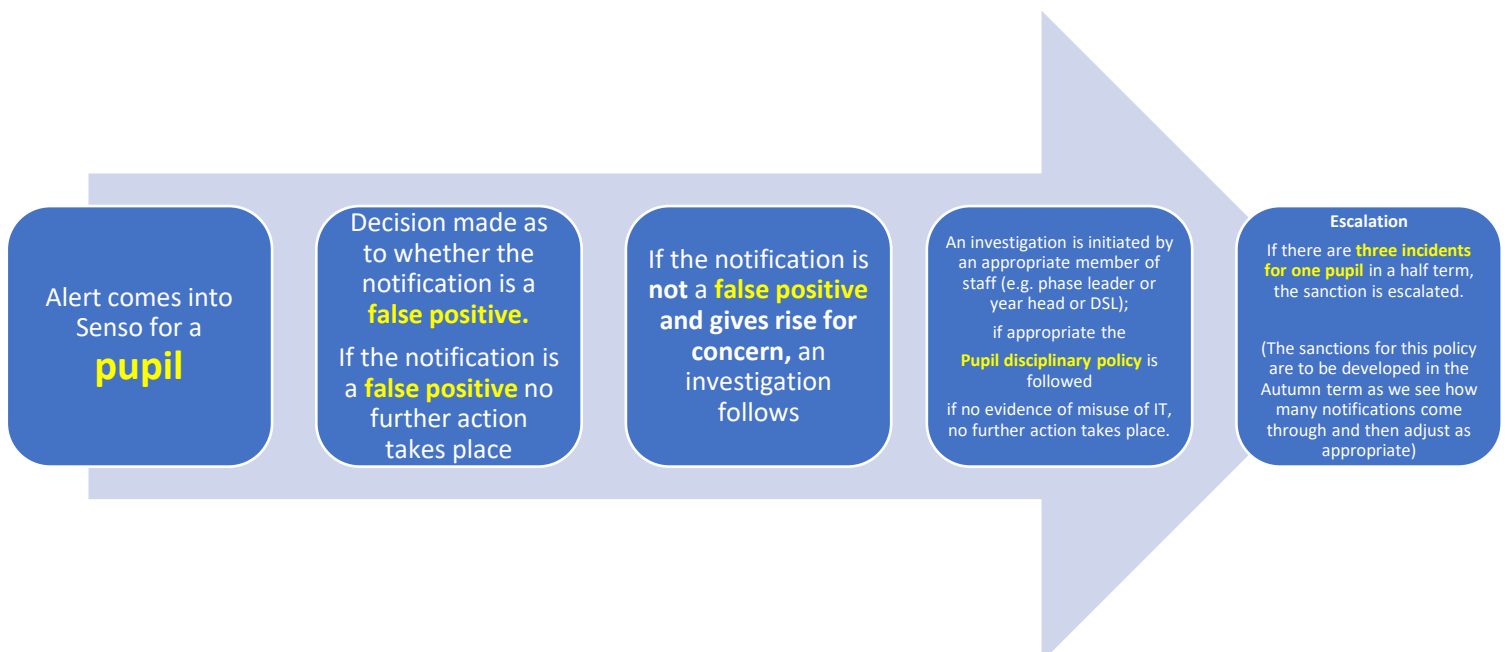
- Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

10. Filtering and Monitoring

- We use a cloud-based, category-based web content filter that appropriately filters and blocks students from harmful or inappropriate content and filters emails for any words that are 'Violations' against the lists on Senso (which can be adapted by each school)
- Devices provided to students to take away from school are protected by Senso's Content Filter with the same protective measures in place, while on and off your network.
- Designated Safeguarding staff get email notifications to log into Senso admin centre and a screen shot provides the harmful or inappropriate words from emails or the website so the notification can be followed up and action taken.
- The IT Team do not have access to the notifications
- Board report Autumn 2, Spring 2, Summer 2, the Board Report of metrics presented to Directors from the Executive Team, includes the number of complaints, low level concerns, Senso alerts and severity to be compliant with KCSIE.
- **Pupils** The principal (or equivalent/ designated person e.g. DSL) is alerted by email and this is then escalated to the safeguarding team or other member of staff to investigate; when appropriate this is logged on CPOMS. The filtering and monitoring will be constantly reviewed with sanctions as we refine our practice.
- **Sanctions** will be appropriately given according to the severity of the alert.



11. Suspensions and Permanent Exclusion (see separate policy)

Fixed Term Suspensions which could include a fixed term in Internal Inclusion may be given for:

- All instances described previously which constitute a persistent breach of our Classroom Standards and therefore our Behaviour and Positive Handling Policy.
- Physical contact or threats made to a member of staff.
- Swearing directly at a member of staff.
- Hitting or assaulting another pupil.
- Stealing something significant.
- Bullying, harassment or abuse (including on the grounds of gender, race, religion or sexual orientation).
- Acts of deliberate vandalism.
- Malicious allegations against staff.
- On-going defiance of members of staff.

