All Saints Catholic High School
Behaviour and Relationships Policy

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".

Love God and our neighbour as we love ourselves Luke 10:27

Values Statement

All Saints is a welcoming faith community living by the values 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

Our school community demonstrates excellence through:

- Every member of the All-Saints' community valuing, respecting, including and loving one another. Together, we engage positively with each other and our wider community, including our hardest to reach.
- Recruiting, developing and retaining a quality, highly skilled and diverse workforce who value learning, are committed to continuous self-development and create a safe and secure school environment.
- A challenging, engaging and wholly inclusive curriculum that fosters high aspirations and inspires joy. Student achievement significantly exceeds national averages.

Senior Leadership Team Review: October 2026

ST CLARE
Catholic Multi Academy Trust

1. Rationale

The All Saints approach to managing positive relationships is based on the Salesian principle of "loving kindness," summarised in our school values of RUAH. All students deserve the right to learn without anyone preventing them from doing so. Students at All Saints should be respectful, responsible, conscientious, and aspirational citizens. All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified e.g. whether a student has specific vulnerabilities and taken into account.

"Do not try to excuse your faults, try to correct them" St John Bosco

The All Saints Way

We rejoice and take **pride** in being members of the All Saints' family. Every one of us has **aspiration** for **excellence** and recognises our individual and collective **responsibility** in showing **respect** for ourselves, others and our environment. This is the All Saints Way.

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. Aims

This behaviour and relationships policy aims to:

- foster a positive culture where students can learn in a joyful learning environment and staff can teach effectively in a calm and supportive climate
- equip staff with relational strategies to manage behaviour, resolve conflict and rebuild relationships in line with gospel values
- promote an inclusive Catholic community where rights are balanced with responsibilities
- ensure a shared understanding of behaviour principles across our school community, with practice reflecting policy
- promote a whole-school approach to high standards of behaviour rooted in our Catholic values and aligned to the principles of Catholic Social Teaching
- clearly outline behavioural expectations and consequences to encourage commitment and consistency.
- apply a consistent, fair approach to behaviour management for all students
- define unacceptable behaviour, including bullying and discrimination

3. Roles and Responsibilities

Local Academy Committee (LAC)

The LAC monitors the effectiveness of this policy and holds the Headteacher to account for implementation.

Headteacher

The Headteacher is responsible for:

- Reviewing and approving this policy
- Engaging with students, parents/carers and staff on setting, promoting and maintaining a school culture which supports positive behaviour
- Ensuring consistent application of rewards and sanctions
- Supporting staff in managing behaviour effectively
- Providing clear induction and behaviour and relationships training for all staff
- Monitoring the impact of SEND on behaviour
- Aligning behaviour and safeguarding policies to offer appropriate support and consequences
- Reviewing behaviour data to ensure no group is disproportionately affected

The **Senior Leadership Team (SLT)** supports the Headteacher in these duties.

All Staff
Staff are expected to:

- Create a calm and safe environment to deliver lessons which promote joy
- Set and maintain clear behaviour expectations using a relational approach
- Address behaviour that falls short of expectations
- Engage in regular training on this policy and our relational approach to behaviour and de-escalation
- Model and promote positive behaviour ensuring interactions preserve dignity
- Apply this policy consistently, using rewards and sanctions appropriately
- Adapt approaches to meet individual student needs including vulnerable groups
- Reflect on their own behaviour and its impact on school culture
- Record incidents promptly and accurately
- Support behaviour around school and in lessons
- Use shared information at the start of each term/year to ensure appropriate support is in place
- Understand and be alert to emerging online risks including use of AI

Form Tutors
Deliver the tutorial programme, including PSHE and the behaviour curriculum, to promote positive behaviour and relationships in their form groups. Maintain communication and form positive working relationships with parents and carers.

Subject Leaders
Monitor behaviour in their subject areas, support staff, and implement strategies including parental/carer contact and subject reports where needed.

Year Leaders
Oversee behaviour across their year group, implementing interventions for students not meeting expectations and engage in regular behaviour and safeguarding training. Maintain communication and form positive working relationships with parents and carers.

Senior Leadership Team
Set the behavioural standards for the school, model the relational approach and support staff in managing behaviour incidents effectively.

