

All Saints Catholic High School - Behaviour Policy

All Saints
Catholic High School



Mission Statement

We are a Catholic community whose mission is to fully prepare our students for the wider world and to send them into it equipped for life and for the service of others. We come together from diverse backgrounds, united by Christ, by the highest aspirations and by a thirst for excellence to instil in our students a respect for themselves, for others and for their environment. We take our inspiration from Jesus' commandment to "love one another".

Values Statement

All Saints is a welcoming faith community living by the value of:

- **Respect** for ourselves, others, and our environment.
- **Understanding**, accepting, and celebrating the uniqueness and diversity of our All Saints' family.
- **Affection** for all members of our school and wider community in every situation.
- **Humour** in our interactions with each other, showing loving kindness to all.

Vision Statement

By 2024 we will be a school community demonstrating excellence through:

- Every member of the All Saints' community feeling valued, respected, represented, and loved. Together we engage positively with each other and our wider community, including our hardest to reach.
- Recruiting, developing, and retaining a quality, highly skilled workforce who value learning and create a safe and secure environment that stimulates creativity and discovery.
- A challenging, engaging, and representative curriculum that fosters high aspirations. Student achievement significantly exceeds national averages

Approved by the Local Academy Committee: 25 January 2023



ST CLARE
Catholic Multi Academy Trust

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1. Rationale

We aim to create a culture where students and staff flourish in safety and dignity. The All Saints approach to managing positive relationships is based on the Salesian principle of “loving kindness,” summarised in our school values:

RUAH:

- **Respect** for ourselves, others, and our environment.
- **Understanding**, accepting, and celebrating the uniqueness and diversity of our All Saints’ family.
- **Affection** for all members of our school and wider community in every situation.
- **Humour** in our interactions with each other, showing loving kindness to all.

The underlying philosophy of the All Saints approach to behaviour for learning is that all students deserve the right to learn without anyone preventing them from doing so and that students will continue to grow to be respectful, responsible, conscientious, and aspirational citizens. Whilst our processes, outlined in this document, are designed to provide clarity and consistency to our Behaviour for Learning approaches, we recognise that within our school there are students with SEND who require provision that is ‘additional and different’. For some of these students such additional needs can manifest themselves in significant behavioural challenges. This may require a degree of support, intervention and reasonable adjustment that lies outside of our behaviour policy. We aim to create an environment where positive behaviours are more likely by proactively supporting students to behave appropriately. **Students should be taught explicitly what positive behaviour looks like.** This is the primary intent of our ‘**School Behaviour Curriculum**’.

The All Saints Way:

The All Saints Way outlines expectations centred around pride, responsibility, and respect. Adherence to these expectations will enable students to strive for excellence in every aspect of their school journey –as individuals, within their learning environment and as part of the wider All Saints community. Staff and students will be clear and consistent in their expectations around:

- **Pride** in yourself: students take pride in their uniform and equipment
- **Responsibility** for your learning: students take responsibility for their punctuality to school and presentation in lessons

- **Respect** for self, others, and the environment: students show respect in interactions with staff and students, through their respect for our school and wider environment and are ambassadors of All Saints within the wider community

2. Objectives

The purpose of the behaviour for learning policy is to ensure that:

- Staff and students have a clear understanding and commitment to maintaining the highest standards of behaviour expected within our community
- Staff have effective strategies to work with students when behaviour falls short of our expectations
- Standards of behaviour achieved enable all students to learn in a supported and nurturing environment and staff to work productively to fulfil the school mission
- At all times our interactions with students and each other reflect our commitment to living in accordance with gospel values
- When difficulties arise and behaviour falls short of expectation, we work positively to resolve conflict and rebuild relationships
- We are always conscious of the need for our community to be inclusive
- We live and work in the knowledge that rights go hand in hand with responsibilities
- There is a common understanding of this policy and its principles among all members of our community and our practice is an explicit realisation of this policy

3. Roles and responsibilities

Staff:

- **All staff** in our community **consistently** promote the behaviours we expect from our students, through teaching and **modelling** good practice and challenging unacceptable behaviour (including bullying)
- **All staff** – both teaching and non-teaching staff are responsible for applying the behaviour policy including the issuing of sanctions.
- **All staff** engage in and contribute positively to training on effective behaviour management.
- In challenging unacceptable behaviour **all staff** seek to maintain students' self-esteem so that learning is effective, and behaviour improves
- **All staff** are responsible for ensuring **consistently good behaviour both in classrooms and around school**
- **Form Tutors** are responsible for working with their tutor group to develop good behaviour and emotional competence/intelligence
- **Subject Leaders** are responsible for **monitoring the behavioural climate in their subject area**, supporting staff in achieving the appropriate standards and developing increasingly effective strategies for dealing with challenging behaviour
- **Year Progress Leaders** are responsible for supporting Form Tutors in developing their role and working with them and their students who present the most challenging behaviours
- **Behaviour and Intervention Lead and Director of Student Achievement** will co-ordinate the work of Year Progress leaders, Student Support team and relevant staff in the consistent implementation of this policy
- **Senior Leadership Team** are responsible for establishing the standards of behaviour within school and for monitoring our work through Self Review and Evaluation. Staff will be provided with a programme of training on effective behaviour management.
- **Governors** are responsible for ensuring the work of the school contributes successfully to the school mission statement

The staffing structure for the student achievement & support team can be found in **appendix 1 of this policy**.

Parents/carers:

- Parents/carers support the school in working to achieve the highest standards of behaviour for all students
- Parents/carers are clear about what behaviours are expected in school from transition documents and the home school agreement
- Parents/carers recognise their role in working in partnership with the school through the constructive nature of any correspondence with or about the school which promotes our ethos and principles of RUAH

4. Rewards

The vast majority of our students demonstrate consistently excellent behaviour and are recognised and rewarded by the school in a number of ways. Our incremental rewards structure is outlined in **appendix 2 of this policy**.

5. Classroom based sanctions

Sanctions are linked to 'I Will' style behaviour targets which are displayed in all classrooms and are as follows:

For teachers:

- 1. I will speak to students in a respectful way**
- 2. I will apply the Learning Behaviour rules fairly and consistently**
- 3. I will clearly explain how I expect the students to work during the lesson**
- 4. I will give all students a fresh start each lesson**
- 5. I will ensure all students know they make a choice regarding their behaviour**
- 6. I will give all students a fair chance to reflect and rectify negative behaviour**
- 7. I will explain the consequences of continued negative behaviour**

All teachers should begin every lesson with the statement: **'BFL has started and for the next... it looks like....'**

For example, **"BFL has started and for the next 5 minutes, you should complete the starter activity in silence"**

For students:

- 1. I will listen attentively while the teacher is, or others are talking**
- 2. I will complete my work as explained to me by my teacher**
- 3. I will speak to others in a polite/appropriate way**
- 4. I will not touch another student or another student's property**
- 5. I will be punctual to school and lessons**
- 6. I will complete homework on time**
- 7. I will comply with school expectations on uniform**
- 8. I will have all equipment necessary for each lesson**

Students who exhibit any of the following anti-social behaviours will be deemed to have broken one or more of the 'I Will' Behaviour Targets:

- **Entering the classroom in a loud, disruptive, or disorderly manner**
- **Not being ready to work when the teacher says that the lesson has begun**
- **Not listening attentively when the teacher or others are speaking**
- **Not working in the manner as explained by the teacher**
- **Failing to follow reasonable instructions**
- **Distracting others and preventing them from learning**
- **Shouting out in class when answering questions unless directed by the teacher**
- **Touching another student or their personal belongings**
- **Asking to leave the lesson without a valid pass or reason**

The nature of these behaviours do not reflect RUAH and are counter-productive to positive relationships. A student exhibiting any of the behaviours listed above will be given up to 2 cautions (C1 and C2) in a lesson which will be **written up on the board in the classroom** and will be clearly visible and the reasons will be made clear to the student every time. There are no sanctions or consequences to these 2 cautions.

