

# Behaviour Policy - our Values and Expectations

for



# All Hallows Catholic School

## Document Control

Date	Version	Changes	Senior Leadership Team Approval	Governing Body Approval
1 <sup>st</sup> Jul 20	V1.0	Transferred to new template	T Fanshawe	
15 <sup>th</sup> Jul 20	V1.0	Approved & Adopted	T Fanshawe	L Reynolds
17 <sup>th</sup> Nov 20	V2.0	Addition to Sections 6 to 11	M Baines	N Somerville
2 <sup>nd</sup> Feb 21	V2.1	Approved & Adopted	M Baines	N Somerville
18 <sup>th</sup> Jan 22	V3.0	Updated following E&S Meeting	M Baines	N Somerville
30 Jun 22	V3.1	Updated for Sep 22	M Baines	N Somerville
25 Sept 23	V3.2	Updated for Sept 2023	M Baines / D Hurley	N Somerville
15 Dec 2023	V3.3	Updated for Jan 2023	M Baines / D Hurley	N Somerville
04 April 2024	V3.4	Updated for April 2024	M Baines / D Hurley	I Anderson

## Review Schedule:

Document Reference [PPL.007](#)

Review Cadence: [Annual](#)

Next review date: [September 2024](#)

## Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

## 1. Policy Statement

Students at All Hallows are expected to adopt, practise and make our Core Values habitual during their time at the school. Without an orderly and calm atmosphere, effective teaching and learning cannot take place. To help our students develop these values, we have a clear **school behaviour code**, which we expect them to follow in all aspects of school life.

# Let all that you do be done in love.

*1 Corinthians 16:14*

The purpose of the policy is to:

- Reinforce the importance of our Core Values in our school community.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Our 5 Core Values are **Respect, Courage, Responsibility, Consideration and Intellectual Curiosity**.

- We expect our students to **respect** God, themselves, others and the All Hallows Family.
- We expect them to be **courageous**, to never give up and take on new opportunities.
- We expect them to take ownership of their actions and take **responsibility** for themselves.
- We expect them to be **considerate**, by being thoughtful and giving up time for others
- We expect them to have **intellectual curiosity** by using new ideas and concepts and challenging themselves in how they think.

If all students follow these values, it creates a friendly culture where students live and flourish in happiness and where successful learning can take place. Having an internalised self-discipline is the most effective way that students will be safeguarded as they move towards adult life.

## 2. Legislation and Statutory Requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils](#)
- [Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property](#)
- [DfE guidance explaining that maintained schools must publish their behaviour policy online](#)



### 3. Key Personnel

Designated Safeguarding Leads (DSL(s) are: [dsl@allhallows.net](mailto:dsl@allhallows.net)

Mr David Hurley - [d.hurley@allhallows.net](mailto:d.hurley@allhallows.net), Tel: 01252 319211

Mr Chris Rees - [c.rees@allhallows.net](mailto:c.rees@allhallows.net), Tel: 01252 319211

Deputy DSL(s) are:

Head of Lower School : Mr Rob Antrobus - [r.antrobus@allhallows.net](mailto:r.antrobus@allhallows.net)

Head of Upper School : Miss Vikki Milnes - [v.milnes@allhallows.net](mailto:v.milnes@allhallows.net)

Head of College : Mrs Melody Esho - [m.esho@allhallows.net](mailto:m.esho@allhallows.net)

Special Education Needs & Disabilities Co-ordinator (SENDCo) : Miss Rebecca Peters - [r.peters@allhallows.net](mailto:r.peters@allhallows.net)

Inclusion & Home School Link Officer : Mrs Paula Hart - [p.hart@allhallows.net](mailto:p.hart@allhallows.net)

Lay Chaplain : Mrs Teresa Fanshawe - [t.fanshawe@allhallows.net](mailto:t.fanshawe@allhallows.net)

Nominated Safeguarding Link Governor : Mrs Helen Stephenson - [h.stephenson@governors.allhallows.net](mailto:h.stephenson@governors.allhallows.net)

Headteacher : Mr Mark Baines - [m.baines@allhallows.net](mailto:m.baines@allhallows.net)

Chair of Governors : Mr Ian Anderson - [i.anderson@governors.allhallows.net](mailto:i.anderson@governors.allhallows.net)

### 4. Definitions

We believe that good standards of behaviour lead to better levels of achievement, enjoyment and enables students to fulfil their potential.