As part of the induction process and at regular points throughout the year, staff are provided with training including managing behaviour, relational approaches to maintaining positive relationships and de-escalation strategies as part of Continuous Professional Development.

Parents and Carers
Parents and carers should:

- Get to know this policy and reinforce it at home
- Understand expected behaviours through transition documents and the home-school agreement, supporting their child to follow this policy
- Inform school of any changes affecting their child's behaviour
- Celebrate their child’s successes
- Discuss behavioural concerns with the form tutor or Year Leader
- Participate in reflection work after misbehaviour
- Address behaviour concerns with the school through our communication flowchart, maintaining a positive working relationship
- Engage in the Catholic life and ethos of the school, promoting RUAH principles

The school aims to build positive relationships with parents/carers, keeping them informed about behaviour developments and collaborating on behavioural issues.

Parents/carers should familiarise themselves with the communication guide for parents and carers in order to ensure effective communication between home and school.

Students
On arrival into school and at regular intervals through the behaviour curriculum, students will be introduced to:

- Our principles of RUAH, the All Saints Way and behaviour expectations they should follow
- Key expectations, rewards for good behaviour, and consequences for misbehaviour
- Available pastoral support to meet behaviour standards

Students will receive support through the behaviour curriculum and targeted sessions and give feedback on the policy to assist in its improvement. Year Teams will provide additional support for mid-phase arrivals.

4. Definitions

Misbehaviour is defined as any behaviour in school which would incur a C1-C4 sanction as detailed in Section 5 of this policy including:

- Classroom based sanctions
- Behaviour at social times
- Punctuality
- Uniform and equipment
- Failure to follow a reasonable instruction given by a member of staff
- Disturbing the learning of another class

Serious misbehaviour is defined as any behaviour that could result in an internal exclusion, external suspension from school or permanent exclusion. This includes but is not limited to:

- Repeated breaches of the school rules
- Failing to leave the classroom when issued with a C4
- Intentional dangerous behaviour
- Any form of child-on-child abuse, including but may not be limited to:
    - Bullying
    - Abuse in intimate personal relationships between children
    - Physical abuse / violence
    - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
    - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour, and online sexual harassment such as unwanted sexual comments and messages (including on social media) or sharing of unwanted explicit content
    - Consensual and non-consensual making or sharing of nudes or semi-nude images, including those generated using AI and/or videos
    - Causing someone to engage in sexual activity without consent
    - Upskirting
    - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Misuse of technology including filming of self or others onsite or 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 student or staff member
- Behaviour likely to bring the school into disrepute
- Vandalism
- Theft
- Smoking or use of E-cigarettes or vapes
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol

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

5. Responding to behaviour

5.1 All Saints approach to behaviour and relationships

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Staff will implement this policy through a relational approach by following the I will statements below.

1. I will treat all students with kindness and respect, speaking to them in a way that reflects the values of RUAH, ensuring they feel safe and a sense of belonging.

2. I will apply the behaviour and relationships policy fairly and consistently, ensuring that all students understand the expectations and consequences.

3. I will clearly explain expectations for behaviour, demonstrating RUAH values, and give every student a fresh start each lesson.

4. I will encourage students to follow the All Saints Way, providing opportunities for self-management and learning from mistakes.

5. I will ensure students understand the reasons behind any consequences, supporting them in making positive behaviour choices.

Students are expected to follow our principles of RUAH and the All Saints Way as set out in the I will statements below.

1. I will arrive to school on time, in the correct uniform, and be fully equipped for learning.
2. I will be punctual to all lessons, moving calmly and quietly around the school site.
3. I will engage in my learning, not disrupt others and follow staff instructions first time.
4. I will demonstrate the values of RUAH by treating everyone with kindness and respect, helping others feel safe and a sense of belonging.
5. I will represent All Saints positively, both inside and outside of school, and accept sanctions when given.

Approach to behaviour and relationships at Post 16

Sixth Form students are expected to model the highest standards of behaviour, conduct and respect, both within the school community and beyond. While the lower school caution system does not apply in the Sixth Form, all behavioural concerns are logged by teachers and monitored. Heads of Year will review issues and escalate interventions as necessary in line with the seriousness or persistence of the behaviour.

5.2 Recognising the impact of SEND on behaviour

As a school, we acknowledge that a student's behaviour may be influenced by an additional educational need or disability (SEND). As such, incidents of misbehaviour will be considered in relation to a student's SEND on an individual basis, recognising that not all misbehaviour is linked to SEND.