This list does not indicate every offence for which fixed term suspension may be used. For certain pupils a fixed term in Internal Inclusion will have more impact as a sanction than issuing a fixed term suspension.

Recommendation for **permanent exclusion** will be given by the Principal following a full investigation for:

- Possession of drugs or alcohol on site or on the journey to or from school.
- Dealing in drugs or possession of drugs.
- Possession of an offensive weapon.
- Persistent disruptive or violent conduct.
- Persistent breaches of The Romero Catholic Academy Behaviour and Positive Handling Policy.
- Endangering others' safety.
- Evidence will be taken from the pupil so that their point of view is given.

Involvement Of Parents

Parents will be involved in discipline cases as appropriate. There will be a compulsory reintegration meeting for all pupils following a fixed term suspension.

Involvement Of Staff

The working of the school's policies and procedures will be discussed regularly at staff meetings and on specified training days.

12. Legislation and guidance

In formulating this policy, The Romero Academy has considered guidance issued by the DfE as follows:

- Behaviour & Discipline in Schools (DfE) –
 - [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
 - [Further guidance and resources for supporting behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Searching, screening & confiscation (DfE)
 - [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Use of Reasonable Force (DfE)
 - [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

13. Links to other policies or documents

This Behaviour policy is linked to our:

- TRCA Anti-Bullying Policy
- TRCA Complaints Policy
- TCRA Child protection & Safeguarding Policy
- TCRA Confidentiality Policy
- TRCA Disciplinary policy
- TCRA E-Safety Policy
- TCRA Acceptable Use Policies (AUP)
- TCRA RSHE Policy
- TCRA School individual Uniform Policy
- TRCA Positive Handling
- BDES Catholic Schools Pupil Profile
 - [Promoting values and virtues in a catholic school.pdf \(bdes.org.uk\)](#)

Appendix 1 Legal provisions

Points of discussion – Parent & child

Parents should discuss this with their child

The Principal at Secondary school has the power to put pupils under 18 in detention without parental consent. These powers are delegated to all teaching staff. Every effort will be made to contact parents prior to the detention so that they can make alternative travel arrangements. A pupil can be required to attend detention on non-teaching days except public holidays or half term.

The Principal now has the power to search pupils and their possessions. This power is delegated to all staff, including the Senior Leadership Team and Heads of Year. The power to search will be used if there is a concern about the safety of other pupils.

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

The term 'reasonable force' covers the broad range of actions used by most teachers that involves a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or, where a pupil needs to be restrained, to prevent violence or injury. Staff should complete the Red Book to record physical restraint, which is held in the Vice Principal's office.

School staff will always try to avoid acting in a way that might cause injury but in extreme cases it may not always be possible to avoid injuring the pupil.

Under the Education Act (2011), school reserves the right to take disciplinary action against any student that, in the view of the Principal, based on the evidence before him or her, has made a serious malicious allegation against a member of staff which is unproven.

Appendix 2 EEF Six Recommendations

Click on the image for the full PDF image



[Improving behaviour in schools \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net)

This EEF guidance is applicable to primary and secondary school settings. It is hoped that most of the guidance will be useful for class teachers, while all should be relevant to senior leaders who are considering school behaviour policies and approaches.

Further audiences who may find the guidance relevant include other school staff, governors, parents, policymakers, and educational researchers. Some elements will also be applicable to those in Early Years settings, though they are not the main audience and the evidence literature consulted was for those aged 4-18

Appendix 3 Behaviour Report (Primary)

Behaviour Report									
	Termly figures are NOT cumulative. Document to extract data	Previous year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional information for pupils in each Year Group.
Behaviour	Total Number Of Incidents								
	Nursery (if appropriate)								
	Reception								
	Y1								
	Y2								
	Y3								
	Y4								
	Y5								
	Y6								
	Total number of Bullying incidents								
	Online bullying								
	Racial incidents (minute at LGB meeting)								
	Physical incidents								
	Verbal incidents								
	Incidents on the playground								
	Verbal incidents against a member of staff								
Physical incidents against a member of staff									
Number Of Pupils	Reception								
	Y1								
	Y2								
	Y3								
	Y4								
	Y5								
	Y6								
Suspensions	Number of pupils suspended – Fixed Term								
	Number of pupils with repeat suspension – Fixed Term								
	Number of sessions PP suspended – Fixed Term								
	Number of pupils excluded- Permanent								
	Number of PP pupils excluded - Permanent								