The Behaviour Policy of the school is reflected in our Core Values and expectations for our students. On entry to All Hallows Catholic School all students and parents or carers sign the Home School Agreement and we expect all students to adhere to this.

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, and Sexual harassment (see Section 6.2)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession or distribution of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)



## 5. Role and Responsibilities

### 5.1 The Governing Body

The **Education Standards Committee** is responsible for reviewing and approving the behaviour principles (Section 6) and for reviewing this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the **Education & Standards Committee** giving due consideration to the school's statement of behaviour principles (Section 6). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The Senior Leadership Team and Pastoral Team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

### 5.5 Students

Students are expected to:

- Follow the expectations of behaviour outlined in this policy
- Demonstrate and develop the school Core Values (as outlined below)
- Report any incidents to staff so that they can be dealt with swiftly
- Use the 'Report a concern or worry' button on Share Point to alert staff of concerns about themselves or others



## 6. Behaviour Principles

### 6.1 Core Values

Happiness and success of All Hallows students is driven through their development and application of our Core Values. Celebrating more than just academic achievement the Core Values empower students to be successful and prepared for all aspects of their life. To help students develop these values the behaviour outlined below would be associated and expected in all aspects of school life.

All Hallows Catholic School students are expected to:

Demonstrate **Respect** by:

- actively engaging in the Catholic life of the school;
- actively taking part in tutor group prayer;
- behaving appropriately during assemblies, Masses and Liturgies by entering in silence, standing to greet senior staff and visitors and listening respectfully;
- respecting the Chapel (which is God's house) and always using God's name appropriately;
- taking pride in what they say and their appearance by wearing the school uniform correctly;
- entering and leaving classrooms calmly with classrooms tidy and chairs tucked under the desk at the end of each lesson;
- always accepting the authority of all staff;
- listening carefully and speaking politely to the Teachers and other students;
- remaining in your chair and sitting properly during lessons, masses and assemblies;
- eating only in the canteen, school hall or outside;
- not damaging or defacing buildings or school property;

Take **Responsibility** by:

- ensuring we are prepared and organised for our own learning with the correct equipment (2 pens, pencil, ruler, eraser and calculator) and arriving on time to each session;
- presenting our work neatly (write in blue or black pen, underline titles and dates, and draw pictures and diagrams in pencil);
- completing classwork and homework to the best of our ability and handing it in on time;
- focusing on our own work, without distracting others or letting ourselves get distracted;
- taking responsibility for our own actions and any consequences thereof;
- eating healthy foods and taking plenty of exercise;
- caring for the environment by recycling paper whenever possible;
- always wearing a helmet when cycling to/from school; and
- reading and listening to feedback/instructions and acting on it.

Act with **Courage** by:

- pushing ourselves out of our comfort zones and being brave;
- being resilient and persevering when things are difficult;
- having integrity, standing up for others and what we believe in;
- having confidence in ourselves to follow our interests, join new clubs/trips, participate in extra-curricular opportunities and build new friendships;
- telling a Teacher if we or others are being bullied or treated without respect;
- asking for help when we need it, but giving things a good try on our own first; and
- joining in actively with pair, group and class discussions and taking the lead when we can.

Display **Consideration** by:

- helping raise funds for charity (for example: Advent, Lent, RAG appeals);
- helping others in class or other year groups;
- working positively with peers and staff;
- sharing ideas and discussing options;



- putting litter in the bin and picking litter up we see;
- listening to others and considering their views;
- being caring and kind towards others through selfless acts of kindness, thoughtfulness and friendliness and only ever using kind language;
- telling a Teacher if we see others being bullied or treated without respect;
- behaving appropriately and sensibly on the bus on the way to/from school;
- only bringing in items that are appropriate for school and learning;
- holding doors open when others are passing through;
- walking sensibly around the school and keeping to the left of corridors and stairs, and carrying bags with care around school;
- not chewing gum when in school;
- putting up our hand if we wish to speak rather than calling out; and
- waiting for someone to finish before we speak (OOPS – only one person speaks).