When dealing with such incidents, especially where SEND affects behaviour, the school will fulfil its legal duties, including:

- Taking reasonable steps to avoid substantial disadvantage to disabled students (Equality Act 2010)
- Using best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- Securing the provision in a student's EHC plan and co-operating with the local authority and other agencies

We will, where possible, anticipate likely behavioural triggers and implement appropriate support, tailored to each student's individual needs and circumstances. Reasonable adjustments may be made to sanctions in line with the student's SEND.

Our Special Educational Needs Co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

5.3 Rewarding good behaviour

We rejoice and take **pride** in being members of the All Saints' family. Every one of us has **aspiration** for **excellence** and recognises our individual and collective **responsibility** in showing **respect** for ourselves, others and our environment. This is the All Saints Way.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce our relational approach and principles of RUAH.

Tier 1 rewards	
Verbal praise	Staff provide immediate positive feedback for demonstrating the All Saints Way in lessons and around the school
All Saints Way stickers	Given to students who exemplify the All Saints Way in lessons
Praise messages/ calls	Staff use Class Charts messaging (or call home) with praise from lessons
Shout outs	Student and staff nominations for All Saints Way or RUAH from the previous week played over the announcements system

Tier 2 rewards	
All Saints Way slips	Recognising students who go above and beyond in their learning or show exceptional effort. Can be cashed in for a fast pass at lunchtime or the half termly rewards draw and generates 5 positive points that half term
Always the All Saints Way message home	No negatives this week recognition messages to parents/carers each week via Class Charts and two positive points
RUAH Postcard	Weekly postcard nominated by staff

Tier 3 rewards	
All Saints Way postcard	Staff nominate exceptional examples of the All Saints Way to Leadership via a postcard which leads to a Year Leader and Senior Leadership Team recognition meetings and 10 positive points that half term
Always the All Saints Way award	Termly certificate with increased rewards for accruing this each half term
Termly rewards events	Recognise student progress, participation, and achievement including no negatives – nominated by class teachers
Pop up rewards	Pop up rewards given for exceptional behaviour or effort, both in and out of school

Tier 4 rewards	
All Saints Way pin badges	Awarded for the 5 characteristics of the All Saints Way: Aspiration, Excellent, Pride, Respect and Responsibility
Annual celebration of academic achievement	A formal event to celebrate academic achievements
Annual celebration of sports achievement	A formal event to celebrate sporting achievements

House system
Each student is part of a house which is associated with a Saint and a virtue: Belief, Courage, Endeavour, Fortitude and Perseverance. The House system encourages healthy competition and a sense of community including the support of local charities through fundraising events.

House points are awarded for positive contributions to our school community such as attending extra-curricular clubs, volunteering, representing the school, and participation in House competitions. The House shield is awarded to the winning House at the end of academic year.

5.4 Classroom management

Staff will develop positive relationships with students by:

- Creating a predictable environment by consistently applying the behaviour and relationships policy in a fair and proportionate manner
- Creating an engaging environment using adaptive teaching strategies and praise
- Greeting students at the start of lessons and establishing clear routines, including seating plans
- Communicating high behaviour expectations non-verbally and promoting good behaviour
- Using de-escalation techniques, including the use of scripts
- Concluding lessons positively and starting each lesson afresh
- Considering what support can be offered to students to help them meet behaviour expectations in future

5.5 Safeguarding

We acknowledge that changes in behaviour may indicate a student needs help or protection and specific circumstances such as being a young carer, looked-after-child, or living in a vulnerable household can affect behaviour. If misbehaviour suggests a student may be at risk of significant harm, we will follow our child protection and safeguarding policy and consider appropriate actions, including pastoral support, early help intervention, or a referral to children's social care. For further details, please refer to our child protection and safeguarding policy.

5.6 Responding to misbehaviour in the classroom

When a student's behaviour fails to meet our expectations, staff will act to restore a calm, safe learning environment and prevent repeat incidents. This may include the use of sanctions linked to the 'I will' behaviour statements.

Our use of sanctions is underpinned by our view that all students make conscious choices regarding their behaviour. When wrong choices are made, we feel it is fair and reasonable that students are given chances to rectify their behaviour before a sanction is imposed.