Appendix 4 Rewards for each school

Corpus Christi	<ul style="list-style-type: none"> • Celebration Assembly each Friday. • Value certificates and special mention certificates are given out to one child per class. • Pen licences for those writing at the required standards. • Boast and Toast • House Points will be announced each week and added to the cumulative scores. Interhouse competitions throughout the year. • Positive Behaviour points on Arbor will be given out • Reading raffle tickets with a monthly book prize.
Good Shepherd	<ul style="list-style-type: none"> • Celebration Assembly each Friday. • Secrets to success certificate awarded to a member from each class in celebration assembly. • House points (tokens in tubes) announced weekly – Termly prize for the winning house. • House sports competitions throughout the year. • Virtues and Values certificates awarded to a member in each class during Monday’s mission assembly. • Pen licences for those writing at the required standards. • Attendance awards given out at the end of each term.
Sacred Heart	<ul style="list-style-type: none"> • Celebration Assembly each Friday. • Worker of the Week certificates given out to one child per class. • House Points will be announced each week and added to the cumulative scores. Interhouse competitions throughout the year. • Positive Behaviour points on Arbor will be given out. • Pen Licenses will be given out to the children who meet the expected handwriting standards. • Value and Virtue Awards will be given out each half term to two children per class. • Attendance Awards will be given out to the highest class each week.
SS Peter and Paul	<ul style="list-style-type: none"> • Being Star of the Week followed by the weekly Tea Party • Earning dojos for yourself and for your house – extra play is given to the winning house weekly • Positive praise from others e.g. a thumbs up, a sticker, verbal praise or written praise • Individual class rewards including dips into treat boxes • Public recognition for demonstrating our values and virtues during our weekly Gifts from God Celebration Assembly • Reading Legend reading awards • Class Legend • Spelling Shed, Timetables Rockstars and Numberbot awards.
Saint Gregory	<ul style="list-style-type: none"> • Celebration Assembly each Friday. • Star Worker of the Week certificates given out to one child per class. • House Points will be announced each week and added to the cumulative scores. Interhouse competitions throughout the year. • Positive Behaviour points on Arbor will be given out. • Pen Licenses will be given out to the children who meet the expected handwriting standards. • Value and Virtue Awards will be given out each half term to two children per class. • Attendance Awards will be given out to the highest class each week. • Reading Legend Awards • Sports Awards (Skills and Values) • Positive Phone Calls Home • Postie Awards • Achievement Awards
Saint John Fisher	<ul style="list-style-type: none"> • Celebration Assembly each Friday. • Star of the Week certificates given out to two children per class. • House Points will be announced each week and added to the cumulative scores. • Interhouse competitions throughout the year. • Pen Licenses will be given out to the children who meet the expected handwriting standards. • Value and Virtue Awards will be given out each half term to two children per class. • Attendance Awards will be given out to the highest class each week.

<p>Saint Patrick</p>	<ul style="list-style-type: none"> • Celebration assembly every Friday with the following rewards; • Worker of the week • Staff and children value and virtue nominations • Pen licences • House points with termly prizes • Termly achievement awards • 'Marvellous me' app used daily by teacher to award badges for effort and to recognise positive behaviour
<p>Cardinal Wiseman</p>	<ul style="list-style-type: none"> • Celebration assembly for each year group at the end of every half term. This recognises 100% attendance, improved attendance, best form attendance, highest achievement points for each of our four values (top 5 pupils). Faculty 'shout outs' for pupil recognition • Credit reward system which recognises those pupils that go above and beyond the classroom and that show being a 'Romero Child' • Star of the term – awarded by the school Principal for outstanding contribution to our values

Appendix 5 Sanctions for each school



Corpus Christi Catholic Primary School

<p>Praise the positive.</p> <p>All children will receive 'right time right help' thrive programme to support with their emotional development. Children will receive restoration small group and 1:1 support where gaps in emotional development are identified.</p>
<p><i>Please note that the school reserves the right to move to higher sanctions at any point in the behaviour ladder, where this is required as part of behaviour management.</i></p>
<p>Sanction Step 1</p> <ul style="list-style-type: none"> The child will be given a verbal or visual reminder for behaviour that is unacceptable, disruptive to learning which will link to one of our school rules.
<p>Sanction Step 2</p> <ul style="list-style-type: none"> The child will be given a second verbal or visual warning reminding them of the unacceptable behaviour being displayed and a reminder of the school rule that they are not adhering to.
<p>Sanction Step 3</p> <ul style="list-style-type: none"> If unwanted behaviour persists, the child's name will be changed to yellow on Arbor. The child can still turn yellow back to green throughout the day by showing the expected behaviour.
<p>Sanction Step 4</p> <ul style="list-style-type: none"> Steps 1-3 will be repeated before the child's name is turned to Red. The child will miss some break time or may be removed from class into internal suspension at the discretion of SLT. Parents will be informed. Staff will use the thrive cycle – 'rupture, repair, relate' to complete restorative work to reestablish trusting relationship and positivity to allow success in the following sessions.
<p>Step 5</p> <p>Meeting</p> <ul style="list-style-type: none"> If the behaviour incident is more serious or a pattern of behaviour escalates to include aggression, violence, discriminatory or sexual misconduct or another serious concern, a formal meeting will be arranged between child, parent and member of SLT. Patterns and triggers will be explored to address any underlying difficulties. A written warning letter will be issued. This is stored on Arbor and CPOMs. An age-appropriate sanction will be given; this will be discussed during the meeting. The incident will be recorded onto CPOMs.
<p>Step 6</p> <p>Suspension</p> <ul style="list-style-type: none"> If the above behaviour continues, or further breach of the behaviour policy takes place in which harm is intended or caused to a child, staff member or other member of the school community, a formal meeting may be arranged between child, parents, and principal (or SLT representative). A suspension will be given, and a formal letter issued. This is stored on Arbor and CPOMs. The incident will be recorded onto CPOMs and the CSEL will be notified, A reintegration meeting will be held with child and parent; the child will then be welcomed back into school with positive restoration work before being settled back into their classroom by a member of staff.
<p>Step 7</p> <p>Permanent Exclusion</p> <ul style="list-style-type: none"> If the above behaviour continues, or a single serious breach of the school's behaviour policy occurs, a permanent exclusion from Corpus Christi Catholic Primary School may be given. A formal letter will be issued. This is stored on Arbor and CPOMs. The incident will be recorded onto CPOMs and the CSEL will be notified. The TRCA Suspension and Permanent Exclusions policy is followed, with support from the Head of Governance, Compliance and Risk