Develop **Intellectual Curiosity** by:

- thinking outside the box and thinking creatively;
- applying critical thinking, both to sources of information and accepted truths;
- reflecting on and appreciating multiple points of view;
- thinking hard – “memory is the residue of thought” – i.e. true learning only takes place when you properly think about something;
- giving everything a go on our own first before asking for help;
- asking questions and listening to others to take our learning further; and
- stretching and challenging our knowledge, finding out more and trying our best.

## **6.2 Zero-tolerance approach to sexual harassment and sexual violence**

We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

**Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as youth produced sexual imagery.

**Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

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

The school's response will be:

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information



### 6.3 Expectations during the School Day

#### Start of Lessons:

- be punctual to all lessons, assemblies and tutor time;
- ensure all mobile phones and any other electronic devices are switched off and out of sight, to allow lessons to continue without disruption;
- enter all classrooms quietly and calmly;
- remove all outdoor wear and coats when in classrooms
- ensure all books, stationery and journals needed for that lesson are taken out of bags immediately.
- Stand behind your chairs waiting to be seated

#### During Lessons:

- do your very best to achieve the best possible outcomes;
- take responsibility for your own learning, and ensure you set the highest standards for yourself and take pride in all the work you produce;
- when the Teacher is speaking to the whole class, you must be silent and concentrate (OOPS rule);
- all students are expected to be co-operative with all Teachers and peers and work in a focused and calm manner;
- do not prevent others from learning;
- listen and act upon feedback given from Teachers; *and*
- keep your books, journals, desks and school property free of graffiti.

#### End of Lessons:

- only pack up your belongings when instructed to do so;
- pick up any litter that you see around the classroom; *and*
- leave quietly after being instructed to leave the room and tucking your chair under the desk.

#### Movement around the school:

- walk quietly and sensibly in between lessons, carrying bags with due care to others;
- be courteous, by opening doors, and giving way to others; *and*
- arrive at your next lesson promptly.

#### Home Learning:

- all Home Learning set must be copied into your planner, along with the date it is due and completed/handed in on time;
- you must seek guidance from your Teacher if you are unsure of the task set; *and*
- take on board all feedback and advice given from Teachers to improve progress.

#### Relationships with Others:

- mutual respect for others is an expectation of all. At no time is rudeness allowed; *and*
- any reasonable request should be carried out without delay or discussion.

#### Break and Lunch Time:

- students must sit down in the Canteen, unless they are in the queue;
- your plate(s) and litter must be cleared away before leaving the canteen;
- if an item is spilt or dropped, it is your responsibility to clear it up;
- chairs should be pushed under the tables before you leave; *and*
- food cannot be eaten in the corridors.

#### Movement along neighbouring roads:

- students outside of school grounds, but in school uniform are considered to be ambassadors of the school and, as such, they are expected to conduct themselves in a manner that reflects the school ethos;
- show respect for others and the environment at all times;
- do not shout or be an inconvenience to members of the public;
- do not run or push on public paths or cycle on footpaths;



- be considerate of local residents and others when parking your car; *and*
- the school will act on any reports of poor behaviour that it feels tarnishes its reputation.

#### Items not to be brought into school:

- valuable items;
- large sums of money;
- roller-blades and skateboards;
- chewing gum;
- energy or stimulant drinks;
- any items to be sold;
- weapons, imitation weapons or offensive objects, including laser pointers;
  - Section 1 of the Prevention of Crime Act 1953 provides that an offensive weapon is "*any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him or by some other person.*"
- offensive literature, in any medium or any form of pornography;
- any form of smoking materials, matches, lighters, e-cigarettes or vape equipment;
- alcohol of any kind; *and*
- any illegal substances.

