



Archbishop Beck Catholic College

Behaviour for Learning Policy

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‘Only the best will do.’

Positive Relationship Policy and Intent

- We believe as a college that good discipline and behaviour is self-motivated and will be encouraged by praise and a positive system of recognition, in addition to consequences for behaviour choices.
- At the core of our policy is Respect – for ourselves and for others within our community. Respect means tolerance and acceptance for all in the community regardless of race, religion, sexuality, gender or disability.
- We want to promote a purposeful atmosphere throughout the College which is conducive to effective teaching and learning.
- We encourage everybody in the College to be calm, courteous, considerate and respect everybody in the College.
- We encourage all students to be aware of the differences between acceptable and unacceptable behaviour.
- We expect students to take responsibility for their actions and in doing so, develop self-esteem and self-discipline.
- We encourage any parents/carers to be involved in partnering the College to ensure good behaviour is exhibited by their children and respect is shown.

Principles

All the following principles are considered:

- Discipline revolves around mutual RESPECT between staff and students.
- The needs of each child as an individual - including SEND, PP and vulnerable students.
- The impact and importance of support mechanisms including pastoral support programmes and parental contacts. The expertise of the Learning Mentors, Social Inclusion Manager, Safeguarding Team, Welfare officers and all external support agencies.
- The teachers’ key central role in setting standards and expectations and in using available support strategies.
- The curriculum and clearly planned and structured lessons that take account of students needs and allow all students to be successful.

Our fundamental beliefs are:

- Most of our college community behave well with care, respectfulness and consideration.
- Good discipline is the responsibility of all who are involved in the college.
- Praise, positive reinforcement and the raising of self-esteem will help our pupils develop self-discipline.

- Incidents of inappropriate behaviour should be seen as a learning situation for the student(s) concerned and that it is the behaviour we disapprove of and not the student (s).

Rewards

- In years 7, 8 and 9, students will achieve rewards in the staged approach shown below through the awarding of positive behaviour points on Arbor. At each stage, coloured badges will be issued for students to wear on their blazer as well as some form of communication home and prize.
- Each of these stages/badges can be achieved by any student once the indicated threshold is met throughout the academic year and the positive point total remains above that threshold (so negative incidents will impact a student's ability to achieve a badge.) Badges will be awarded in assembly at the end of each half-term.

See Rewards Policy for more information.

Archbishop Beck Catholic College Expectations

Students are expected:

- Arrive for the College Day punctually and be in form tutor rooms by 8.30am. Be in the right place at the right time through the day.
- Mobile phones and digital devices should all be switched off and inside bags, as they enter through student services of a morning.
- Exhibit the core values underpinned within our curriculum: Respectful, Confident, Positive, Always give your best, Resilient and Motivated.
- Support a prompt start to lessons, aiding the learning of themselves and others.
- Be role models to all members of the college community.
- Attend all lessons with the correct equipment: 2 pens, a pencil, a ruler and a scientific calculator.
- Have the correct subject specific equipment e.g. PE Kit or ingredients.
- Have the appropriate aptitude and attitude to learning.
- 'Only the best will do' and that they should always be trying their best.
- Work independently and show resilience when undertaking more challenging activities and tasks.
- Expect to make 'mistakes' as part of their learning.
- Complete all homework set and hand it in on time.
- Adhere to uniform regulations. High expectations in uniform leads to positive learning experiences.

Students are expected to conduct themselves in a respectful manner:

- Respect all college property and the learning environment.
- Be polite and courteous to all members of the college community, never displaying any confrontational, aggressive or threatening behaviour.

- Take care of their own property and do not mistreat that of others.
- Treat everyone with respect, and not humiliate or them verbally or physically.
- Do not display any racist, homophobic or intolerant behaviour towards others and report those who do.
- Speak to staff and other students with respect, in the manner they would wish to be spoken to.
- Conduct themselves sensibly in lessons, respecting every student's right to learn.
- Students are not permitted to leave the classroom without a note of authorisation or a pass. Students are not permitted toilet breaks in lessons, only if the student has a medical pass or a medical request through their parents/carers via written communication or verbal correspondence with student services.
- Listen to contributions to lessons from teachers and other students without talking. Ensure that all learning environments are left tidy.
- Consider their behaviour while representing their college on your way to the college and home from college and whilst they are wearing their uniform.