Good Shepherd Catholic Primary School

Please note that the school reserves the right to move to higher sanctions at any point in the behaviour ladder, where this is required as part of behaviour management.

Step 1

Always praise the positive and use verbal cues to influence good behaviour

Reminder

- Positive praised used to highlight right choices
- House points are used to reinforce positive behaviour
- Reminder from an adult, privately if possible. Reasonable adjustments made if necessary, phrased in clear simple terms appropriate to the child's needs.

Step 2

Caution

- A clear, verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
- Pupil moved down to **amber** on the class behaviour chart.

Step 3

Last chance

- Speak to the child privately and give them a final opportunity to engage.
- Offer a positive choice to do so and refer to their previous examples of good behaviour.
- Pupil moved to **red** on class behaviour chart.

Step 4

Time out

- Time to reflect on their behaviour (either with designated role or class).
- A few minutes for the child to calm down, breathe, discuss the situation if they want to and compose themselves.
- Record behaviour on CPOMS.

Repair

- This can be a quick chat at breaktime or a more formal meeting depending on the behaviour with the option of this being a phase leader/ leader of learning or pastoral role.

Step 5

Meeting

- If the behaviour incident is more serious or a pattern of behaviour escalates to include aggression, violence, discriminatory or sexual misconduct or another serious concern, a formal meeting will be arranged between child, parent and member of SLT.
- Patterns and triggers will be explored to address any underlying difficulties.
- A written warning letter will be issued. This is stored on **Arbor** and **CPOMS**.
- An age-appropriate sanction will be given; this will be discussed during the meeting.
- The incident will be recorded onto CPOMS.

Step 6

Suspension

- If the above behaviour continues, or further breach of the behaviour policy takes place in which harm is intended or caused to a child, staff member or other member of the school community, a formal meeting may be arranged between child, parents, and principal (or SLT representative).
- A suspension will be given, and a formal letter issued. This is stored on **Arbor** and **CPOMS**.
- The incident will be recorded onto CPOMS and the CSEL will be notified,
- A reintegration meeting will be held with child and parent; the child will then be welcomed back into school with positive restoration work before being settled back into their classroom by a member of staff.

Step 7

Permanent Exclusion

- If the above behaviour continues, or a single serious breach of the school's behaviour policy occurs, a permanent exclusion from God Shepherd Catholic Primary School may be given.
- A formal letter will be issued. This is stored on **Arbor** and **CPOMS**.
- The incident will be recorded onto CPOMS and the CSEL will be notified.
- The TRCA Suspension and Permanent Exclusions policy is followed, with support from the Head of Governance, Compliance and Risk



Sacred Heart Catholic Primary School

Please note that the school reserves the right to move to higher sanctions at any point in the behaviour ladder, where this is required as part of behaviour management.

Step 1

- Always praise the positive and use verbal cues to influence good behaviour

Reminder

- A reminder of the school rules; and which rule is not being followed and why.
- To be delivered privately if possible. Repeat reminders if reasonable adjustments are necessary, phrased in clear simple terms appropriate to the child's needs.

Step 2

- A clear, verbal reminder delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.

Step 3

- If unwanted behaviour persists, the child's name will be changed to Yellow zone and recorded on Arbor.
- The child will miss their breaktime.

Step 4

- If unwanted behaviour continues, the child's name will be changed from Yellow zone to Red zone and recorded on Arbor.
- The child's parent will get an automatic alert from Arbor and will be spoken to by their class teacher.
- The child will miss break and lunch times.