However, when negative behaviour continues, students understand that such behaviour has consequences. This is our choice, chance, consequence approach. All sanctions are recorded on Class Charts.

C1 – C2 cautions
Any student exhibiting behaviours which are not in line with the 'I will' statements will be given up to 2 cautions (C1 and C2) in a lesson which are written on a mini whiteboard on the teacher's desk. The staff member will clearly explain to students the reason for the caution. There are no sanctions or consequences to these 2 cautions (these are seen as chances).

C3 sanctions
If a student repeats misbehaviour for a third time, they will receive a 20 minute C3 detention. If a student argues with a member of staff when issued with a caution, this will escalate the sanction.

C4 removal from lessons
A student who, after being issued a C3, continues to misbehave will be given a C4 and asked to go to Damascus. The student is expected to arrive at Damascus within 5 minutes of leaving the classroom where they will complete curriculum based work and/or activities to help regulate/ reflect. At the end of the lesson, the student returns to their normal timetable.

If a student refuses to leave the classroom when issued with a C4, a 60 minute Friday after school detention will be issued.

Outside of classroom sanctions
In addition to classroom-based sanctions, other C3 and C4 sanctions may be issued.

C3 Detentions – 20 minute lunchtime detention issued	
Behaviour	**Explanation**
C3 Classroom	C1-3 issued in classroom
C3 Punctuality	Late to lesson when clock turns to 8.30, 9.35, 10.35 or 10.50, 11.15, 13.00, 14.05 and 15.10
C3 Uniform	Failure to wear full and correct uniform
C3 Homework	Failure to attend subject homework detention (KS3) or complete homework (KS4)
C3 Out of bounds	Student above the ground floor before school, break or lunch (except extra-curricular), beyond the social time field perimeter
C3 Eating/ drinking	Eating anywhere other than the dining room or picnic benches Drinking in a specialist room e.g. science lab, computer room, library and DT/music workshops
C3 Loitering	Not moving to lesson after announcement or request by staff
C3 Anti-social behaviour	E.g. running, shouting, swearing, screaming, throwing
C3 PE Kit	Failure to bring full PE kit to lesson

C4 Detentions – 40 minute lunchtime detention issued	
Behaviour	**Explanation**
C4 Classroom	C1-4 issued in classroom
C4 Refusal to comply	Student ignores staff or refused to follow a reasonable request
C4 Phone Visible	Phone not in bag or inside blazer pocket – 2 instances in a half term, Year Leader will confiscate phone during school hours for 5 days. This also applies to visible headphones/ear pods/smart watches.
C4 Phone Used	Phone in use – Year Leader will confiscate phone during school hours for 5 days. This also applies to visible headphones/ear pods/smart watches.
C4 Dangerous behaviour	E.g. play fighting, climbing
C4 Truancy	Student not in timetabled lesson or intervention without reason
C4 Toilet	Only one student should be in a toilet cubicle at one time

Lunchtime detentions
Students receiving a detention will be informed by staff, and parents/carers will be notified via Class Charts. Detentions will be served at lunchtime on the following school day. Students will complete their 20 or 40 minute detention before joining the final lunch sitting.

If absent, students will serve their detention on their next day in school. It is the student's responsibility to check Class Charts for any detentions. Students receiving multiple C3/C4 detentions in one day will serve them on consecutive days.

After school detentions
Continued failure to attend lunchtime detentions will result in a 60 minute Friday after school detention. Persistent non-attendance of detentions will lead to a meeting with parents/carers. Continued failure to attend will result in exploring options in the All Saints behaviour support and intervention plan.

Appeals process
If a student believes a detention was issued unfairly, they may appeal to their Year Leader via email within 24 hours. The detention will be put on hold until the appeal is considered. If upheld, the detention will be cancelled. The Year Leader's decision is final, with no further appeals allowed. Students lose the right to appeal if they argue against the sanction during the process. Students are granted two appeals per half term.

5.7 Punctuality and uniform expectations

Punctuality to school
Students should arrive by 8:15am ready to move to lessons at 8.25am for Period 1 to begin at 8:30am. On arrival, students should enter the building immediately. The welcome duty team will greet students and check uniform; delays due to uniform issues may affect punctuality.