If a student continues to contravene the Behaviour Targets for a third time, they will be issued a C3 detention (20 minutes). This process supports our ethos and philosophy around allowing students to make mistakes but not allowing teaching and learning to be disrupted. We refer to this as our **Choice, Chance, and Consequence** model.

C3 Detentions:

In addition, students will be issued a C3 detention, without any C1 or C2 cautions, in any of the following circumstances:

- **Arriving late to lessons, tutorial, or assembly without a valid reason**
- **Being out-of-bounds during the school day**
- **Chewing gum in any part of the school site**
- **Drinking in a science lab or computer room**
- **Eating anywhere other than the dining room (purchased food) or outdoor picnic tables (packed lunches)**
- **Eating in a classroom or the library**
- **Independent Learning failure**
- **Mobile phone and earphones/electronic devices of any type visible**
- **PE Kit failure (repeat)**
- **Running in a corridor**
- **Loud/ boisterous behaviour/shouting during lesson changeover and at social times**
- **3 equipment or uniform failures in a week without a valid reason (issued by student support)**

C4 Removal from lessons:

- A student who, after being issued a C3, either continues to misbehave or argues with the member of staff about the caution, will be given a C4 and removed from the lesson. The student is expected to arrive at the Damascus room within 5 minutes of leaving the classroom.
- If they arrive later than 5 minutes the student's detention will be increased to 60 minutes. The student will serve their 40 or 60-minute detention the following school day.

C4 Toilets:

- A C4 will be issued if there is more than one student in a single toilet cubicle. The C4 will be issued to all students found in the toilet cubicle.

C4 Electronic devices:

- C4s will be issued to students who are seen to be using mobile phones and any type of earphones/electronic devices on site. This includes before and after school; no electronic devices should be used from the moment a student enters the school site to the time that they leave the school site at the end of the day.

Escalated sanctions for electronic devices:

- Any student, within the period of one full term, who has 3 recorded incidents of phone visible will not be permitted to have their phone in school for a minimum of 5 days. This is in addition to the C3 issued for phone visible.

- Any student, within the period of one full term, who has 2 recorded incidents of phone in use will not be permitted to have their phone in school for a minimum of 5 days. This is in addition to the C4 issued for phone in use.
- In either of the above cases students must hand their phone in to reception each day, no later than 8.20am. They will be asked to sign their phone in and a member of reception staff will label their phone in a clear bag and lock away in secure storage. Students must then collect their phone, no later than 3.15pm and will need to sign their phone back out. Only the student whose phone has been confiscated or their parent/carer can sign in or collect their phone.
- For repeated offences, the sanction length will be increased.
- Any student who does not comply with these expectations could be issued a suspension from school.

6. On call and call in

On call:

Behaviours that cause concern may be deemed to be so serious that they are beyond the usual scope of the BfL system (C1-C4 sanctions) and will result in the member of staff requesting assistance from the on call team to respond/attend the lesson. For 'on call' required in lesson time the on call team, who are senior members of staff will remove the pupil from the classroom/circulation and issue a 60 minute C4 detention.

For incidents outside of lessons, the on call staff will investigate and assess the situation to decide upon the most appropriate course of action. There may be parental/carer contact and further sanctions such as internal exclusion or a suspension, if necessary.

The following behaviour would be deemed beyond the scope of the BfL system (C1-4):

- **Behaviour likely to bring the school into disrepute**
- **Bullying**
- **Damage to school property including graffiti and vandalism**
- **Disturbing the learning of another class**
- **Failing to leave the classroom when issued with a C4**
- **Failure to follow a reasonable instruction given by a member of staff**
- **Intentional dangerous behaviour**
- **Misuse of technology including filming of self or others on site**
- **Sharing of videos or images including on social media that is likely to bring the school into disrepute**
- **Violence, swearing, verbal abuse or aggression towards another pupil or staff member**

Call in:

Where teachers feel there is work being produced by a class in their lesson that **merits additional praise and recognition**, they are encouraged to request a 'Call In'. Wherever possible, the member of staff on call will visit the classroom to inform the class their teacher has requested 'additional praise and recognition'. **Whenever the Head teacher or a member of the Senior Leadership team is available, they will carry out the 'call in'.**

7. Damascus and internal exclusion

All decisions made when considering and carrying out a suspension or Permanent exclusion from school are carried out in adherence to our Exclusions Policy and Department for Education document 'Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance.'

Damascus:

Where a student receives a C4 in a lesson, the remainder of the lesson is served in Damascus. At the end of the lesson, the student returns to their normal timetable.

Internal exclusion:

Where a behaviour is deemed outside of the behaviour sanctions, a student will serve a period of time in internal exclusion. This could be as a result of an incident requiring call out or continual non-compliance to the rules of the behaviour policy.

When students are working in Damascus and internal exclusion, they should follow the curriculum learning of the subject for that period. All work should be completed in silence with students following the same expectations as the classroom based, 'I will' statement. Where a student continually fails to comply with these expectations, a discussion with the Headteacher around suspension will occur.

A link to the exclusions policy is in section 17 of this policy.

8. Bullying

Our code of conduct states that we treat all with respect irrespective of the challenge presented to us. Our anti-bullying policy outlines in full our clear procedures for any student who does not commit to the student code of conduct.

Please see the **link to our anti-bullying policy in section 17** of this policy for a full overview of our procedures and processes related to bullying.

9. Discriminatory and prejudiced behaviour

We respond to incidents of discriminatory and prejudiced behaviour on an individual case by case basis, but **our fundamental approach to dealing with incidences of discriminatory and prejudiced comments is an interventionist approach focused on educating the individual responsible.** Repeated incidences of discriminatory and prejudiced behaviour will result in a sanction-based approach as outlined below.

In responding to incidents of a discriminatory or prejudiced behaviour, consideration is given to:

1. Discriminatory and prejudiced comments
2. Harassment (Harassment can be verbal, non-verbal, or physical – including comments, taking photographs, intimidating behaviour or unwanted touching)
3. Assault

Where a discriminatory or prejudiced comment is made in a classroom-based setting against one of the protected characteristics groups, **the teacher will pause teaching and address the comment with the individual or group and utilise this as an educational opportunity where/if appropriate.** The comment is logged on Class Charts (see 'how to' log guide in appendix 3 of this policy) and where a student repeats the behaviour, the Year Progress Leader/Assistant to the Year Leader is notified and will follow this comment up with the individual as a one to one discussion.

For discriminatory and prejudiced comments/incidents outside of classrooms, the same process applies and an on call member of staff will investigate this.

Multiple incidences of discriminatory and prejudiced comments can lead to the following approaches:

- One to one intervention
- Group intervention
- Suspension
- Parental/carers meeting

- Permanent exclusion

Sexual harassment and violence inside or outside of school is taken very seriously and students are encouraged to report this wherever and whenever it happens. Students are reassured that they will be taken seriously, and that appropriate action will be taken. This behaviour can result in serious sanctions (e.g., suspension and permanent exclusions). All Saints is also committed to ensuring that those who behave in this way are challenged and educated to ensure that they do not continue or develop this behaviour.

10. Behaviour reports

For behaviour in the classroom, staff should follow the Subject Learning Recovery document which can be found in **appendix 4 of this policy**.

Where a student is not engaging in a particular subject, a subject report may be issued by the Subject Leader following analysis of BfL data. The Subject Leader will then sit with the student and set subject specific targets for a student to achieve. The aim of the report is to help the student get back on track and be able to achieve their potential.