Step 5

Meeting

- **If there are three times when a child has triggered a Red zone or** if the behaviour incident is more serious or a pattern of behaviour escalates to include aggression, violence, discriminatory or sexual misconduct or another serious concern, a formal meeting will be arranged between child, parent and member of SLT.
- Patterns and triggers will be explored to address any underlying difficulties.
- A written warning letter will be issued. This is stored on **Arbor** and **CPOMs**.
- An age-appropriate sanction will be given; this will be discussed during the meeting.
- The incident will be recorded onto **CPOMs**.

Step 6

Suspension

- If the above behaviour continues, or further breach of the behaviour policy takes place in which harm is intended or caused to a child, staff member or other member of the school community, a formal meeting may be arranged between child, parents, and principal (or SLT representative).
- A suspension will be given, and a formal letter issued. This is stored on **Arbor** and **CPOMs**.
- The incident will be recorded onto **CPOMs** and the CSEL will be notified,
- A reintegration meeting will be held with child and parent; the child will then be welcomed back into school with positive restoration work before being settled back into their classroom by a member of staff.

Step 7

Permanent Exclusion

- If the above behaviour continues, or a single serious breach of the school's behaviour policy occurs, a permanent exclusion from Sacred Heart Catholic Primary School may be given.
- A formal letter will be issued. This is stored on **Arbor** and **CPOMs**.
- The incident will be recorded onto **CPOMs** and the CSEL will be notified.
- The TRCA Suspension and Permanent Exclusions policy is followed, with support from the Head of Governance Compliance and Risk



SS Peter and Paul Catholic Primary School

Please note that the school reserves the right to move to higher sanctions at any point in the behaviour ladder, where this is required as part of behaviour management.

Always praise the positive and use verbal cues to influence good behaviour

Step 1

Reminder

- A collective verbal warning and a reminder of expectations will be given.

Step 2

Reminder

- A direct verbal warning and a reminder of expectations will be given.

Step 3

Caution

- A clear, verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. This gives the opportunity for the child to reset.

Step 4

Time out and repair

- A time out with either a designated staff member or the class teacher (not HoS or EP) to reflect on their behaviour allowing the child to calm down, breathe, discuss the situation and compose themselves.
- If a time out has been given, parents are informed at the end of the day by the class teacher or TA.

Step 5

Meeting

- If the behaviour incident is more serious or a pattern of behaviour escalates to include aggression, violence, discriminatory or sexual misconduct or another serious concern, a formal meeting will be arranged between child, parent and member of SLT.
- Patterns and triggers will be explored to address any underlying difficulties.
- A written warning letter will be issued. This is stored on **Arbor** and **CPOMs**.
- An age-appropriate sanction or an **age-appropriate task** will be given; this will be discussed during the meeting.
- The incident will be recorded onto **CPOMs**.

Step 6 - Suspension

- If the above behaviour continues, or further breach of the behaviour policy takes place in which harm is intended or caused to a child, staff member or other member of the school community, a formal meeting may be arranged between child, parents, class teacher and principal (or SLT representative).
- A suspension will be given, and a formal letter issued. This is stored on **Arbor** and **CPOMs**.
- The incident will be recorded onto **CPOMs** and the CSEL will be notified.
- A reintegration meeting will be held with child and parent; the child will then be welcomed back into school with positive restoration work before being settled back into their classroom by a member of staff

Step 7 - Permanent Exclusion

- If the above behaviour continues, or a single serious breach of the school's behaviour policy occurs, a permanent exclusion from SS Peter and Paul Catholic Primary School may be given.
- A formal letter will be issued. This is stored on **Arbor** and **CPOMs**.
- The incident will be recorded onto **CPOMs** and the CSEL will be notified.
- The TRCA Suspension and Permanent Exclusions policy is followed, with support from the Head of Governance Compliance and Risk



Saint Gregory's Catholic Primary School

Please note that the school reserves the right to move to higher sanctions at any point in the behaviour ladder, where this is required as part of behaviour management.

Step 1

Always praise the positive and use verbal cues to influence good behaviour

Verbal Reminder

- A reminder of the school rules; and which rule is not being followed and why.
- To be delivered privately if possible. Repeat reminders if reasonable adjustments are necessary, phrased in clear simple terms appropriate to the child's needs.

Step 2

Second Verbal Reminder

- A second clear, verbal reminder, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.

Step 3

Yellow Zone

- If unwanted behaviour persists, the child's name will be changed to Yellow zone and recorded on Arbor.
- The child will miss their breaktime. During this time, the child will complete a behaviour reflection and engage in a restorative conversation to reflect upon their behaviour choice.

Step 4

Red Zone

- If unwanted behaviour continues, the child's name will be changed from Yellow zone to Red zone and recorded on Arbor.
- The child will miss their break and lunch time in order to complete a behaviour reflection and engage in a restorative conversation.
- The child's parent will be spoken to by their class teacher.