Students arriving at 8:30am or later must report to the Attendance Team in the foyer to sign in and receive either a non-culpable slip (if pre-approved), or a P1 punctuality slip (resulting in a 20- or 40-minute detention) to show their teacher. Any student arriving late to Period 1 without a slip should be sent to the Attendance Team to sign in. The full punctuality to school process can be found in our attendance policy.

Punctuality to lessons
Students must arrive promptly to lessons, including after social time. Up to 5 minutes is given to move between lessons. Students must not loiter or socialise in corridors during transitions. Late arrivals will result in a C3 detention.

Uniform and equipment
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 students feel equal to their peers in terms of appearance. Any student not wearing full and correct uniform will be issued with a C3 detention.

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
- Scientific calculator
- PE kit

For our full uniform and equipment policy, please refer to our uniform policy.

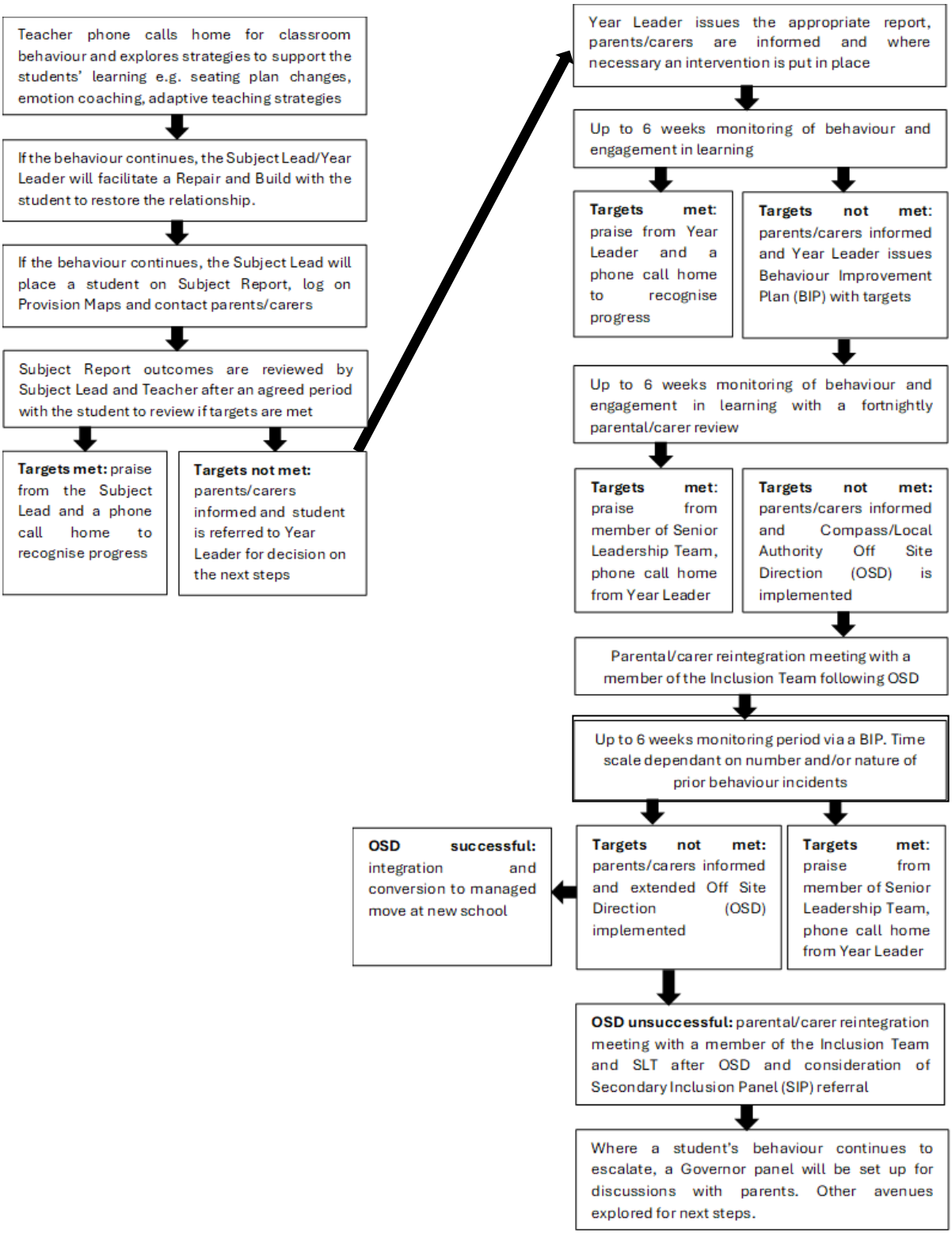
5.8 Responding to serious misbehaviour

On Call
Some behaviours may be deemed beyond C1–C4 behaviour sanctions. In such cases, staff will request support from the on call team. During lessons, the on call team will remove the student from the lesson and issue a sanction as required. For incidents outside lessons, on call staff will investigate and decide on the appropriate action.