Students are expected to conduct themselves in a safe manner:

- Act and move sensibly in and around the College in a calm manner by walking on the left using the designated entrances/exits.
- Remain on the college premises during break and lunchtime as leaving site becomes a safeguarding concern.
- Use the College's ICT facilities in line with the College's Acceptable User Policy, which is signed at the beginning of Year 7.
- Use of any forms of social media platforms responsibly, without any intimidation or threat towards any member of the college community or the college itself.
- Smoking or vaping on site is strictly prohibited.

Classroom Strategies

- All students are expected to work hard and behave themselves. Good behaviour will be recognised, and poor choices of behaviour will have consequences, but these can be resolved.
- We want staff to build positive relationships with students and to focus on changing their behaviour.
- We want students to have pride in their work and be recognised for their contribution to college life.
- We would like our college to have a calm atmosphere where all staff consistently apply this policy. Where we focus on the good behaviour through positive reinforcement.
- The focus will be on:

Student Behaviour

Our Expectations – Consequences – Resolutions.

Rights and Responsibilities

The College's right and responsibility

- To expect teachers to use their statutory authority to discipline students whose behaviour is unacceptable, who break the college rules or who fail to follow a reasonable instruction.
- To enforce the behaviour for learning policy – including rewards, consequences and disciplinary measures.
- To expect students and parents' cooperation in maintaining an orderly climate for learning.
- To expect students to respect the rights of other students and adults in the college.
- To have a firm policy in response to violence, threatening behaviour or abuse by students or parents.
- To take firm action against students who harass staff, on or off premises – engaging external support services, including the police, as appropriate.
- To communicate to all what is expected to ensure good order, respect and discipline.
- To cooperate and agree protocols with other schools in the local area for behaviour and support networks.
- To ensure the behaviour policy does not discriminate against any student on grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- To ensure that all members of staff, including support staff, implement the behaviour policy.
- To ensure staff receive necessary professional development on behaviour strategies.
- To support, praise, and as appropriate, reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
- To confiscate student's property such as mobile phones in line with school policy
- To discipline students' where required for misbehaviour outside of the school
- To make alternative provision from day 6 for suspended students
 - To arrange re-integration meetings for students/parents at the end of a suspension
 - To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
 - To ensure staff model good behaviour and treat all students and colleagues with respect.
 - To promote positive behaviour through active development of students' social, emotional and behavioural skills.
 - To keep parents informed of their child's behaviour – good as well as bad through positive/negative points on Arbor, and using the agreed methods of communication with

parents, including student charter, e-mail, phone calls, letters and the text messaging and, where necessary, supporting them in meeting their parental responsibilities.

- To use deliberate questioning processes at key points to encourage pupils to reflect and take responsibility

Students: Rights and Responsibilities

- To contribute to the development of the College's behaviour policy
- To be taught in environments which are safe, and free from disruption.
- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- To appeal to SLT/Head teacher if they believe the school has exercised its disciplinary authority unreasonably.
- To follow instructions by school staff, obey rules and accept consequences in an appropriate way.
- To refrain from bringing inappropriate or unlawful items to school, such as vapes, cigarettes or other tobacco products, alcohol, weapons including BB guns, knives, illegal drugs or those drugs known as legal highs, stolen items, fireworks or pornography. Also, prohibited items to sell such as sweets and Lucozade.
- To act as positive ambassadors for the school when off school premises.
 - To show respect to school staff, fellow students, college property and the college environment.
 - To refrain from any actions which would cause offence to, harm or bully other students or staff.
 - To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Plan in conjunction with report cards, Pupil Report, Reflection or Inclusion.

Parents: Rights and Responsibilities

- To be kept informed about their child's progress, including issues relating to their behaviour.
- To expect their children to be safe, secure and respected in school.
- To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.
 - To appeal to the Head teacher/Governors, if they believe the college has exercised its disciplinary authority unreasonably.
- To respect the college's behaviour policy and the disciplinary authority of the school
- To check Arbor regularly to monitor homework and to read any messages from school staff.
- To help ensure that their child follows instructions by staff and adheres to rules.
 - To send their child to the College each day punctually, wearing correct school uniform, fed, rested, and equipped and ready to learn.
 - To ensure school staff are aware of any SEND or other personal factors which may result in their child displaying behaviours outside the norm.

- To work with the school to support their child's positive behaviour.
- To attend all meetings with the school staff, if requested, to discuss their child's behaviour.
- To adhere to the terms of any Behaviour monitoring to their child's behaviour.
 - If their child is suspended (FTE) from the College, it is parental responsibility for the parent/carer to arrange how the child will be collected. Parents cannot refuse the College's sanction towards their child.
- If their child is suspended from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion.
- To attend meeting with the school at the start or end of a suspension.
- To refrain from using any abusive language or verbal or physical aggression to college staff.