**If a student brings any of the last 5 items onto the school site, it would be considered a very serious disciplinary matter, and may result in exclusion or alternative off-site provision.**

#### 6.4 Mobile Phones / Technology

- Mobile phones that are brought into school should be switched off and kept in the students' bag or locker during the school day.
- the use of mobile phones is not permitted on the school site unless it is being used with the permission of a member of staff. If a member of staff is aware that a mobile phone is being used without permission, then the phone will be confiscated and can be collected by the student at the end of the day. An after-school detention will also be set. Strategies will be deployed for persistent abuse.
- a mobile phone being used inappropriately in the changing room area or toilets could result in permanent exclusion.
- the use of mobile phones and other technology to record, photograph or bully other students at school/on a school trip will be dealt with very seriously by the school; The phone may be confiscated as evidence.
- Students are not permitted to use their phone to contact their parents if they are feeling unwell or have concerns during the school day. Instead, they should follow the school procedures and go to the Student Reception if they are unwell, or seek advice and support from a trusted adult on the staff team.
- Students must ensure that their phones do not hold inappropriate or unlawful content and it is the parent's responsibility to safeguard their child(ren) by monitoring the use of phone and/or social media; *and*
- other personal devices such as iPads, smartwatches, cameras, etc. are not required in school and students are advised that they are brought into school at their own risk.





## 7. Behaviour Management

### 7.1 Classroom Management

Teaching and Support Staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display and promote the Core Values throughout their day
- Develop a positive relationship with students, which will include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with students who fail to meet expectations
  - Using positive reinforcement

All staff will use proactive behaviour management strategies to ensure a consistent approach across the school.

### 7.2 Pastoral Intervention Stages

To allow students, parents and teaching staff to tell how well a student is engaging with the schools' learning & behaviour expectations, All Hallows Catholic School uses a set of Pastoral Intervention Stages with linked indicators and interventions.

The aim is that each student stays at Pastoral stages below or at stage 1, with their class teachers and form tutor supporting them. A small percentage of students (less than 15%) may require greater support or intervention from more senior staff. Students who reach stages 2 or 3 will be monitored by their Head of Year or Head of School.

A very small minority of student's reach stages 4 or 5; if this happens it means that poor learning and behaviour choices are putting them at risk of a fixed term suspension or even permanent exclusion.

Student Indicators	Baseline	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Classroom Teacher	Form Tutor / Assistant Head of Year	Head of Year	Head of Lower School Head of Upper School Head of College	Deputy Headteacher	Headteacher
Attendance	> 96%	90 – 96 %	80 – 89 %	70 – 79 %	Less than 70 %	
Punctuality	< 10 mins	10 mins +	20 mins +	50 mins +	80 mins +	
Behaviour Points	< 10	Above 10	Above 20	Above 50	Above 80	Above 100
Detentions	4 or below	5	10	15	20	30
Suspensions	-	-	1	3	5	7
Interventions		<ul style="list-style-type: none"> <li>• Tutor Report</li> </ul>	<ul style="list-style-type: none"> <li>• HOY Report</li> <li>• Pastoral Support Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3 Pastoral Support Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4 Pastoral Support Plan</li> <li>• Report</li> <li>• Behaviour consultant</li> <li>• Managed Move</li> <li>• Alternative Provision</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent exclusion</li> </ul>



### 7.3 Use of Restraint and Physical Intervention

We acknowledge that staff must only ever use physical intervention, when a student is at risk of endangering him/herself or others, or property and that at all times it must be the minimal force necessary to prevent injury to another person.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS (Safeguarding Software)
- Be reported to parents as soon as possible

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Appropriate use of force and restraint has been discussed with all staff as part of their induction to All Hallows Catholic School.