Internal Exclusion (IEA)
Serious misbehaviour will result in students being placed in Internal Exclusion (IEA). Parents/carers will be informed the same day via Class Charts. Students in IEA must follow their usual curriculum and meet the same expectations as outlined in the ‘I will’ behaviour statements. Persistent failure to meet these expectations may lead to a discussion with the Headteacher regarding suspension.

All Saints behaviour support and intervention plan

The behaviour support and intervention plan is a partnership between staff, students, and parents/carers, aimed at promoting positive behaviour, guided by the All Saints Way and vales of RUAH to address any patterns of negative behaviour. It is rooted in our ethos of high expectations and aspiration for excellence, ensuring every student receives the best from their time at All Saints.



Interventions
Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school. If a pattern of misbehaviour emerges, the Inclusion Team will identify suitable interventions to support the student in meeting the 'I will' behaviour expectations.

Suspensions and permanent exclusions
The school is able to use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Please refer to our suspensions and exclusions policy for more information.

Restrictive interventions including the use of reasonable force and seclusion
Restrictive interventions is the 'umbrella term to describe both physical and non-physical actions aimed to restrain students in different ways.' The school does not have a 'no contact' policy.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

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

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be applied using no more force than is needed for the least amount of time (the application of which will depend on the circumstances)
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a student in a way that affects their airway, breathing or circulation
- Never be used if a student is on the ground
- Be recorded on CPOMS
- Be reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. Staff will always prioritise de-escalation and staff who know students well will help manage trigger points and develop strategies to reduce the need for reasonable force.

Seclusion
This is a non-disciplinary intervention involving keeping a student confined in a place away from others and prevented from leaving. This should only be used as a safety measure to protect others from harm when a student is experiencing high levels of behavioural or emotional dysregulation.

It should:

- Be a place where a pupil will feel safe and not threatened or intimidated
- Be supervised at all times during the period of seclusion
- Only be used during the period of high risk of harm
- Be recorded on CPOMS

Recording and reporting: reasonable force and seclusion
Under DfE guidance, schools have to record and report incidents of use of reasonable force and seclusion. This applies to 'any incident where the use of reasonable force goes beyond appropriate physical contact between students and staff' or when seclusion has been used (see guidance above). The staff member should record the names of students, the staff involved, the needs of the student, the time, date, location and

degree of force or brief account of the seclusion intervention, post-incident support and why the force/ seclusion was used. We will report all incidents of reasonable force or seclusion to parents/carers 'as soon as is practicable'.

Use of restrictive interventions including the use of reasonable force is conducted in line with the DfE's latest guidance on Restrictive interventions, including the use of reasonable force, in schools

Child on child abuse
We recognise that students are capable of abusing other students. Abuse will never be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys', as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for students.

All child on child abuse is unacceptable and will be taken seriously. Most cases of students hurting other students will be dealt with under this policy. Where allegations raise safeguarding concerns, this will be managed under our child protection policy and safeguarding policy.

Behaviour of students in the community
Students are ambassadors of All Saints, and our school uniform is our public identity that influences how the wider community perceives us. Sanctions may be applied where a student has misbehaved off-site when representing the school.

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

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Students are actively reminded of this in school and personal responsibility for actions is required at all times. Any form of misbehaviour 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 sanction.

Mobile phones
Mobile phones should be turned off and placed in school bags or inside blazer pockets. Where there are 2 instances in a half term of phone visible or 1 instance of phone in use, the Year Leader will confiscate phone during school hours for 5 days. This also applies to visible headphones/ear pods/smart watches.

Reasonable adjustments may be made e.g. for students with medical conditions. Trip leaders will set out expectations for mobile phones on residential trips and trips outside of the normal school day.

Online misbehaviour
We will issue behaviour sanctions to students for online misbehaviour when:
- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes.

Searching and confiscation
Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation: advice for schools and is documented in our searching and confiscation procedure.

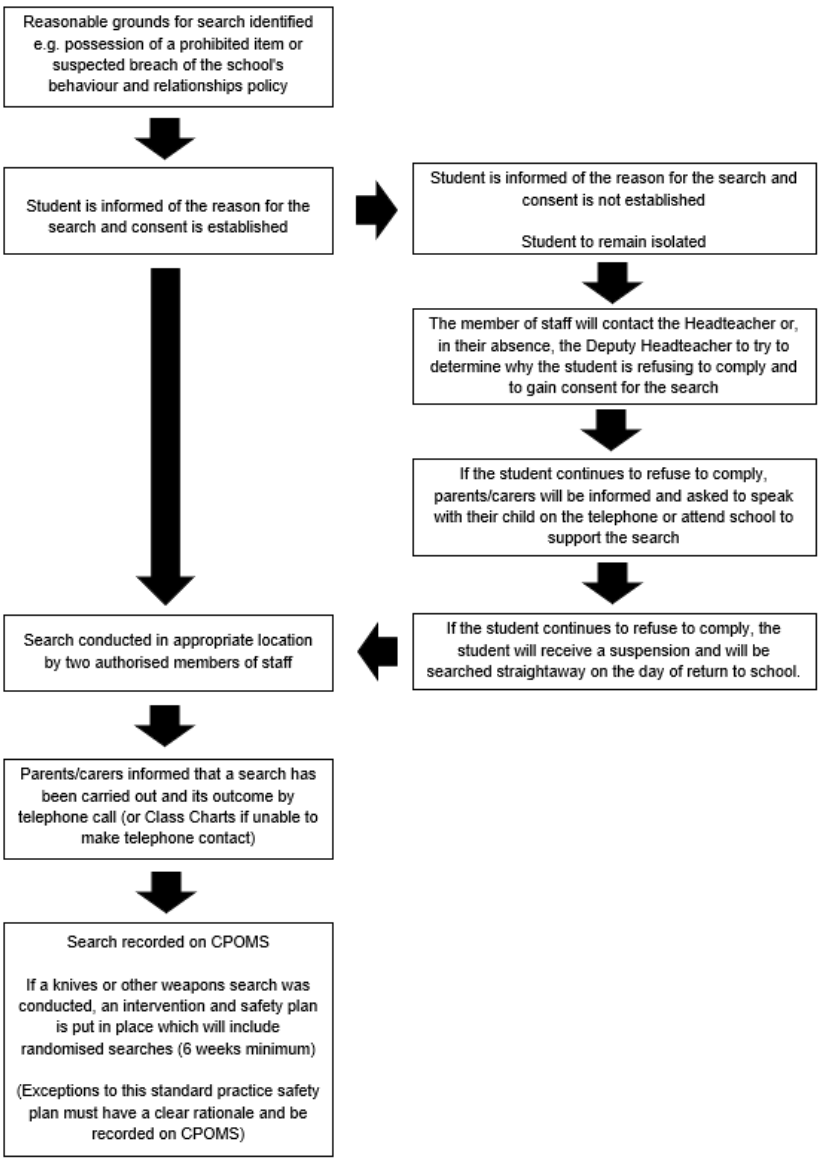
Confiscation
Prohibited items (as listed in Section 4 of this policy) found during a search will be confiscated and not returned. Items deemed harmful or disruptive to school discipline may also be confiscated. These may be returned after discussion with the Inclusion Team and parents/carers, if appropriate. If not, parents/carers will be informed, and the item will be responsibly disposed of. If possession of a prohibited item may constitute a criminal offence, the Safeguarding Team will refer the matter to the police.

Searching
The Headteacher and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item.

The staff authorised by the headteacher are:
• Members of the Senior Leadership team
• Members of the Safeguarding team
• Members of the Inclusion team

Where a search takes place, it will be conducted with the student's consent. Where a student refuses to a search the student will be isolated, and parents/carers will be informed and asked to speak with their child on the telephone or attend school to support the search. Once a search has been conducted the parent/carer will be informed and the search recorded on CPOMS. If a knives or weapons search is conducted, an intervention and safety plan will be put in place which will include randomised searches.