Where a subject report has not been successful, the student is referred back to the Year Progress Leader. The YPL will analyse the student's data and a YPL report may be issued. Where this is the case, the YPL will speak with the student and form targets with them which will be reviewed every two weeks. The YPL will, when necessary, contact parents/carers to inform them of how their child is performing and whether or not the student need to move to a Behaviour Intervention Plan (BIP).

If the YPL decides a BIP is needed, parents/carers will be invited into school. Targets will be set for the student and a meeting will be held every 2 weeks between the YPL and student to discuss progress against the targets set in the BIP. If a student does not comply with the BIP report the next stage will be discussed with parents/carers.

Further information on the behaviour support and intervention plan can be found in **appendix 5 of this policy**.

11. Behaviour at social times

We have the highest expectations of our students' behaviour around school, during social times and at lesson change over. This is important to ensure we can achieve positive community cohesion and calm and safe environment. Students' conduct around school is subject to a series of 'I will' Behaviour statements as follow:

- **I will not act in a way that will hurt/harm others or myself**
- **I will not run in social areas including corridors and courtyards**
- **I will dispose of litter appropriately**
- **I will speak to others in a polite and respectful manner and not shout**
- **I will not touch another student or their property in an anti-social way**
- **I will not enter a classroom without a teacher's permission**
- **I will not enter areas that are out of bounds during the school day**
- **I will not have my phone or other electronic device visible during the school day**
- **I will sit down to eat purchased food in the dining room**
- **I will not take purchased food outside of the dining room or walk around school eating**
- **I will wear appropriate footwear when using the pitches at lunchtime**

A C3 detention will be given to any pupil who does not adhere to these 'I will' statements above.

For damage to property and students demonstrating disrespectful, rude, impolite, confrontational, verbally aggressive, challenging, or anti-social behaviour, on call should be notified of the incident and an appropriate sanction will be issued. This could include isolation or suspension as necessary.

Before school, break, and lunch information:

- Before school, at break time and lunch time, students are allowed access to the dining room and external areas of the school.
- **No students are allowed above the ground floor before school, at break time or lunchtime without permission. A C3 will be issued for out of bounds**
- During very wet, snowy or icy conditions, students may be instructed to remain indoors.
- **All food purchased in the dining room** must be eaten in the dining room. **A C3 will be issued to any student who takes food purchased from the dining room outside of the dining area.**
- Any student in the dining area **must be sat at a table whether eating food or not.** The only students standing should be those in the queue to be served.
- **Packed lunches** may be eaten in the **Social Courtyard, Squares area, Performance Courtyard and Canopy Area**
- Food should not be eaten in any other areas of school and **students should not be eating whilst walking around the school site. A C3 will be issued to any student found to be eating outside of the designated areas.**
- **Chewing gum is not allowed in school**
- Students are allowed to access their lockers before school and at break and lunch
- Access to the field is seasonal and weather dependent and notifications will be made via Tutor briefing when this is open to students. Usually access to the field is for Term 3. **Students are not allowed on the field or pitches in wet weather**
- The football pitches can only be accessed at lunchtime and students must wear appropriate trainers when on the pitches, otherwise a C3 will be issued
- Students are not allowed to leave the school site at any time between 8:30am and 2.50pm, unless there has been communication with home and students have been given written permission by school and signed out with the Attendance Team

Behaviour of students in the community:

Students are ambassadors of All Saints, and our school uniform is our public identity that influences how society perceives us. **Any form of behaviour that works against the ethos of the school and/or damages the reputation of the school will not be accepted and will result in a suspension.**

Any behaviour (verbal, physical or electronic) that demonstrates an intention to threaten others, cause distress, cause or threaten violence or is deemed an act of violence is likely to lead to suspension, including potentially permanent exclusion from the school.

Students are actively reminded of this in school and need to be aware of this particularly when they are coming to/from school, interacting with members of the public, **using public transport and congregating in groups.** Personal responsibility for actions is required at all times.

12. Detentions

After school detentions:

- Students who are issued with a detention will be informed by the member of staff and a home notification will be sent to parents/carers via Class Charts. The student will complete the detention the following school day. Detentions run Monday - Thursday from 3-4pm
- If the student is absent on the day of their detention, they will complete it on the next day that they are in school

- Students who are late to the detention without a valid reason will be detained for 20 minutes from the time that they arrive at the detention room
- It is the student's responsibility to remember that they have a detention. Students are able to check the BfL notice board daily. No other reminders will be issued. The consequence for any non-attendance at their scheduled detention is outlined below
- Students who receive more than one C3 in a day will complete a 40 or 60 minute detention as appropriate the following day
- If a student fails to comply with the rules outlined in detention, they will be placed in isolation

Lunchtime detentions:

Where a student chooses to display any behaviours that contravene the school behaviour policy which is outside of the sanctions outlined in the policy, a lunchtime detention or series of lunchtime detentions will be issued.

Failure to attend after school detentions:

- If a student chooses not to attend an after-school detention twice in a week, the student will be placed in IEA on the third day
- If a student persistently chooses not to attend detentions, the Year Progress Leader/Student Intervention Assistant will contact parents/carers to inform them that their child is failing to attend detentions
- Further non-attendance at after school detentions will result in a parent/carer meeting with the Headteacher and further sanctions/interventions, such as suspensions from school, will be discussed

The appeals process:

If a student feels that a detention has been issued outside of the rules or spirit of the system, they may appeal this with a member of the Appeals Team at the appropriate time. The detention will be put on hold until the appeal is considered. If the appeal is upheld the detention will be cancelled. The decision of the Appeal Panel is final with no further appeal allowed. **Students are granted two appeals per half term.**

Where a student argues against the sanction issued by the member of staff, they lose the right to appeal this sanction.

Situations which may give rise to a successful appeal include where teachers/members of school staff:

- Do not correctly record C1 and C2 cautions within the lesson, or fail to explain to students the reasons for the C1 and C2 cautions
- Do not clearly describe how students are expected to work during their learning
- Shout at a student or speak to them in an inappropriate manner
- Do not follow the teachers' Learning Behaviour expectations

The following principles will be applied when appealing either a C3 or a C4 detention:

- Students will lodge an appeal stating which teacher issued the detention.
- The appeals team will review the appeal with the student.
- An appeal can only be lodged with one of the members of the BfL appeals panel.
- **Any appeal must be lodged with a member of the panel within 24 hours of the C3/C4 being issued.** However, if the student is ill and unable to lodge the appeal by the deadline, they will have the day that they return from illness to lodge their appeal.
- Appeals can only be submitted during break or lunchtime. **Once the 24 hour appeal period has passed, no appeal will be considered.**
- Students should not use the reason of speaking with a member of the Appeal Panel as a reason for being late to the next lesson.

- Whilst any appeal is under consideration the C3 or C4 detention will be 'on hold'.
- The outcome of the Appeal will be made known to the student within 48 hours of the appeal.
- If the C3 or C4 detention is not cancelled students will complete the detention the day after being informed that the appeal was unsuccessful.
- If the appeal is successful a member of the BfL team will ensure that the C3/C4 database is updated. Student records will be amended accordingly to ensure it does not include this C3 or C4 incident.

13. Punctuality

It is essential that students arrive to school in good time. We request that students should aim to be in the school building by 8:15am ready to move to lessons by 8:25am as Period1 learning begins at 8:30am. **Students once arriving on site should enter the school building immediately and not congregate outside the main entrance.**

If a student arrives late to school, they will report to the Attendance Team in the foyer to sign in. Students arriving late between 8:31am and 8:50am will be issued with a P1 20 minute detention slip. Students arriving between 8:51am and 9:10am will be issued with a P1 40 minute detention slip. Any student arriving after 9:11am will be issued with a P1 60 minute detention slip.