### 7.4 Searching a student

- If there is suspicion that a student may possess any controlled substances, tobacco products (including e-cigarettes), alcohol, stolen property or weapons a search may be carried out;
- this search should be carried out by a member of the Senior Leadership Team, Head of Key Stage or Head of Year and in every case a witness should be present during any search:
  - the member of staff completing the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched;
  - a search of a student of the opposite sex to the Teacher may be carried out, but only where the Teacher reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff;
- if a search takes place, we will make a record of the person being searched, the reason for the search, the time and the place, who was present and note the outcomes and any follow up action;
- this record will be made on the school behaviour system by the member of staff instigating the search. Under section 91 of the Education and Inspections Act 2006, staff have the right to confiscate and retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so;
- if we find other substances which are not believed to be controlled drugs these can be confiscated where we believe them to be harmful or detrimental to good order, this would include psychoactive substances or 'legal highs';
- if any weapons are found, these will be locked in a secure area until police remove them from the premises; *and*
- we are not required to inform parents before a search takes place or to obtain consent to search the child. If a student is found with alcohol, illegal drugs or potentially harmful substances or weapons the school will inform the parents. (If a complaint is to be made about searching a student, this should follow normal school complaint procedures. Full details of this policy are available on the school website).

### 7.5 Confiscation

**Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.

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

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



## **7.6 Student Support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) and/or the DSLs will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

The school will endeavour to ensure that reasonable adjustments are made, and due consideration is given, when making any decisions regarding the application of the behaviour policy.

For further information on how we support students with SEND, please refer to the SEND policy on the school website.

## **7.7 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

## **7.8 Training**

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.



## 8. Rewards

Students at All Hallows who follow our school code and adopt, practise and make our Core Values habitual are rewarded by the school. Our reward system centres on the House system and students earn house points for excellent effort and demonstration of the school core values.

Rewards are a positive way to acknowledge success and effort in all areas of school life and the school has a comprehensive rewards scheme, some examples are given below.

Reward	For	By Whom	When
House Point	Demonstrating Core Values Good piece of work Excellent contribution to a task Fundraising / acts of charity Reading in Mass/Liturgies Attending extra-curricular clubs Representing the school Performing in a concert Helping at school events Participation/winning House events	Class Teacher Tutor HoD HoY Head of School SLT	During form time / assemblies / lessons as and when appropriate
Postcards	Demonstrating exemplary behaviour/attendance/homework	Class teachers	As and when appropriate
Certificate of achievement of core values	Accumulation of House Points for a single core value Highest achieving House Points within a year group	HOY AHOY	Assemblies
Subject certificate of achievement / progress / effort	Consistent effort in all aspects of work / ongoing contributions to lessons / the department	Class Teacher or HoD	Half-termly or termly assembly
Letter Home	100% attendance	HOY	Half-termly or termly
Letter Home	100% punctuality	HOY	Half-termly or termly



## 9. Sanctions

### 9.1 List of Sanctions

**When students do not follow our Core Values, sanctions may have to be imposed.**

The following guidelines gives an overview of the most common sanctions used by the school.

#### Lunchtime Detentions

A lunchtime detention will take place at the next available lunchtime for **15 minutes**. All lunchtime detentions are served in the study centre. This will be written clearly into the journal (or replacement journal card if the student has forgotten their journal) by staff.

Teachers will set a lunchtime detention for matters such as:

- Lack of equipment:
  - Insufficient stationery or equipment for lessons
  - Not having a reading book
  - Not bringing PE kit to lessons
- Incorrect uniform:
  - Incorrectly worn uniform.
  - Make up, beyond permitted in the school uniform policy
  - No jewellery may be worn in school, with the exception of a wristwatch and one pair of small ear studs (one stud per ear). No nose studs allowed.
  - Fake tan, false nails, false eye lashes and nail varnish are not allowed
  - Head of Years may also set a series of lunchtime detentions if a student comes to school with a haircut that is extreme in style. This is defined as changing the hair colour away from the student's natural hair colour or having extreme differences in length.
- Behaviour that is impacting the learning of others
- Lack of respect to the community:
  - Eating in a lesson
  - Chewing gum
  - Running in the corridor
  - Poor behaviour on the playground
  - Littering
- Being late to school (after the bell rings at 8.50am)

Students may get issued two lunchtime detentions sat during the same lunchtime for different infringements of the rules, and so will in essence sit a 30-minute detention.

#### After School Detentions

This detention will be on the next available school day until **4.15pm**.

Teachers will set an after-school detention (homework) every time a student:

- does not hand in homework on time or to an acceptable standard.