Step 5

Meeting

- **If there are three times when a child has triggered a Red zone** or if the behaviour incident is more serious or a pattern of behaviour escalates to include aggression, violence, discriminatory or sexual misconduct or another serious concern, a formal meeting will be arranged between child, parent and member of SLT.
- Patterns and triggers will be explored to address any underlying difficulties.
- A written warning letter will be issued. This is stored on **Arbor** and **CPOMs**.
- An age-appropriate sanction will be given; this will be discussed during the meeting.
- The incident will be recorded onto CPOMs.

Step 6

Suspension

- If the above behaviour continues, or further breach of the behaviour policy takes place in which harm is intended or caused to a child, staff member or other member of the school community, a formal meeting may be arranged between child, parents, and principal (or SLT representative).
- A suspension will be given, and a formal letter issued. This is stored on **Arbor** and **CPOMs**.
- The incident will be recorded onto CPOMs and the CSEL will be notified,
- A reintegration meeting will be held with child and parent; the child will then be welcomed back into school with positive restoration work before being settled back into their classroom by a member of staff.

Step 7

Permanent Exclusion

- If the above behaviour continues, or a single serious breach of the school's behaviour policy occurs, a permanent exclusion from Saint Gregory Catholic Primary School may be given.
- A formal letter will be issued. This is stored on **Arbor** and **CPOMs**.
- The incident will be recorded onto CPOMs and the CSEL will be notified.
- The TRCA Suspension and Permanent Exclusions policy is followed, with support from the Head of Governance, Compliance and Risk



Saint John Fisher Catholic Primary School

Please note that the school reserves the right to move to higher sanctions at any point in the behaviour ladder, where this is required as part of behaviour management.

Step 1

Always praise the positive and use verbal cues to influence good behaviour

Reminder:

- The child will be given a verbal reminder for behaviour that is unacceptable.

Step 2

Caution:

- The child will be given a second verbal reminder for behaviour that is unacceptable, and a caution will be given.
- The child should be aware of the consequence which will be given should the unacceptable behaviour continue.

Step 3

Last Chance:

- Speak to the child privately and give them a final opportunity to engage.
- Offer a positive choice to do so and make reference to their previous examples of good behaviour.

Step 4

Time Out:

- If a child's behaviour doesn't improve then an age-appropriate 'Time Out' will be issued; parents will be alerted via Arbor.
- The Class Teacher will also inform the child's parent at the end of the school day.
- The child will miss break and/ or lunch times depending on the nature of the incident. During this time, the child will reflect on their behaviour and make amends by carrying out age-appropriate tasks around the school.

Step 5

Meeting:

- If there are three times when a child has engaged in unacceptable behaviours or if the behaviour incident is more serious or a pattern of behaviour escalates to include aggression, violence, discriminatory or sexual misconduct or another serious concern, a formal meeting will be arranged between child, parent and member of SLT.
- Patterns and triggers will be explored to address any underlying difficulties.
- A written warning letter will be issued. This is stored on **Arbor** and **CPOMs**.
- An age-appropriate sanction will be given; this will be discussed during the meeting. Internal Suspension from break and lunchtime maybe considered.
- The incident will be recorded onto **CPOMs**.

Step 6

Suspension:

- If the above behaviour continues, or further breach of the behaviour policy takes place in which harm is intended or caused to a child, staff member or other member of the school community, a formal meeting may be arranged between child, parents, and principal (or SLT representative).
- A suspension will be given, and a formal letter issued. This is stored on Arbor and CPOMs.
- The incident will be recorded onto CPOMs and the CSEL will be notified,
- A reintegration meeting will be held with child and parent; the child will then be welcomed back into school with positive restoration work before being settled back into their classroom by a member of staff.

Step 7

Permanent Exclusion

- If the above behaviour continues, or a single serious breach of the school's behaviour policy occurs, a permanent exclusion from Saint John Fisher Catholic Primary School may be given.
- A formal letter will be issued. This is stored on **Arbor** and **CPOMs**.
- The incident will be recorded onto CPOMs and the CSEL will be notified.
- The TRCA Suspension and Permanent Exclusions policy is followed, with support from the Head of Governance, Compliance and Risk