Students are expected to be punctual to lessons and will be issued a C3 detention if they are late to lessons. Students have up to 5 minutes to move between lessons that may be on opposite sides of the school grounds. However, this does not mean that students can socialise in corridors between lessons and must enter their next lesson's classroom promptly. Students must arrive promptly at lessons after social time.

14. Uniform and equipment

Uniform:

At All Saints we are proud of our school uniform, and it is an integral aspect of the All Saints Way. It promotes a sense of community and belonging, it is practical and smart, and it ensures that all pupils feel equal to their peers in terms of appearance.

The following C3 sanctions apply where uniform standards are not adhered to:

- Shirt untucked
- Hoodies, sports tops, hats, and sunglasses worn
- Trainers (without a medical note)
- Blazer not worn around the school site
- No tie
- Wearing a nose piercing
- Leggings
- Stretchy skirts
- Boots above the ankle
- False eyelashes

The following uniform infringements apply and should be logged on Class Charts:

- Wearing a coat inside the school building (students can wear coats as they leave P5 at the end of the day)
- No lanyard
- White socks worn with tights
- Wearing a scarf in the school building

Where there are 3 recorded infringements in a week, a C3 detention will be issued.

Equipment

Students should be equipped as a minimum with the following items to be able to successfully access their lessons:

- School bag
- Blue or black pen
- Pencil
- Ruler
- Red pen

For equipment infringements, where there are 3 recorded infringements in a week, a C3 detention will be issued. For our full uniform and equipment policy, please refer to **appendix 6 of this policy**.

15. Physical restraint and reasonable force

We recognise that appropriate physical contact can play an important role in some aspects of teaching (e.g., showing a child how to hold a musical instrument or sporting equipment safely) and keeping children safe physically (e.g., administering first aid).

One aspect of physical contact is reasonable force, which covers:

- actions that involve a degree of physical contact with pupils
- control, i.e., passive or active physical contact
- restraint, i.e., to hold back physically or to bring a pupil under control
- 'Reasonable in the circumstances' means using no more force than is needed

Staff should avoid acting in a way that might cause injury, but in extreme cases it may not be possible. It is worth noting that all staff have a legal power to use reasonable force, including anyone that the Headteacher has put temporarily in charge of pupils (e.g., parent/carers, volunteer).

Situations where physical restraint or reasonable force might be used:

- To prevent students from hurting themselves or others
- To prevent students from damaging property
- To prevent students from causing disorder
- To remove disruptive students from the classroom
- To prevent students leaving a room, where there is a likelihood that they have on their person (an) item(s) that might cause harm to them or others (e.g., a knife, cigarettes)
- To prevent a student behaving in a way that disrupts a school event, trip or visit
- To prevent a student leaving the classroom where this would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a student from attacking a member of staff or another pupil, or to stop a fight

The decision is the professional judgement of staff and should depend on the individual circumstances.

Physical restraint should be a last option, where time allows other for other strategies to be employed. For example, to stop a student behaving in a potentially harmful way, staff may:

- communicate calmly and clearly with the student about their behaviour and its consequences.
- state the desired behaviour, "I need you to..."
- offer options and choices
- talk lower and slower and more quietly
- if possible, summon additional staff support
- allow a student to leave the place where they are agitated (unless that poses risk of harm to them or others)

Where staff have made a judgement to use reasonable force, they will inform the Headteacher, and the incident is recorded in the numbered and bound book. The parent/carer will be informed as soon as possible. In addition, a behaviour incident will be recorded on CPOMS regarding the student's behaviour that required this response.

16. Legislation and statutory requirements

Consistency and fairness are ever present themes in dealing with matters of behaviour subject to reasonable adjustments for those with additional needs as set out in the Equality Act 2010.

There is a healthy balance between reward and praise and challenge and sanction but, as far as we are able, we should always seek to be positive.

Staff regularly and routinely review their practice and are committed to developing evermore effective strategies to achieve the highest standards of behaviour for the widest range of young people. We provide appropriate in-service training opportunities for the professionals who work within our community.

17. Links to other policies and documents

Anti-bullying:

<https://www.allsaints.sheffield.sch.uk/wp-content/uploads/2021/10/Anti-bullying-policy-Oct2021-R2023.pdf>

Exclusions:

<https://www.allsaints.sheffield.sch.uk/wp-content/uploads/2022/03/Exclusion-Policy-Mar2022-R2023.pdf>

Online safety:

<https://www.allsaints.sheffield.sch.uk/wp-content/uploads/2021/01/Online-Safety-Policy-Dec20-R2022.pdf>

SEND:

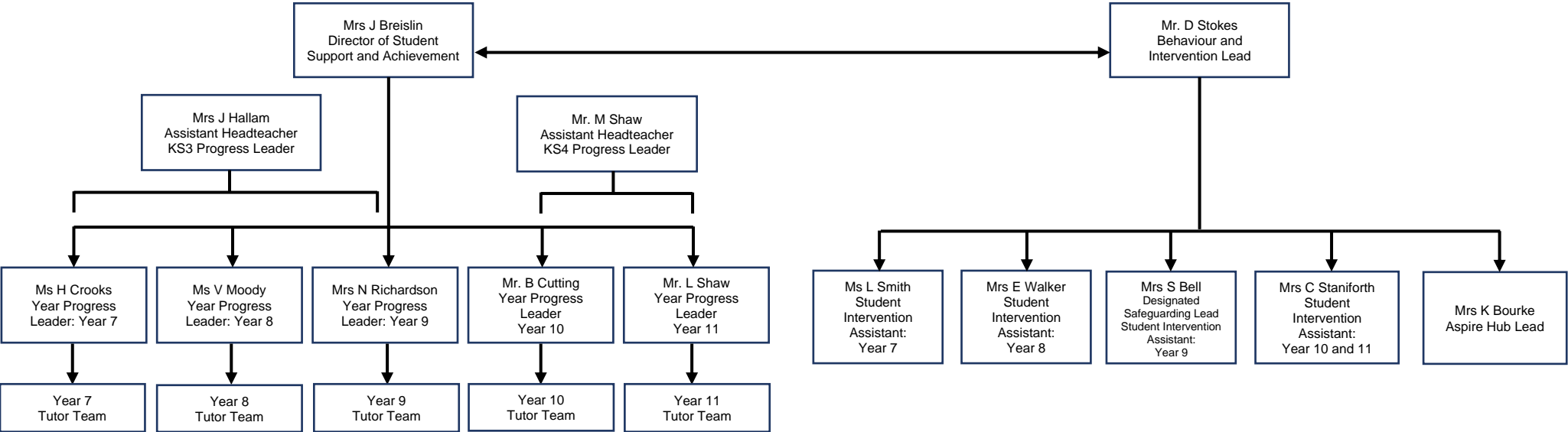
<https://www.allsaints.sheffield.sch.uk/wp-content/uploads/2022/03/SEND-policy-Dec21-R2022.pdf>

18. Monitoring and evaluation

The effectiveness of this policy is reviewed through the systematic process of whole school review and evaluation and draws on data gathered from monitoring the BfL data, student, staff and parent/carers' questionnaires and feedback from the student voice.