Teachers will set an after-school detention (other) every time a student:

- Is removed from a classroom.
- Fails to attend a lunch detention.
- Refuses to follow instructions.
- Engages in graffiti.
- A mobile phone or electronic device is confiscated, in line with Section 6.5.
- Is late to lessons for an accumulated 15 minutes each week.



## Extended After-School Detentions

This detention is sat until 5pm in the study centre.

Assistant Heads of Year, Heads of Year, and Senior Leadership will set these detentions every time:

- Continued refusal to follow the instructions of a member of staff.
- Removal from the Department to the Senior Leadership Team.
- Fails to attend an afterschool detention.
- In-school absence from any period of the school day
- Student's behaviour is such that the Senior Leadership deems that this detention is necessary.

Failure to attend this detention will result in a one-day removal from classrooms, in isolation.

## Removal from classrooms, in isolation

Where a student's behaviour is unacceptable, and they refuse to comply with the expectations of the school they may be required to spend a limited time out of the classroom in isolation from the rest of their peers at the instruction of their Head of Year or a member of the SLT. Removal is a serious sanction and should only be used when necessary.

Staff will only remove students from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal. Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain a calm demeanour in a safe space.
- A student's behaviour is such that the Senior Leadership deems that this is necessary.

Students who have been removed from the classroom are supervised by members of staff.

This sanction will always be served on the next available school day from **8.50am until 3.15pm**.

We may direct our students to our Alternative Learning Centre at 40 Degreez to complete this sanction.

## Alternative Provision

The education provision of a student will be redirected where it is deemed appropriate to support their education and / or to address any concerning behaviours.

The Governing Body have delegated the authority to make all decisions regarding redirection to the Headteacher.

We may use the Alternative Learning Centre at 40 Degreez, other local secondary schools or any other provision that we see fit. This redirection may be for a short or extended period of time.

The Alternative Learning Centre at 40 Degreez is a pupil support unit commissioned by The Farnham Network, which is a collection of schools of which All Hallows is a member of. It is a planned intervention occurring in small groups in place of mainstream lessons.

The purpose of this provision is to:

- Act as a planned intervention for behavioural or pastoral reasons.
- Supports the school community through high quality restorative work.
- Provide a supportive environment for students to complete a one-day isolation.
- Alternative to suspension.
- Final preventative measure to support students at risk of exclusion.

The Alternative Learning Centre at is a provision where students will reflect on incidents at school, and work with support and restoration to avoid further poor behaviour.



Students will be given a number of days in the Alternative Learning Centre based around a serious breach of the school's behaviour policy. This will be referred to as x number of days in Alternative Learning Centre.

The Head of Years and Centre Manager will make it a priority to facilitate restorative conversations between staff and students.

Parents and carers will be informed if their child is directed to the Alternative Learning Centre.

## **9.2 Suspensions and Exclusions**

Exclusions and suspensions are not taken lightly.

### **Definitions:**

- Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.
- Off-site direction – when a pupil attends another education setting temporarily, to improve their behaviour.
- Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

### **Deciding whether to suspend or exclude:**

Only the Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school.

The Headteacher, will only use permanent exclusion as a last resort.

### **Behaviours that lead to a suspension or permanent exclusion:**

The Headteacher may set these sanctions every time (up to 15 days) for:

- a student physically assaults another student or adult;
- a student demonstrates verbal abuse / threatening behaviour against another student or adult;
- a student is found to be involved in bullying of another student;
- a student is found to be involved in racist abuse;
- a student is found to be involved in sexist misconduct;
- a student is found to be involved in abuse against sexual orientation, gender identity or disability;
- a student demonstrates persistent or general disruptive behaviour;
- a student is found to have inappropriately used social media or online technology;
- a student is found to have been involved in drug or alcohol related actions;
- a student is found to have damaged school property;
- a student is found to have been involved in theft;
- a student is found to have used or threatened to use an offensive weapon or prohibited item;
- a student's behaviour is such that the Senior Leadership deems that this sanction is necessary; *and/or*
- behaviour outside school, such as on school trips, and/or on the way to/from school and behaviour which brings the school into disrepute. Cyber-bullying which takes place out of school may also lead to an exclusion.