Support for students

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well-organised and caring school community, some students may need extra support to help manage their behaviour and attendance. Many of our students who are referred to external agencies will be vulnerable and have Special Educational Needs (SEND) (see SEND policy).

We will use procedures to identify early those students most at risk, in order to establish a support programme to address issues arising, through:

- liaison with parents/carers, transition work with previous schools, outside agencies and services.
- referrals by adults to Pastoral Leaders through data analysis such as bullying, truancy, attendance data analysis Restorative practice used to manage conflict and tensions by repairing harm and building relationships.
- regular pastoral reviews to identify students most at risk, included as part of any regular academic progress reviews; discussion at weekly pastoral meeting.
- contact with parents on the first day of any unexplained absence and discussion between the student and staff responsible for their registration.
- contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- referrals for specialist advice from agencies linked to the college, such as the Educational Psychologist, Social Care, Early Help Team, CAMHS and so on;
- referrals to utilise the LRC for a short period of additional support outside the usual classroom environment.
- peer mediation and counselling referrals to external services.
- parents/carers consultations and family sessions.
- one to one counselling with a School Counsellor or support from trained staff

Tiered Behaviour approach

- We have a clear system of expectations and sanctions. Initial consequences have a departmental focus.
- Each department has a buddy system, whereby if a student exhibits poor behaviour they will move to another classroom within the department.

- There is an SLT duty call system for severe instances of behaviour that need to be dealt with at more senior level, once the departmental system has been exhausted.

Core Routines

- All staff to be on time (and early) to meet and greet students outside of the classroom that they are due to teach in.
- Staff with their own teaching base who are not teaching should stand outside their classroom and give positive messages to all students who pass regarding behaviour and uniform.
- All students to have their, 'Behaviour, Standards and Expectations Charter' with them and in their bags.
- Students should not be sent directly to the Reflection room without authorisation from SLT or Progress Manager.
- Students should not be allowed out of lessons except with a valid reason and then only with a pass.
- Classrooms should be left clean and tidy.
- Students should be dismissed in an orderly manner with the staff member standing at the door and monitoring behaviour on corridors.
- Plan for good behaviour – regularly teach the routines and rules for your classroom.
- Plan for reasonable adjustments where appropriate.

Welcome Routines

- Enter the classroom sensibly, quietly and respectfully.
- Stand behind your chairs or immediately begin consolidation exercise in silence. Your teachers will direct you.
- Ensure all bags and belongings are placed on the floor.
- Have the correct equipment out and be ready to learn.

Exit Routines

- Sensibly pass exercise books to the end of the row or towards the front of the classroom.
- Quietly pack equipment away.
- Stand behind chairs (not congregating at the door or on the corridor).
- Dismissed a row at a time by the teacher. Teachers will check uniform on exit.

Sanctions:

Sanctions need to be applied consistently, fairly and calmly, making a distinction between serious and minor offenses, if they are to be effective. Students need to know why they are being punished and need to be given an opportunity to make amends.

The foundations of our Behaviour for Learning Policy are priding ourselves with high standards of behaviour, courtesy and good manners. We find that students are most secure and work most effectively where there is order and a structure they understand.

- All staff should encourage students to consistently adhere to the rules, this will allow students to have pride in their work and be recognised for their contributions to college life.

- Students need to know why they are being sanctioned and need to be given an opportunity to make amends through resolution.
- A great emphasis in our college is placed on high standards of behaviour, courtesy and good manners. We find students are most secure and work at their best where there is order and structure that they understand.

Buddy System

- This is expected to be in place in all departments.
- Students will be expected to go to the designated room. The teaching member of staff to follow up that this happened.
- Departmental detention.

Roles and Responsibilities

All subject teachers to encourage positive behaviour, by using the following systems:

- Verbal reprimand
- Name on board
- Removal to buddy system within the department.
- Discuss concerns with students.
- Contact parents via telephone or text.
- Impose detentions.
- Departmental monitoring sheet.

Subject Leads

- Assign a buddy system within the department.
- Oversee departmental monitoring sheets and departmental detentions.
- Contact parents via telephone or text.
- Liaise with Progress Manager if all lines of behaviour monitoring have become exhausted.
- SLT response when interventions and sanctions and failed with student.

5 Step Classroom Response:

Stage 1	Action Consequence Resolution	Verbal warning Warning Chance to improve.
Stage 2	Action Consequence Resolution	2 nd Verbal warning C1 is issued on Arbor. Chance to improve.
Stage 3	Action Consequence Resolution	3 rd Verbal warning Name on the board and a C2 is issued on the board. 15-minute detention issued by the class teacher.
Stage 4	Action	Time out/ referral to buddy system in the department.

	Consequence Resolution	Removal and detention with class teacher – C3 is issued. Restorative justice with student, teacher and Subject Leader –30-minute detention.
Stage 5	Action Consequence Resolution	Removal from SLT after continued defiance or disruption with buddy Placed in Reflection for up to 2 periods and phone call home and detention that same day. C4 is issued by SLT which is a 45-minute detention in departmental area/SLT.

Form Tutors

- Daily monitoring of student's behaviour in form using Arbor. Negative behaviour points will result in the Form Teacher calling home and then placing the student on stage 1 of the behaviour policy.
- Form tutors ensure students are adhering to the uniform policy and challenge where appropriate.
- Communicate with pastoral teams.
- Contact with parents via telephone or text.

Progress Managers

- Weekly reviews with year group teams – communicating regularly with Form Tutors and promoting good behaviour.
- They are a high presence around the college in visiting their year groups during form times, classes and delivering powerful assemblies.
- They are visible at break and lunch times to address any issues within their year groups.
- They oversee attainment, progress, attendance and punctuality of all students in the year group.
- Promoting the link between attendance and achievement
- Promoting the reward system.
- Oversee stage 2 of the behaviour policy.
- Applying appropriate sanctions.
- Authorise referrals for reflection room, internal and external exclusions.
- Formal meetings with students/parents with members of SLT.

Assistant Headteacher

- Oversee stage 3 of the behaviour policy.
- Authorise referrals for reflection room, internal exclusions.
- Applying appropriate sanctions.
- Formal meetings with students, parents/carers and PM's.

Deputy Headteacher

- Oversee stage 4 of the behaviour policy.
- Authorise referrals for reflection room, internal and external exclusions.
- Formal meetings with students, parents/carers.
- Applying appropriate sanctions.
- Assign fixed term exclusions from the College in communication and authorisation of the Headteacher.
- Referral to Headteacher for final Headteacher's warning.

Headteacher

- Final Headteachers warning.
- Exploring AEP provisions/off site directory with Inclusion Manager.
- Executing Permanent Exclusions from the College.

NB When the decision to impose a fixed term or permanent exclusion is made, the DfE guidelines are followed.

Report Card

Students will be placed on report cards via Arbor if there has been an accumulation of negative points recorded on Arbor. All students will begin on stage 1 and dependent on how the student responds to the report card, will determine how they progress through the behaviour system. There is no set limit on fails but more establishing the patterns of the student's behaviour before deciding to progress to the next stage. All of this will be agreed in weekly pastoral meetings.

Please note, each half term the negative behaviours will begin on 0. Once a student is on Stage 2 and above, **they must hand their mobile phone** to either the member of staff who is monitoring them or in Student Services.

No. of Negative Points	Consequence	Contact
8	FT call home – logged on Arbor.	FT contacts parent and logs it on Arbor.
15	FT report card	Text/letter sent home to inform parents of this monitoring.
25	Progress Manager report card.	Text/letter sent home to inform parents of this monitoring.
40	Inclusion room for 1 day for persistent poor behaviour. Parental meeting. Assistant Headteacher report card.	Parental meeting that is logged on Arbor.
55	Inclusion room for 1 day for persistent poor behaviour. Parental meeting. Deputy Headteacher report card.	Parental meeting logged on Arbor, discussion about off-site direction/managed move.
70	Parental meeting with Deputy Headteacher. Inclusion for 2 days.	Parental meeting logged on Arbor, discussion about off-site direction/managed move.

75	FTE. Parental meeting with Headteacher/Deputy Headteacher and completion of 'At risk PEx Paperwork'	Headteacher
90	FTE Parental meeting with Headteacher and Governors. Possible Final warning issued.	Headteacher
100+	Possible permanent exclusion.	Headteacher.

As a result of all strategies and interventions not succeeding, an offsite directive or AEP may be suggested as a preventative measure and an opportunity for a fresh start.

All systems/points will be RESET at the end of each half term, however Stage 4 will go on a 'watch' list with the interventions they have already received. If a student is on a Stage 3 or Stage 4 of the Report Card system **for a second consecutive half term**, there needs to be a TAC meeting put in place, as behaviours have not improved and we need to signpost further support for student/family with a **possible EHAT**. This meeting will discuss the interventions already been put in place further behavioural interventions.

Stage of behaviour	Monitored by
Stage 1	Form tutor and parents/carers on a daily basis. Letter sent home by Progress Manager to confirm action/reason for action.
Stage 2	Progress Manager and parents/carers on a daily basis. Progress Manger to contact parents/carers.
Stage 3	Assistant Headteacher and parents/carers on a daily basis. Assistant Headteacher and Progress Manager to meet with parents/carers
Stage 4	Deputy Headteacher and parents/carers on a daily basis. Deputy Headteacher and Headteacher to meet with parents/carers.
Stage 5 Disciplinary meeting	Parental meeting will be held to discuss possible sanctions and to complete the 'At Risk PEx' Paperwork.
Stage 6 Headteacher's Disciplinary meeting	Parental meeting with Headteacher / Governors will be held to discuss possible sanctions including possible Offsite Direction or Permanent move. Headteacher's Final warning will be issued.

At the time a student is placed on a report card the parents will be contacted. Report cards will be for an initial two-week period and are to be collected daily by the person who is overseeing the report card. Following these two weeks, the report will be reviewed and the member of staff who is overseeing the report card will decide, and next steps will be put into place. Parent/carers will be kept fully informed of the process. If there is no significant improvement, the report may continue, or the student will progress to the next level.

N.B Please note, it is at the pastoral team's discretion where a student is placed on the staged behaviour approach when a student has already worked through some stages.

Supporting the Behaviour for Learning Implementation

SLT Duty Calls

- If a situation with a student escalates and cannot be resolved.
- Continued call outs will result in a fixed period of internal withdrawal.

Reflection Room

- They will undertake reflective behaviour choice work, which will enable them to reflect and resolve their behaviours.
- Referrals to Reflection are to be made from Progress Managers and members of SLT only.
- Students will spend no longer than two periods in Reflection, reflecting on their behaviour choices including either break or lunchtime.

Inclusion

- Fixed term **internal** exclusion.
- Students are not to be placed into inclusion throughout the day.
- Pre-arranged the day before, through a booking system with the Inclusion Manager/P.Philips.
- Parental contact by Progress Manger and Intervention Manager.
- Students undertake timetabled work and spend break and lunch in inclusion. Toilet breaks will be set times throughout the course of the day.
- To improve student behaviour by emphasising the principle that 'actions bring consequences'
- To allow time for pupils to reflect upon the consequences of their behaviour
- To have deliberate conversations with a restorative practice focus
- To ensure that student learning can continue during the sanction
- To promote a restorative process to allow students to reintegrate back into school
- To use restorative practice to promote positive relationships

Disruption or non-co-operation whilst in Inclusion may result in immediate suspension (FTE). Some of the reasons for being placed in inclusion include:

- persistent disruptive classroom behaviour
- accumulation of negative points
- abusive language directly at a member of staff
- bullying towards any member of the school community
- threatening or violent behaviour
- fighting
- damage to school property
- complete refusal to follow all instructions

- deliberate and sustained disruption of lessons
- serious breach of school procedures/policies e.g. substance misuse etc
- blatant infringement of school rules relating to uniform or appearance

Students will spend the whole school day in inclusion including break and lunch time. Students will not communicate with other students at all. Students may bring food or drink to be consumed at break times only and a lunch will be provided for those students on free school meals/any student who wishes to purchase one. Alternatively, students may bring their own lunch.

SLT Support

- SLT will still respond to duty calls that are made once the departmental sanctions have failed to have the desired impact and resolution.
- Staff can also request for SLT to call into lessons if there are serious concerns from a teacher and Subject Leader about the class. This support can be one-off, or it may be that support is put in place for a fixed period to show the class the seriousness of this action. If a member of staff would like to request this action, they should do via their line manager.

Archbishop Beck Catholic College Expectations Charter

These are our **non-negotiables** for staff and students:

1. 'Great schools don't leave behaviour to chance.' Behaviours are explicitly taught through clearly communicated and reinforced social norms and routines.
2. A culture exists whereby all staff understand they have collective responsibility for maintaining standards of student behaviour.
3. There is a promotion of positive behavioural norms through an effective rewards culture, not simply the prohibition of unacceptable behaviour through sanctions.
4. A strong Catholic ethos in which all staff ensure the school is a safe, calm, orderly and supportive environment where all students want to be.
5. Ensuring strong relationships exist between staff and students, where both feel valued and respected.

Staff	Student
Stand in the doorway/corridor to meet your class.	Walk calmly to class and hold doors open for everyone – staff, visitors and peers.
Greet pupils positively and check their uniform without fuss.	Smile and greet your teachers going into lessons wearing full school uniform.
Check equipment and replace without conflict (discuss at the end of the lesson)	Stand behind your chair if your teachers asks you to as you enter the classroom or begin consolidation work and wait for your teacher to direct you.
Complete the register at the beginning of the lesson within the first 10 minutes. Discuss lateness individually. If the lesson is before break, lunchtime or end of the day – keep the students behind.	Be punctual to lesson and offer an apology if you are late.

Praise students for their hard work and record positive behaviour points on Arbor.	Be helpful, work as hard as you can and contribute positively to all lessons. Defiance will not be tolerated.
Check uniform at the end of the lesson.	Leave your workspace clean and tidy.
Organise a calm exit from the class and check the corridor.	Say thank you as you leave calmly.
Greet pupils on the corridor and check uniform is worn correctly.	Look after and be respectful to our college environment.

Behaviour outside of lessons

Students are to behave to the expected standards when moving between lessons, during break and lunchtime.

Students must wear uniform in accordance with college policy. If a student is not wearing uniform correctly, it is the responsibility of all staff to address the issue. This could be in a classroom or on the corridor in the college at changeover of lessons. A student should be stopped, the issue addressed and recorded to the Progress Manager/Arbor for PM/SLT detention on a Friday.

Other behaviours should be recorded on Arbor and challenged:

<p>Misuse of toilet use</p> <p>Running on corridors</p> <p>Wearing of jewellery and make-up</p> <p>Dropping litter</p> <p>Chewing gum/eating in lessons</p> <p>Wearing incorrect uniform</p> <p>Swearing or use of foul and abusive language during break, changeover time and lunchtime.</p> <p>Repeatedly on corridors without acceptable explanation.</p> <p>Drinking anything other than water in lessons.</p> <p>Cycling on college premises.</p>
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Monitoring of Behaviour

Serious breaches in behaviour

At times, behaviour of students can warrant a significant sanction to be imposed, there are some instances of behaviour that **could** ultimately lead to permanent exclusion. The table below sets out some of these more serious instances of behaviour and the associated likely sanctions.

Behaviour/Action	Internal Exclusion	Fixed Term Exclusion	Permanent Exclusion
Swearing at a member of staff	✓	✓	
Physical violence towards another student	✓	✓	✓

Aggressive and threatening behaviour towards another student	✓	✓	✓
Physical violence towards a member of staff		✓	✓
Aggressive and threatening behaviour towards a member of staff		✓	✓
Persistent Truancing	✓		
Bringing the college into disrepute due to student behaviours outside the college	✓	✓	✓
Smoking/vaping on college premises	✓	✓	
Carrying an offensive weapon on college premises		✓	✓
Bringing illegal drugs onto college premises		✓	✓
Selling of illegal drugs on college premises			✓
Persistent refusal to follow college rules	✓	✓	✓
Persistent and frequent SLT duty calls	✓	✓	✓
Persistent bullying of another student – verbal or physical	✓	✓	✓
Inappropriate use of social media on college premises	✓	✓	
Inappropriate use of social media where a member of staff is put at risk		✓	✓
Vandalism of the college, staff or students' property.	✓	✓	✓

**It is at the Headteacher's discretion to decide the level of sanction imposed when any of the above behaviours occur.

This is not an exhaustive list and there may be other situations where the Headteacher judges that exclusion is an appropriate sanction. On health and safety grounds allied to disrupting the learning of others, this includes deliberately tampering with safety equipment such as fire extinguishers or setting off the fire alarm.

The Headteacher will decide in each case whether an offsite fixed term exclusion is an appropriate sanction and time given.

Smoking/Vaping on college premises and when in school uniform

Smoking/Vaping is strictly prohibited whilst on college premises. This includes having this contraband in bags/pockets. Students making their way to and from the college are strictly prohibited in exercising these behaviours in the community in our uniform. A student caught smoking/vaping will be sanctioned and parents/carers immediately contacted. If this is repeated; parents/carers will be expected to come into the college to address the situation and an internal exclusion will be sanctioned.

Please see separate **Drugs Policy** for infringement in this area.

Mobile Phones

Please see Mobile Phone Policy.

All phones should be switched off and inside bags on arrival into student services. No phones should be visible throughout the course of day, if an infringement occurs – phones will be confiscated.

A detention will then be put into place. This includes air pods, smart watches etc.

The following sanctions are in place:

On the first infringement:

The mobile phone would be confiscated by the teacher concerned or a senior member of staff and taken to a secure place within 'student services'. The college will inform the student's parent / carer that their child's phone has been confiscated. Students will have their mobile phones returned to them at the end of the college day after completing a 30-minute detention with a member of the pastoral team.

On the second infringement:

The mobile phone would be confiscated by the teacher concerned or a senior member of staff and taken to a secure place within student services. The college will inform the student's parent / carer that their child's phone has been confiscated. The parent / carer should then contact the college to make an appointment to collect the phone from a member of the year pastoral team.

Any further infringement:

Will result in the student not being able to enter the college with a mobile phone in their possession.

Exemptions: Sixth Form students are allowed to bring their mobile phones into the college, but they may only be used in the Sixth Form Study area. Students with medical conditions who require constant use of their mobile phone will be allowed to keep the phone switched on.

Eating and drinking in lessons

Eating in lessons is not permitted – this includes confectionary and chewing gum. Members of staff should ask students to put the food away and empty their mouth. Students are allowed water bottles. Energy and fizzy drinks are deemed as contraband and not allowed in the college. Students are not allowed to fill water bottles up during lesson time.

Confiscation

College staff are allowed to confiscate any item that contravenes the college policy or uniform rules; interferes with 'learning and teaching,' affects the health and safety of others; is illegal; or in the case of technological equipment is used for cyber-bullying or the recording and transmitting of offensive items or comments.

Dangerous Materials

Students must not bring into the college any dangerous materials, including fireworks, scissors or knives which may cause harm with purposefully or involuntarily to other students.

If any of this equipment is required for teaching and learning purposes, it will be supplied by the college.

Searching and Confiscation

Archbishop Beck Catholic College follow the guidelines set out below by the DFE document Searching, Screening and Confiscation – July 2022.

www.gov.uk/government/publications/searching-screening-and-confiscation

The college rules include the power to search for:

- Safeguarding concerns
- Fizzy drinks including power drinks

- Food/drink/confectionary which have been brought into the college with the intention of selling to other students.
- Further information relating to searching students can be found in this Department of Education document.

Electronic Devices

An authorised member of staff finding an electronic device may access and examine any data or files on the device if they think there is a good reason to do so (i.e. the staff member must 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 college rules).

The examination of the data / files on the device should go only as far as is reasonably necessary to establish the facts of the incident.

Please refer to our On-Line Safety Policy.

Homework

It is an expectation that all students will complete homework to a consistently high standard throughout the year. If students fail to complete homework or the homework is judged by the teacher to not be a high enough standard, homework will need to be repeated and departmental detentions will be imposed. All recorded onto Arbor.

Detention: the law and how to apply it.

1. Detention is one of the sanctions the college can use in cases of serious misbehaviour. Section 5 of the Education Act 1997 gives colleges authority to detain students after the end of the college session on disciplinary grounds.

2. The Education and Inspections Act 2006 goes further, and the college now has clear legal authority to detain students without the consent of the parent, even if the parent disagrees with this sanction. There is no risk of a legal action for false imprisonment if a student is kept at college after the session without parental consent. This covers both lunchtime and after college detentions. Parents and carers are informed of this through this policy which is available on the website (www.archbishopbeck.com). The college can also conduct detentions at weekends and on staff training days if it so chooses. A student can be placed on detention at break time without parental consent.

3. The law safeguards students and parents' legitimate rights and ensures reasonable limits on detention for children who misbehave. Detention must be reasonable and proportionate to the offence. Detentions may only be imposed by members of staff specifically or generally authorised to do so by the Headteacher. They take account of:

- a) the child's age;
- b) any special educational needs;
- c) any religious requirements;
- d) whether the parent can reasonably arrange for a child to get home from college after the detention;
- e) any other circumstances brought to the teacher's attention;

Written notice

4. Students may be asked to remain for 15 minutes at the end of the day without contact to complete work or other appropriate tasks. The college will give 24 hours' notice of an extended 1 hour detention

to the parent /carer, so allowing time for the parent / carer to raise any problems. (Refer to point 9 also).

A notice to a parent should say:

- a) that their child has been given a detention;
- b) why detention was given;
- c) when where and for how long the child will have to remain at college.

5. Parents and carers objecting to a detention should present the relevant facts for the college to take into account. Examples of such facts should be:

- a) that the detention is on a day of religious observance for the family;
- b) concern about the length and safety of the walking route between the college and the child's home;
- c) the need for transport home if the parent cannot collect the child that day or make reasonable alternative arrangements.

6. The Headteacher, or other authorised member of staff, may decide the child should have a detention despite the parent's representations. However, a parent who remains dissatisfied can complain to the Headteacher and the Governing Body under the college's normal complaints procedures (although there will usually not be time to consider the complaint until after the detention has taken place). However, there is no right of appeal. A governing body has no power to overturn a decision if they consider a complaint before the detention takes place.

7. A parent concerned about either the principle of detention or how it is used can raise these concerns with the Headteacher or the Governing Body, or both.

Physical Restraint

- Under Government guidelines all members of staff have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.
- In line with DfE guidelines, the College follows the following protocols with physical restraint.
- What is reasonable force?
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. 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 student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should 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. Who can use reasonable force?
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a college, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Section 93, Education and Inspections Act 2006 5

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the outdoor space; and restrain a pupil at risk of harming themselves through physical outbursts.
- Colleges cannot: use force as a punishment – it is always unlawful to use force as a punishment.
- At Archbishop Beck Catholic College, we have worked hard to place support structures in place to help create a calm, orderly and supportive climate. As a result, instances of physical restraint are very rare.

Key points

- Avoid blocking doors / pathways of students.
- Physical intervention should always be a last resort and clear directions to stop the dangerous / unacceptable behaviour should be given first.
- In the very rare instance of physical restraint being necessary please contact a member of the Senior Leadership Team. Any incident involving restraint of any kind should be reported to a member of SLT as soon as is possible and details recorded and reported to parents.

Peer on Peer Abuse

A separate policy has been produced to cover peer on peer abuse and procedural guidance, please refer to this for more information.

Exclusions

Permanent Exclusions:

These would be sanctioned by the Headteacher. Permanent exclusions would only be used in extreme circumstances. Fixed Term Exclusions: Are set by Deputy Headteachers and Headteacher. Ms Lee-Jones (Personal Assistant to the Headteacher) will complete all relevant paperwork and inform the appropriate staff (Student Services). On the student's return to college, they will be automatically referred to a Learning Mentor if they were not already in that process. Fixed term exclusions may be for a fixed period of up to 45 days. If a student is excluded, a letter will be sent to the Parent / Carer informing them of the reason for exclusion with advice on contacting the Education Welfare Service. If a fixed term exclusion is for 5 days or less, the college will provide work for the student to complete. If the exclusion is for more than 5 days, then the college will provide work for the first 5 days of the exclusion, then from the 6th day until the expiry of the exclusion, the college should provide suitable full-time education with an alternative provider. Parents / Carers will be informed of when they may come and collect work.

Managed Move/Off Site Directive:

A student may be offered a Managed Move/Off Site Directive through the Local Authority as a fresh start in an alternative college. Offsite Directives can be up to 12 weeks with the notion of returning to the College after this period. With a Managed Move, once reviewed by a local authority panel, the Social Inclusion Team will approach the identified College with the child's application. On acceptance a child will follow an eighteen-week monitoring period with three review meetings six weeks apart. Whilst on this monitoring period the child will be dual registered staying on Archbishop Beck Catholic College's roll. If the student is successful in their integration into the new college they will, after the monitoring period, become a permanent student on the new college's roll. The Local Authority organises and monitors this process.

Permanent Move:

Students may be referred to the Fair Access Panel as an alternative to permanent exclusion. All relevant paperwork will be passed to the Deputy Headteacher in charge of safeguarding who will call a 'Team around the Child' meeting. The Inclusion and Intervention Manager supported by the Progress Manager will be responsible for completing the referral forms. The Headteacher or Inclusion and Intervention Manager will make the phone call to the Local Authority and refer the student to the Social inclusion Team. A review panel at the Local Authority will discuss and make a decision on whether they deem the child suitable for another College or an alternative provision. The student will stay dual registered until the end of Year 11. The Inclusion and Intervention Manager along with student services team will monitor daily attendance, attend monitoring visits and ensure safeguarding protocol is maintained at all times.