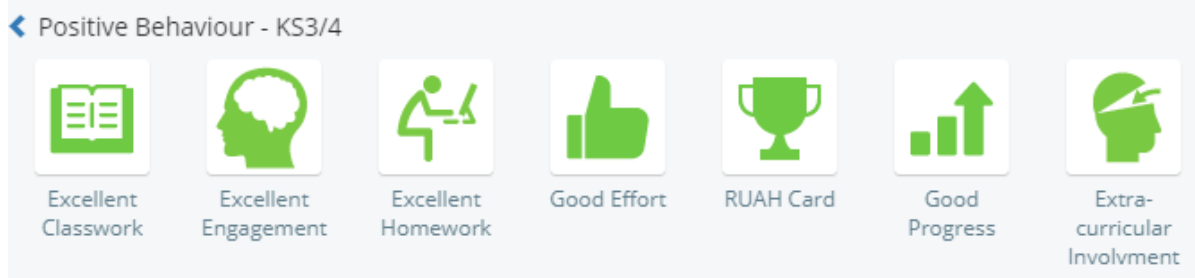
The Local Academy Committee will review this policy annually following review by the leadership team.

Appendix 1: Staffing structure of student achievement and support team

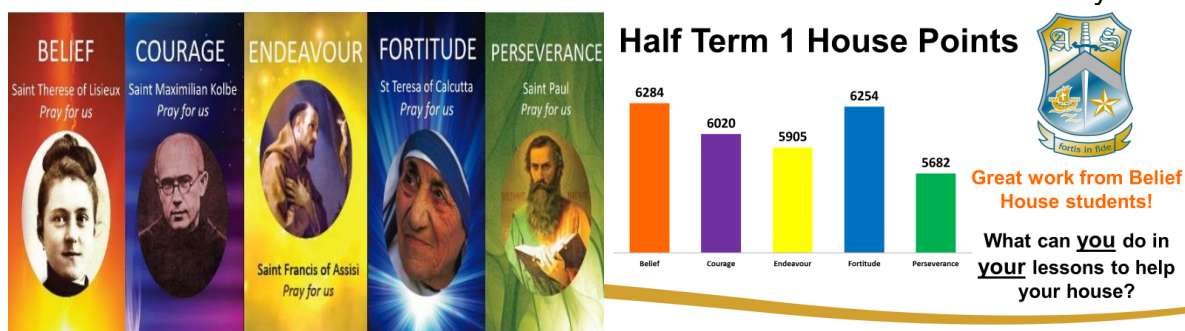


Appendix 2: Rewards

House Points: A maximum of one house point can be issued to a student each lesson. These are issued on Class Charts and given daily in lessons/out of lessons for a wide range of reasons, including:



House Points are also issued for a contribution to the wider school community.



House Points updates are shared with students at the end of each month and at the beginning/end of term.

Student of the Week: Issued by Year Progress Leader for stand out student of the week who is top of the Leaderboard with Class Charts positives.



RUAH Cards: Each week staff are given the opportunity to celebrate a student who has demonstrated one or more of the principles of RUAH (Respect. Understanding. Affection. Humour)



Golden Tickets: These are generally 5 to 10 House Points issued for special initiatives at various times in the school year.



RUAH Awards and certificates are given half-termly/termly to students in Year Groups/Houses who have exemplified the values of our House Patron Saints: Belief, Courage, Endeavor, Fortitude and Perseverance. These students are nominated by House/Year Progress Leaders receiving x 5 House Points.



We are delighted to inform you that our records show your child's attendance in school is
EXCELLENT!
Excellent attendance links to progression and success.
Thank you sincerely
S. P. Patel
Head Teacher

Attendance Awards: These are issued at the end of Term1 and Term 2 to students who have 100% - 98% (excellent) attendance, receiving x10 House Points.

Sustained and significant improved attendance is also recognised in Term 2 by the Attendance Team.



Bronze, Silver, and Gold Engagement in Learning Awards through cycle data. Students receive cycle data 3 times during the academic year towards the end of each term. For engagement in learning the following grading and judgements are used:

1 = Excellent or Outstanding

2 = Good

3 = Inconsistent

4 = Poor

Those students with an average engagement in learning grade of 1 to 1.5 (meaning that they are consistently more excellent than good) are given a certificate of achievement and pin badge for their blazer.

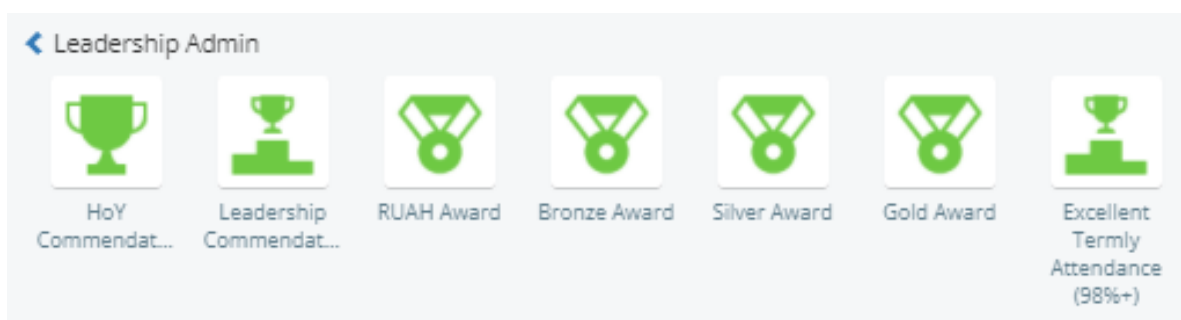


Term 1 (Autumn) = Bronze Award. 10 House Points

Term 2 (Spring) = Silver Award. 25 House Points

Term 3 (Summer) Gold Award. 50 House Points

All rewards are recorded on Class Charts to allow students and parents/carers to access.

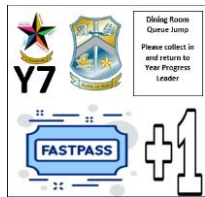


Non-uniform events: (typically half termly)

We combine a reward of student for overall compliance on uniform expectations with a focus on fundraising and supporting a programme of charitable good causes and raising awareness of local, national and international agencies. This follows a cycle and calendar of identified causes.

End of Year celebration visit: (typically Alton Towers)

Students who have achieved the highest levels of engagement (typically Gold Award), a positive overall Behaviour for Learning profile and excellent attendance are invited to the end of year Celebrations and Rewards visit.



Fast Pass: This is a Dining Room Queue jump with a +1 and can be used at break or lunch. The Fast Pass is collected at the till, returned to the YPL who can re-issue it to another student as soon as possible.



Mid-Year Class Charts review: In week 19 or 20 we run a Class Charts report of all Year7 to Year11 students who have zero negatives within BfL. These students meet with the Headteacher to be recognised.

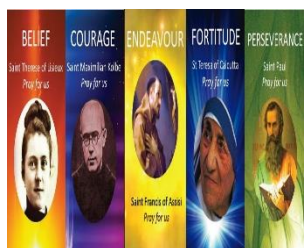
End of Year Class Charts review: At the end of week 38 this is repeated for the second half of the year. Additional a report is ran for those students who do not have a single negative comment in Class Charts.

Achievement Evenings: The PE department run a **Sports** event recognising excellence, improvement and commitment across a range of sporting activities. Other evening include Year13 returnees in December for certificates.

Musical Showcase Evening: The Music department run an event celebrating the gifts and talents of musicians. The school musical are also x3 evenings of whole school celebration.

Summer Term Rewards Trips and Visits: There are a variety of departmental and other rewards visits offered to students. The range is wide and varied, for example, a PE Rewards visit for those fully involved with extra-curricular activities, a CLA visit and events for Young Carers, Young Ambassadors trip, Careers visit.

Year 11 Prom and Year 13 Ball: An evening of celebration of students time at All Saints in formal event and meal celebration.



House Nominees and House Champions: House and Year Progress Leaders review their students' profiles and indicate 30-35 students from their House/ Year Group who have had the most positive year and are role models to other students in their Year and House. A House Shield is also presented to the winning House with the most House Points across the year.



Year 11 ASSETS: All Saints Students of Exceptional Talent and Skill. All staff are invited to nominate which students from the year group they feel have been outstanding role models during their time at All Saints and give the reasons why. Their presence at All Saints has benefitted the community and enhanced the life of the school. The winners are presented with certificates at the Year 11 Prom.



End of Year Awards: These are our most prestigious Awards given in several areas of school life:

John Dixon Award: Given for exceptional contribution and/or performance to Science. (Year 13 student / female)

The All Saints Way: for service to school life, in particular linked to community and inclusion. (No year group restriction.)

Monsignor Kilgannon Award: for service to the community, in particular linked to Catholic Mission and Ethos. (No year group restriction.)

Michael Kentzer Award: an ex-student who exemplified being an All Saints student; engaged and hardworking, humourous, generous to those around him acting with loving kindness. (No year group restriction.)

Headteacher Award: Given by the Headteacher to a worthy student who has made a positive whole school contribution in the view of the Headteacher. (No year group restriction.)

The Kevin Walsh Prize: Awarded annually to the student who has made a significant contribution to the life of All Saints during their time here, whether that be for 2, 5 or 7 years. These students have contributed in many positive ways and leave our community having made a real difference. (Awarded to a Year 11 or Year 13 student)

Appendix 3: How to log discriminatory and prejudiced behaviour incidents

Rationale:
At All Saints our strategy for responding to incidents of discriminatory and prejudiced behaviour is on an individual case by case basis. Our fundamental approach is an interventionist approach focused on educating the individual responsible. Repeated incidences of discriminatory and prejudiced behaviour will result in a sanction based approach as outlined in the Behaviour Policy.
Roles and Responsibilities:
<p>Classroom based staff:</p> <p>Where a discriminatory or prejudiced comment is made in a classroom based setting against a protected characteristic group, the teacher should:</p> <ul style="list-style-type: none"> • Pause teaching and address the comment with the individual or group and utilise this as an educational opportunity where/if appropriate. • Log the comment on Class Charts (inappropriate language section) including the following: <ul style="list-style-type: none"> ○ The comment made and the context of it (Due to the inappropriate, offensive and/or sensitive nature of discriminatory and prejudiced comments, do not record the word in its entirety) ○ Action taken by the teacher ○ The student(s) response or reaction <p>(This comment can be seen by parents/carers, so do not include other student's names)</p> <ul style="list-style-type: none"> • Request on call if the nature of the comment requires further follow up or investigation.
<p>Social time staff:</p> <ul style="list-style-type: none"> • If you witness a discriminatory or prejudiced comment/incident on duty at break or lunchtime or whilst on the corridor, then follow the steps above in the classroom based staff section. • If a student reports an incident of a discriminatory or prejudiced comment to you, at the earliest opportunity, report this to on call via reception.
<p>On call staff:</p> <ul style="list-style-type: none"> • If you are on call and respond to an incident of discriminatory and prejudiced behaviour, you should complete a full investigation following the on call flow chart which should be logged on CPOMS and communication with parents/carers made.
<p>Year Progress Leaders/Student Support:</p> <ul style="list-style-type: none"> • When notified on Class Charts that a discriminatory or prejudiced comment has been logged (or CPOMS if on call has investigate), read the comment and the nature of the incident. • Agree who will follow this comment up with the student as a one-to-one discussion. • Monitor the number of repeat incidences of comments and put in place further intervention and sanctions including internal isolation and as appropriate, suspension.
<p>Pastoral Leadership:</p> <ul style="list-style-type: none"> • Monitor the number of incidences of discriminatory and prejudiced comments by year group and student group each half term. • Review the interventions with the Year Progress Leader and suggest/promote interventions for students to attend and sanctions to be put in place.
<p>Senior Leadership:</p> <ul style="list-style-type: none"> • Review incidences and frequency of discriminatory and prejudiced comments by year group and student group. • Headteacher makes a decision on suspension as appropriate and meets with parents/carers.
<p>Governors:</p> <ul style="list-style-type: none"> • Review incidences and frequency discriminatory and prejudiced comments by year group and student group

Appendix 4: Subject Learning Recovery Document

Subject Learning Recovery Document



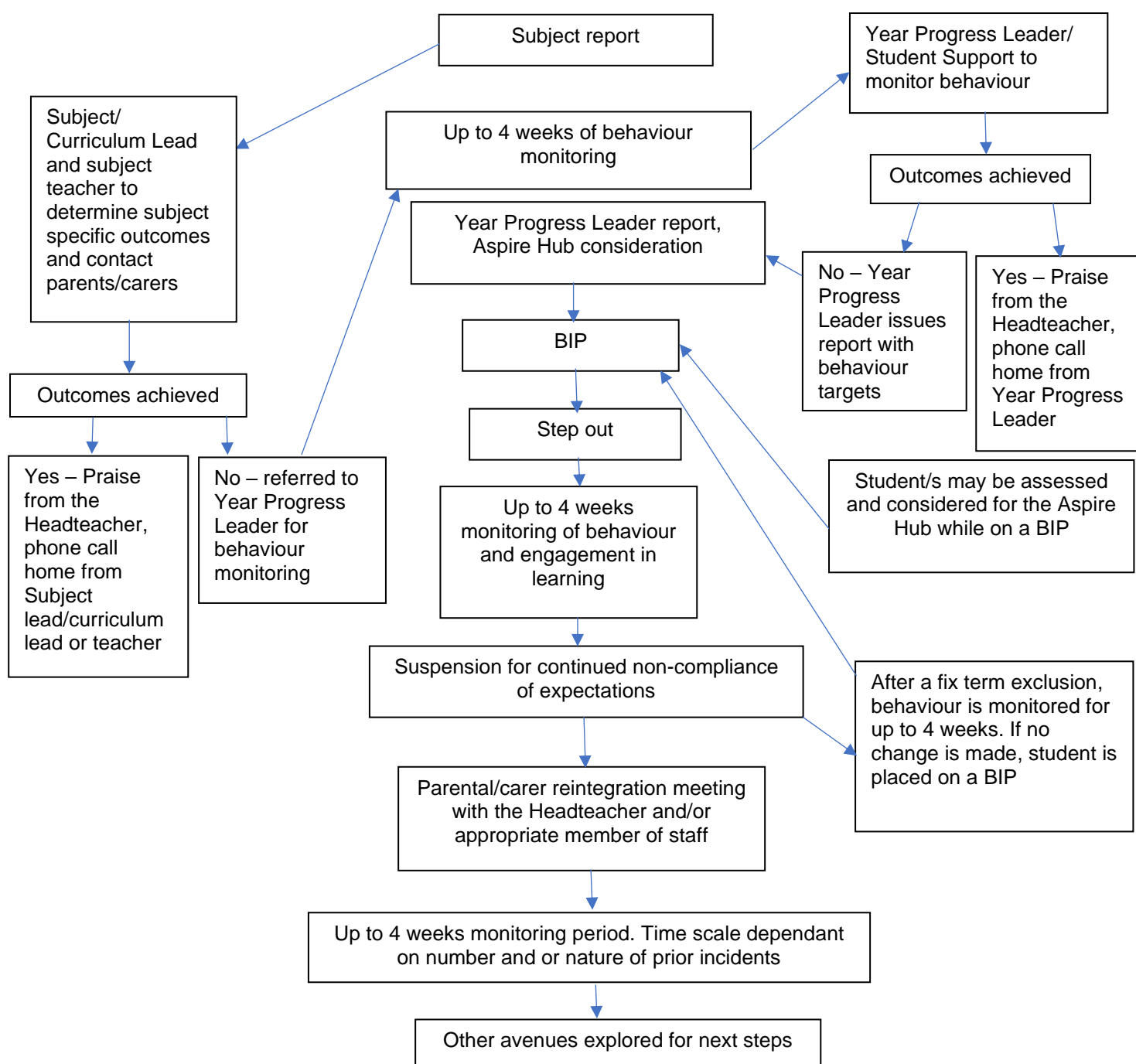
1. Do you need to adapt any of your planning? Are your lessons engaging, well-pitched, pacy and differentiated (have you checked the SEND information and Passport on Class Charts?) Are you following the department curriculum scheme of work/resources?
2. Do you greet your students warmly at the door? Are they expected to line up sensibly outside the classroom if there is still a class inside?
3. Do you have routines at the start of your lesson where monitors hand out books/stationery/resources? If you are unavoidably late to a lesson due to moving rooms, is there a student or TA who can start a straightforward activity before you arrive?
4. Is there a challenging hook/starter activity/do now task at the start of every lesson to settle students and develop a routine?
5. Have you spoken to the student privately? This could be at the end of the lesson or during form time. Ask them what they would like to gain from your lessons. Calmly discuss the issues you are having with their engagement/learning behaviour in lessons.
6. Do you need to re-arrange the seating plan? Try giving students new learning partners/groups. For HPA, are students suitably stretched and challenged by their peers?
7. Are you using the behaviour policy consistently with all students in all classes? Have you taken into account the strategies for students with additional needs? Do students receive praise and House Points for high levels of engagement and work?
8. Now is a good time to make a phone call home and establish contact with the primary carer. Explain about the situation and the steps you have taken to try to recover the students' learning behaviour. Have you made positive phone calls home for the group?
9. Come and speak to a Curriculum Leader or Subject Leader in person. We will ask you if you have gone through steps 1-8 and what the outcome has been.
10. This may well be the point where we decide to put the student on a Subject Report and/or look at if any further adjustments need to be made. If the Subject Report doesn't lead to a difference in engagement or behaviour, the Subject Leader will work with the YPL to develop appropriate next steps/strategies.

Appendix 5: Behaviour support and intervention plan

Rationale

The process of behaviour support and intervention is designed to be a collaborative process between staff, students, and parents/carers in the spirit of partnership working together in the best interests of each student. It is designed to support positive behaviour and address and remedy consistent patterns of negative behaviour in school.

The process is underpinned by our school ethos and centres around the highest expectations of, and aspirations for, every one of our students. An aspiration for nothing less than excellence. That is what we believe every one of our students deserves from their experience of life at All Saints. We are a loving, caring community who adhere to the principles of RUAH (Respect, Understanding, Affection and Humour) and these principles run through the fabric of our school. We believe that respect for self, others and our learning environment is the key to a culture of positive behaviour.



This behaviour process has been put in place so that all parents/carers and staff have a clear understanding of the school process the pastoral team will follow when a student's behaviour does not meet our expectations. We also understand that all children are unique and may need a more tailored approach.

- Variations to the above plan will be determined by the individual needs of a student
- Parents/carers will be contacted at the outset to let them know the reason why their child has entered this process, our shared aims for improving behaviours and intention that parents/carers will be involved in every stage of the planned support and intervention.
- The plan will also take into account the nature of incidents and the staged approach outlined in the flow diagram will alter accordingly with the relevant sanction applied
- Embedded in to each stage of the plan is recognition of and reward for improved behaviour
- The above process will need to run for a minimum of 3 months, but timescale is subject to change based on the level of engagement. This is to ensure that All Saints has done everything possible to engage a student in the expectations of All Saints whilst upholding our values around the RUAH principles of Respect, Understanding, Achievement and Humour
- If continued non-compliance by a student persists, a managed move may be offered for a fresh start at a new school to help re-engage a student with their education
- If the managed move takes place and is unsuccessful, a student would return to All Saints but if the student's behaviour continues to fall short of the expectations of the school, this could lead to a permanent exclusion.

The following explanations will enable all staff to understand the intervention system and will also provide valuable information to parents/carers, so that they can see clearly how their child is being supported to improve their learning behaviour:

Subject report – The Subject/Curriculum Leader and the class teacher will set targets which are subject specific. A student will be placed on report for the length of time deemed necessary by those staff and monitored at department level.

Behaviour monitoring – Where a student has not complied with a subject report or the student's behaviour across a number of subjects is not in line with school expectations, the Year Progress Leader and the Student Support Team will monitor a student's behaviour for one week. This will be done via teacher feedback and BFL data analysis

Year Progress Leader report – Where a student's behaviour continues to be challenging, Year Progress Leader will set behaviour targets in a report book which the student needs to hand to their teacher each lesson. The report book must also be shown by the student to parents/carers for them to sign every evening ready for the next day.

Aspire Hub consideration – Year Progress Leaders along with all relevant stakeholders will assess the needs of a student and consider whether a student meets the criteria for the Aspire Hub. Where a student does meet the criteria, a bespoke timetable will be produced, parent/carer meetings will be held and a decision on length of time in the Aspire Hub will be discussed.

Behaviour Improvement Plan – If a student does not comply with the Year Progress Leader report, the student will escalate to a BIP. Parents/carers will be invited into school to discuss their child's behaviour and targets will be set together with parents/carers and the Year Progress Leader. A meeting will take place every two weeks over a period of 6 weeks while a student is on the BIP plan.

Step out – Where a student's behaviour is not improving, All Saints may look to arrange a Step Out to another school. This means that a student attends the other school instead of All Saints for a specified number of days. This is part of a reciprocal arrangement between schools, working

together as part of the strategy to avoid disengagement and suspensions. The step out will normally be in the range of 2-5 days.

Suspension for continued non-compliance – This area of the behaviour plan includes but is not limited to a student following the process outlined above. If a student is on the above plan and the student continues to show non-compliance with expectations, a suspension may be considered.

Parental/carers reintegration meeting with the Headteacher – This reintegration meeting will follow a suspension. Parents/carers will meet with the Headteacher Mr Pender, Mr Stokes, Behaviour and Intervention Lead and where possible the Year Progress Leader. The discussions at the meeting will focus on finding a way forward to enable the student to be successful at All Saints.

Offer of managed move – In many cases, this offer of a fresh start at a new school is aimed to successfully refocus a child on the benefits of engaging with their education and provides the opportunity for them to form positive relationships within a different cohort of children.

Permanent exclusion - The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The second is when there are exceptional circumstances, and it is not appropriate to implement behaviour modification strategies: in such situations the decision may be made to permanently exclude a student for a first or 'one off' offence.

Appendix 6: Uniform policy



Uniform Policy - September 2022

At All Saints we are proud of our school uniform and it is an integral aspect of the All Saints Way. It promotes a sense of community and belonging, it is practical and smart, and it ensures that all pupils feel equal to their peers in terms of appearance.

Our pupils should wear their uniform with pride. We do not expect pupils to come to school wearing any items which do not comply fully with the rules detailed in this policy. If a pupil arrives at school without an item of uniform for whatever reason, they will be provided with a loan item from our stock which they will be expected to wear until the issue is resolved. This includes shoes.

We ask parents/carers to support us by sending their child to school correctly dressed and equipped. This ensures that every minute of the school day can be used productively by both pupils and staff, in the pursuit of an excellent education for all.

Navy Blue Blazer

The school blazer is plain navy blue without any emblem or school badge. It should be worn at all times and cannot be replaced by an outdoor coat.

Grey Tailored Trousers (not black)

Trousers should be made of plain grey material and tailored like suit trousers. The colour should be mid grey to dark grey, not light. Jeans, leggings or any other type of casual trousers are not allowed.

OR

Grey Skirt (not black)

Skirts should be plain grey, either mid or dark grey but not light. They can be straight, A-line or pleated and should be knee length or just above knee length.

NB: Trousers and skirts made of stretchy material are not allowed as they do not look smart and are too tight fitting.

Pale Blue Shirt

Shirts should have a proper collar designed for a tie. Shirts need to be worn with the top button fastened and should be tucked in at all times.

All of the above items can be purchased either from our uniform supplier Price and Buckland, or from high street shops.

School Tie

The tie should be worn with the school badge showing and be correctly fastened.

This can be bought only from school.

Lanyard

This is an essential part of All Saints uniform. The lanyard needs to be worn around the neck throughout the school day.

The lanyard is provided by school. In the case of loss or damage replacements will be charged at £2.50 via ParentPay.

School Jumper (optional item)

Grey school jumper with the All Saints badge. This is the only jumper that may be worn in school. Sweatshirts, hoodies and tracksuit tops cannot be worn and should not be brought into school.

Pale Blue Polo Shirt (optional item)

Polo shirts with the All Saints badge may be worn in the summer term only. No other polo shirts may be worn.

School jumpers and polo shirts can be purchased only from Price and Buckland.

Black Shoes

Shoes for all students should be plain, black leather with no obvious logos or markings. Shoes should be flat and sturdy enough for all weather conditions; no ballet pumps or fabric shoes. Trainers, boots and canvas shoes are not allowed. Shoes should look like smart, formal shoes and not like trainers.

Outdoor Coats

Coats should be warm and waterproof. Coats are not to be worn within the school buildings. **Hoodies and tracksuit tops** are not considered to be outdoor coats and **should not be brought to school at all.**

Hats, caps or any other type of headwear cannot be worn in school.

NB: Shops sell a variety of items in their 'School Uniform' depts. Just because an item is sold as uniform it does not mean that it is an acceptable part of All Saints' uniform. Please refer to this document and, if in doubt, check with school before making a purchase.

OTHER ITEMS

Socks and tights (when wearing skirts)

Socks should be plain grey or black and knee length. Socks should not be worn above the knee. Tights should 40 denier and they should be black or grey in colour.

School bag

Every pupil should have a bag large enough and sturdy enough to carry all their books and other equipment. A rucksack or a bag with a shoulder strap is ideal.

Equipment

Pupils should be equipped with everything they may need during the school day. As a minimum, pupils should have the following items.

A pencil case containing:

4 black or blue pens
2 red pens
2 pencils
Ruler

Additional items may include:

rubber
pencil sharpener
calculator
set of highlighter pens (3 or 4 different colours)

Jewellery

Due to health and safety issues jewellery must not be worn with the exception of a wristwatch, medical bracelets and a maximum of 2 small stud earrings per ear. Pupils will be asked to remove any other jewellery. **Any additional piercings of any type are not allowed, including nose piercings. If necessary, pupils will be isolated until this issue is resolved.** Pupils will need to remove their earrings for PE lessons.

Make-up

Make-up should be kept to an absolute minimum. If make-up is obvious then it is not acceptable. **False eyelashes are not allowed. If necessary, pupils will be isolated until this issue is resolved.**

Nails

Nail varnish is not allowed. For health and safety reasons pupils cannot wear false nails. **If necessary, pupils will be isolated until this issue is resolved.**

Tattoos

Tattoos are not allowed.

Fashion Accessories

Pupils will be asked to remove any accessory which does not comply with our school uniform policy.

Hair

The school reserves the right to insist that what we consider to be extreme hairstyling and/or colouring be changed. Hair should look natural in colour and style. If in doubt, please contact a senior member of staff before making any changes.

PE Kit

Compulsory Items (Bundle offer of item 1 or 2 and item 3 or 4)

1. Navy blue polo shirt with school badge
2. Navy blue t-shirt with school badge
3. Plain navy blue school shorts (large or conspicuous logos are not allowed)
4. Plain navy blue school leggings (large or conspicuous logos are not allowed)

Polo shirts and t-shirts can be purchased only from Price and Buckland.

Sports socks

Any socks are allowed as long as they are a change from their school socks.

Non-marking Indoor Trainers

Trainers should be white soled, non-marking and provide support to the ankle and foot.

Outdoor Trainers

Trainers must be suitable for outdoor use and support the ankle and foot. Moulded plastic studs (for astro) and metal studs (for grass) are acceptable.

Optional Additions

As some PE lessons take place outside, it is essential that students have appropriate clothing for all weather conditions.

*Navy Blue Sports Micro Fleece with School Badge

*Navy Blue School Mid Layer with School Badge

*Navy Blue School Training Top with School Badge

*Navy Blue School Crew Neck Sweatshirt with School Badge

*Navy Blue School Hoody with School Badge

*Navy Blue Reversible Rugby Top

Plain Navy Blue Tracksuit Bottoms

***These items can be purchased only from Price and Buckland.**

We require all our students to comply with our uniform expectations. We understand that sometimes, there may be circumstances which mean that your child cannot come to school in perfect uniform. In such cases we will provide your child with a loan item from our stock until you are able to rectify the issue. If you have any difficulties or concerns about being able to do so, then please do contact your child's Head of Year who will be happy to work with you in order to find a solution.

Summary of behaviour sanction

C1 – C2 – C3 process to be used for:
Asking to leave the lesson without a valid pass or reason
Distracting others and preventing them from learning
Entering the classroom in a loud, disruptive, or disorderly manner
Failing to follow reasonable instructions
Not being ready to work when the teacher says that the lesson has begun
Not listening attentively when the teacher or others are speaking
Not working in the manner as explained by the teacher
Shouting out in class when answering questions unless directed by the teacher
Touching another student or their personal belongings
C3: Lesson – a direct C3 should be issued for:
Arriving late to lessons, tutorial, or assembly without a valid reason Late: any time after 9.36 (P2), 10.36 (1 st form time), 10.51 (2 nd form time), 11.16 (P3), 12.16 (1 st P4) 12.51 (2 nd P4), 13.56 (P5), 15.01 (P6)
Chewing gum in any part of the school site
Drinking in a science lab or computer room
Eating in a classroom
Independent Learning failure
Mobile phone and earphones/electronic devices of any type visible
C3: Social time – a direct C3 should be issued for:
Out of bounds during the school day (above ground floor before school, break, lunch and art foyer at social time)
Chewing gum in any part of the school site
Littering
Eating anywhere other than the dining room (purchased food) or outdoor picnic tables (packed lunches)
Eating food purchased in school outside of the dining room
Entering a classroom without the teacher's permission
Walking around school eating food
Mobile phone and earphones/electronic devices of any type visible
Running in a corridor or social area e.g., courtyard, dining room
Loud/ boisterous behaviour/shouting during lesson changeover and at social times
C3: Uniform – a direct C3 should be issued for:
Blazer not worn around the school site
Hoodies, sports tops, hats, and sunglasses worn
Inappropriate footwear on the pitches
PE Kit failure (repeat)
Shirt untucked
Trainers being worn without a medical note
No tie
Wearing a nose piercing
Leggings
Stretchy skirts
Boots above the ankle
False eyelashes
C4: A C4 should be issued for:
A continuation of the C1 –C3 process or the student argues about the C3 caution being issued
Refusal of a direct instruction after giving the student time to follow the teacher's request
Use of a mobile phone/earphones/electronic device at any time during the school day
More than one student in a toilet cubicle
On call: On call should be requested for:
Behaviour likely to bring the school into disrepute
Bullying
Damage to school property including graffiti and vandalism
Disturbing the learning of another class
Failing to leave the classroom when issued a C4
Failure to follow a reasonable instruction given by a member of staff
Intentional dangerous behaviour
Misuse of technology including filming of self or others on site
Sharing of videos or images including on social media that is likely to bring the school into disrepute
Violence, swearing, verbal abuse or aggression towards another pupil or staff member
Call in: Call in can be requested when:
A teacher feels the work being produced by a class in lesson merits additional praise and recognition