Our aim is to work with parents to ensure that all strategies have been used to improve a student's behaviour. The support offered by the school includes:

- Positive report monitoring;
- Continual contact with parents;
- Referral to School ELSA;
- Referral to Counselling service;



- Referral to outside agencies;
- PSP/CAF/EHA (Pastoral Support Plan/Common Assessment Framework/ Early Help Assessment).;
- Permanent change of Teaching Group/Tutor Group; *and/or*
- Consider a fresh start via In Year Fair Access Panel or Managed Move.

### Fixed Term Suspensions (up to Fifteen Days)

Before deciding whether to suspend a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the suspension were provoked.
- Allow the pupil to give their version of events.
- Consider whether the pupil has special educational needs (SEN).
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker or is a looked after child (LAC)).

### Permanent Exclusion

The Headteacher may, in extreme circumstances, consider a permanent exclusion:

- as a response to a serious one-off incident;
- as a result of persistent breaches of the school's behaviour policy; *and*
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A decision to Permanently Exclude a student may be taken by the Headteacher if there is an urgent requirement to do so because of a serious breach of the school Behaviour Policy, for example:

- an unprovoked serious physical attack;
- deliberate or reckless conduct posing a threat to the safety of an individual or group;
- behaviour leading to major disruption of school or site;
- indecency and indecent acts;
- behaviour leading to protracted disruption of teaching;
- use, possession or coercing of others to consume illegal substances or use weapons.

Before deciding whether to exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider whether the pupil has special educational needs (SEN).
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker or is a looked after child (LAC)).
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

In the case of Permanent Exclusion, the following will apply:

- specific reasons for the exclusion are given in writing to the parents with an explanation of procedures from then on;
- The student will be provided with suitable home study work whilst the decision is reviewed;
- The Chair of Governors will be advised and an Exclusion Panel consisting of Governors will meet within 15 school days to review the decision:
  - at the review meeting both the parents and the student may put forward their case;
  - the Surrey Inclusion Service will be informed in writing;
  - if the Governors ratify the exclusion then parents may appeal to an Independent Review Panel within 15 school days. The Independent Review Panel's decision is final and binding;
  - the Governors will ensure that all efforts have been made to assist the student to remain at the school and that the framework of Pastoral Support procedures has been followed; *and*
  - our aim is to work with parents to improve a student's behaviour.





### **9.3 How to decide what sanction is appropriate**

The response to each incident will be proportionate. For example, the school might want to address an incident, through education, our curriculum, and the way our school promotes its Core Values.

The school will also balance the importance of safeguarding other students with the need to support, educate and protect all students.

The school will consider:

- The age and developmental stage of the students involved.
- The nature and frequency of the alleged incident.
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).

Due to a wider societal culture of victim blaming, some students may be afraid of how reporting incidents of abuse and harassment reflects on them.

We aim to create a culture and ethos of respect, tolerance, acceptance and diversity that makes it easier for students to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

### **9.4 Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)**

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

The school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion. This is a question of judgement for the school on the facts of the situation.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the school will refer to the Equality Act 2010 and schools' guidance.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

The school will seek to try and understand the underlying causes of behaviour and whether additional support is needed. As is explained above, this does not necessarily mean that a disabled child will be exempt from sanction.



### **9.5 Impact of Conduct Outside of School, including School Trips**

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 or member of the public
- Could adversely affect the reputation of the school

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

The school have a duty to ensure all students feel safe in the learning environment, both in school and on a school visit. If we believe there has been an incident or an ongoing issue outside of school, that has the potential to escalate further inside of school, the school do reserve the right to put in preventative measures. The school reserves the right to withdraw a students' participation in a school visit.

These can include offering education at an alternative provision. Where the school receives information from external sources to do with criminal activity, we do have a duty to report this to the police.

### **9.6 Malicious allegations**

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

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

## **10. Linked Documents**

- Attendance Policy
- Anti-Harassment and Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Home School Agreement
- SEND Policy