Searching and confiscation process



Suspected criminal behaviour
If a student is suspected of criminal behaviour, we will assess whether to report the incident to the police and will preserve any relevant evidence. If reported, the Headteacher or a member of the Safeguarding Team will contact the police. We will not interfere with police action but may carry out our own investigation and apply sanctions, provided this does not conflict with police proceedings. Where appropriate, the Designated Safeguarding Lead (DSL) will also report the matter to the Safeguarding Hub.

5.8 Bullying

The DfE defines bullying as behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group, either physically or emotionally. There may sometimes be misunderstanding about the meaning of the term 'bullying'. A one-off incident may be very serious and will always be dealt with according to this policy. It does not fall within the definition of 'bullying'.

Bullying can take place both inside and outside school and the school has the authority to respond to issues regardless of where or when they take place.

Bullying is any behaviour by an individual or group which:

- is intended to cause hurt; the person or people doing the bullying know what they are doing and mean to do it
- happens more than once; a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power; the person being bullied will usually find it very hard to defend themselves

Our full approach to bullying is outlined in our anti-bullying policy.

5.9 Discriminatory and prejudiced behaviour

Discriminatory or prejudiced comments
Incidents involving discrimination or prejudice against protected characteristics are addressed on a case-by-case basis. Our primary approach is educational, interventionist, aimed at addressing the behaviour.

In classroom settings, any discriminatory comment will be addressed immediately by the teacher as a learning opportunity, if appropriate. The incident is logged on Class Charts, and repeated behaviour is referred to the Year Leader/Assistant, who will follow up with the student individually. For incidents outside the classroom, the same process applies, with an on call staff member leading the investigation.

Repeated incidents may lead to:

- One-to-one or group intervention
- Suspension
- Parental/carer meeting
- Permanent exclusion

Zero-tolerance approach to sexual harassment and sexual violence
Sexual harassment and/or violence, whether inside or outside school, are treated with utmost seriousness and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be and will be supported. Where students wish to report confidentially, they can use our Whisper reporting tool which enables students to report with anonymity.

The school's response will be proportionate, considered and supportive in line with our child protection and safeguarding policy. Sanctions will be decided on a case by case basis and may include suspension or permanent exclusion. All Saints is committed to challenging and educating those responsible to prevent a reoccurrence.

5.10 Malicious allegations

If a student makes a deliberately false or malicious allegation against a member of staff or another student (e.g., of sexual violence or sexual harassment), we will consider disciplinary action in line with this policy.

If an allegation is found to be unsubstantiated, unfounded, false, or malicious, we, alongside the Local Authority Designated Officer (LADO), where relevant, will assess whether the student needs support, as the allegation may be a cry for help. A referral to the Safeguarding Hub may be made if appropriate. We will also consider the pastoral needs of any staff or students involved. For further details, see our child protection and safeguarding policy.

6. Legislation, statutory requirements and statutory guidance

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/praise and challenge/sanction but, as far as we are able, we should always seek to be positive.

This policy is based on legislation and advice from the Department for Education (DfE) on:
Behaviour in schools: advice for headteachers and school staff
Preventing and tackling bullying: advice for headteachers, staff and governing bodies
Searching, screening and confiscation: advice for schools
The Equality Act 2010
Keeping Children Safe in Education (KCSIE)
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
Restrictive interventions, including the use of reasonable force, in schools
Mobile phones in schools
Supporting pupils with medical conditions at school
Special Educational Needs and Disability (SEND) Code of Practice
Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

7. Links to other policies and documents

Anti-bullying policy
Attendance policy
Child protection and safeguarding policy
Exclusion and suspension policy
Home school agreement
Online safety policy
Searching and confiscation procedures
Special educational needs and disabilities policy
Uniform policy

8. Monitoring and evaluation

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching and confiscation
- Student, staff and parent voice

The data will be analysed regularly by the Inclusion Team to identify patterns with key groups and individuals. The school will use this analysis to ensure compliance with the Equality Act 2010 and, where trends or disparities between student groups are identified, review its policies to address them.

Monitoring this policy

The Local Academy Committee will review this policy annually following review by the Senior Leadership Team based on a process of whole school review drawing on data gathered from monitoring behaviour data and student, staff and parent/carer voice.