Saint Patrick's Catholic Primary School

<p>Please note that the school reserves the right to move to higher sanctions at any point in the behaviour ladder, where this is required as part of behaviour management.</p>	
<p>Step 1</p>	<ul style="list-style-type: none"> • Always praise the positive and use verbal cues to influence good behaviour <p>Reminder</p> <ul style="list-style-type: none"> • A reminder of the school rules; ready, respectful & safe and which rule is not being followed and why. To be delivered privately if possible. Repeat reminders if reasonable adjustments are necessary.
<p>Step 2</p>	<p>Caution</p> <ul style="list-style-type: none"> • A clear, verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
<p>Step 3</p>	<p>Last chance</p> <ul style="list-style-type: none"> • Speak to the child privately and give them a final opportunity to engage. • Offer a positive choice to do so and refer to their previous examples of good behaviour. Use 30-second scripted intervention. • If a child has reached this stage attach 'stay behind 2 minutes after the lesson'. This two minutes is owed and cannot be removed, reduced or substituted as part of a future negotiation on behaviour. Record behaviour on CPOMS.
<p>Step 4</p>	<p>Time out</p> <ul style="list-style-type: none"> • Time out with behaviour team. A few minutes for the child to calm down, breathe, discuss the situation if they want to and compose themselves. • Record behaviour on CPOMS. <p>Repair</p> <ul style="list-style-type: none"> • This can be a quick chat at breaktime or a more formal meeting depending on the behaviour.
<p>Step 5</p>	<p>Meeting</p> <ul style="list-style-type: none"> • If the behaviour incident is more serious or a pattern of behaviour escalates to include aggression, violence, discriminatory or sexual misconduct or another serious concern, a formal meeting will be arranged between child, parent and member of SLT. • Patterns and triggers will be explored to address any underlying difficulties. • A written warning letter will be issued. This is stored on Arbor and CPOMS. • An age-appropriate sanction will be given; this will be discussed during the meeting. • The incident will be recorded onto CPOMS.
<p>Step 5</p>	<p>Suspension</p> <ul style="list-style-type: none"> • If the behaviour incident is more serious or a pattern of behaviour escalates to include aggression, violence, discriminatory or sexual misconduct or another serious concern, a formal meeting will be arranged between child, parent and member of SLT. • Patterns and triggers will be explored to address any underlying difficulties. • A written warning letter will be issued. This is stored on Arbor and CPOMS. • An age-appropriate sanction will be given; this will be discussed during the meeting. • The incident will be recorded onto CPOMS.
<p>Step 6</p>	<p>Suspension</p> <ul style="list-style-type: none"> • If the above behaviour continues, or further breach of the behaviour policy takes place in which harm is intended or caused to a child, staff member or other member of the school community, a formal meeting may be arranged between child, parents, and principal (or SLT representative). • A suspension will be given, and a formal letter issued. This is stored on Arbor and CPOMS. • The incident will be recorded onto CPOMS and the CSEL will be notified, • A reintegration meeting will be held with child and parent; the child will then be welcomed back into school with positive restoration work before being settled back into their classroom by a member of staff.
<p>Step 7</p>	<p>Permanent Exclusion</p> <ul style="list-style-type: none"> • If the above behaviour continues, or a single serious breach of the school's behaviour policy occurs, a permanent exclusion from Saint Patrick Catholic Primary School may be given. • A formal letter will be issued. This is stored on Arbor and CPOMS. • The incident will be recorded onto CPOMS and the CSEL will be notified. • The TRCA Suspension and Permanent Exclusions policy is followed, with support from Head of Governance, Compliance and risk



Consequences

- Negative and Positive points for behaviour are recorded on the Arbor system
- Parents and carers can have access to this log. The number of points is monitored on a half termly basis and strategies will be put in place to support a student to learn effectively and to show respect for others
- Hotspots are generated through an Arbor alert. This generates a work flow and when DTs are set it generates parental messages.
- Arbor is also used to record positive behaviour too.

100% Compliance

- 100% compliance has been adopted to support the behaviour of our pupils. If a member of staff feels that a pupil has not met our behaviour standards or has breached uniform guidance, they will call for a Hot Spotter and the pupil will be placed in Internal Inclusion.
- This could be up to 4pm on that day. Parents will be notified by text. If a pupil chooses to walk out at 3.20pm, they will be required to complete a further sanction the following day. A refusal to follow staff instructions to go into Internal Inclusion may result in a fixed term suspension.

Detentions

- We have the statutory right (Education and Inspections Act 2006) to use detention as a sanction both within the normal school day and after normal school hours. Under this Act, parental consent is not required for detentions and inconvenient travel arrangements do not affect our right to impose a detention.
- Lunch time detentions can run on a daily basis. Pupils may also be issued with an afterschool detention. Parents will be informed in advance and detentions will be logged on Arbor and can be seen by parents accessing the system via the parent portal.
- If a pupil arrives late for the school day they will be placed in Internal Inclusion until the beginning of the next lesson or after the next break. Parents/carers will be notified of this.
- There may be an instance where a student has repeatedly failed to adhere to 100% compliance and will be asked to attend a DT with a member of the behaviour team. Failure to attend this will result in a Friday detention led by a member of SLT.
- Staff may also issue detentions at break and lunchtime and after school but every effort will be made to ensure that pupils have reasonable time to eat, drink and use the toilet. Staff are able to keep pupils back at the end of the day for 10 minutes without prior warning.

Smoking / Vaping/ Alcohol On Or Off The School Site

- Any pupil found in possession of alcohol, cigarettes or vapes will be sanctioned.
- Any pupil found using banned items e.g. alcohol, smoking or vaping on site will spend a day in internal inclusion in the first instance, after that the consequence will be a rolling programme of suspensions, starting with 1, then 2 days.
- If the student continues to act in breach of the policy, they may be subject to a Permanent Exclusion on the grounds of persistent breaches of the Behaviour and Positive Handling Policy. This includes smoking outside the school grounds and applies if a student is smoking any form of replacement cigarettes/E-cigarettes. The same consequences may be issued to any student fraternizing with a group of smokers, even though the student himself or herself may not be smoking.

Uniform

- All pupils are expected to wear correct uniform. If a student attends school and is not in the correct uniform their parents will be expected to rectify the situation immediately. If they are unable to do so the student will be placed in internal suspension until the child reaches the prescribed standards for School Uniform. Please refer to the School Uniform Guidance booklet which is also published on the school web site for the correct uniform.

Mobile phones

- Pupils are not allowed to use their mobile phones, smart phones or smart watches while on school site.
- Phones must be kept in bags or the school office (Primary schools). Staff will confiscate phones if they are seen.
- Pupils can collect them at the end of the day from student hub or the Behaviour Team.

Internal Inclusion

- This is used where pupils have committed breaches of discipline and have not adhered to 100% compliance which, in the judgement of the school, are in need of a greater sanction than a detention.
- The school reserves the right to impose a fixed term in Internal Inclusion. The number of days served in Internal Inclusion will depend on the judgement and the evidence available at the time.
- Pupils who fail to reach the classroom standards expected may be removed by a member of staff and placed into Internal Inclusion. They will be asked to reflect on the behaviour that has led to this consequence being imposed and may be allowed to be reintegrated into their next lesson. Any pupil who is removed from more than one lesson in a day will be subject to more serious consequences such as a full day in isolation or possibly a Fixed Term Suspension.
- For those pupils who have had to spend a full day in Internal Inclusion, their parents will be informed and will be expected to attend a reintegration meeting if required with a member of the Senior Leadership Team where possible.
- Where a student is placed into Internal Inclusion, the expectation is to work in silence to create a calm environment for all.

Inclusion

- Analysis of behaviour reports will take place on a regular basis. There will be dialogue with pupils and parents in those cases where personalised intervention plans are necessary. External agencies will be involved where appropriate.

Teachers' Panel

- The teachers' panel will meet after school with pupils and their parents/carers who are not responding to the normal school sanctions and whose behaviour is likely to lead to suspension or increased internal isolation. Parents/carers of these pupils will be expected to attend the meetings to discuss intervention strategies.
- In more serious instances pupils and parents will meet with a member of the Senior Leadership Team

Behaviour Off Site

We expect pupils who wear our uniform to demonstrate high standards of behaviour at all times both on and off site. This includes:

- Taking part in any school-organised activity.
- Travelling to or from school.
- When wearing school uniform.
- As identified as a pupil at Cardinal Wiseman.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the school community.
- Could adversely affect the reputation of the school.

We will discipline pupils according to our behaviour policy where these incidents of poor behaviour occur to such an extent as is reasonable.

Appendix 6 Catholic Schools Pupil Profile

At the Diocesan Heads conference in the summer 2014 Fr. Adrian Porter from the Jesuit Institute spoke about the way in which the Jesuit schools have taken a very direct and strategic approach to the formation of the whole child. In their Pupil Profile, which is rooted in Ignatian theology and spirituality, they have created a series of statements based on the Virtues through which they have made explicit their purpose and intention as educators: they have described what a child in their care is growing to be and how the school is consciously and deliberately nurturing this.

In the profile are eight sets of words which have been paired together because of their complementary and harmonising relationship to one another: from the development of one virtue springs another. Whilst this Jesuit Pupil Profile has been devised by the Jesuit community Fr. Adrian and the Jesuit Institute are very kindly allowing the Archdiocese of Birmingham to use and develop their materials. For our purposes it has been renamed the Catholic Schools Pupil Profile.

Pupils in a school in the Archdiocese of Birmingham are growing to be ...	Schools in the Archdiocese of Birmingham help their pupils grow...
Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, now and in the future.	By encouraging them to know and be grateful for all their gifts, developing them to the full so that they can be generous in the service of others.
Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.	By promoting the practice of attentive reflection and discerning decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.
Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.	By being compassionate and loving in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.
Faith-filled in their beliefs and hopeful for the future.	By passing on the living and faith-filled tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them in turn, to have faith and hope in themselves and others.
Eloquent and truthful in what they say of themselves, the relations between people, and the world.	By developing an eloquent language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be truthful in the way they represent themselves and speak about the world.
Learned , finding God in all things; and wise in the ways they use their learning for the common good.	By the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more learned and wise .
Curious about everything; and active in their engagement with the world, changing what they can for the better.	By leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church, and the wider community.
Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.	By being a school community which is intentional in its way of proceeding to build-up quality of life; and which is prophetic in the way it offers an alternative vision of education and the human person rooted in the gospel.



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow