



*Saint Joseph's*  
CATHOLIC SCHOOL

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# **Behaviour Policy**

Version 11.0 November 2023

ST JOSEPH'S CATHOLIC SCHOOL  
CHURCH ROAD  
LAVERSTOCK  
SALISBURY  
SP1 1QY

<b>Success Criteria:</b>			
<b>Context/Aim:</b> The values of the governing body of St. Joseph's Catholic School are expressed in the school's Vision Statement. The general principles on issues of behaviour are derived from that statement and embodied in the Behaviour Policy.			
<b>Monitoring Procedures:</b>			
<b>By Whom:</b> Governors' Pastoral and Ethos Committee	<b>When:</b> Annually	<b>How:</b> Reports to the Pastoral and Ethos Committee termly	
<b>Evaluation:</b>			
<b>By Whom:</b> Head teacher and the Pastoral & Ethos Governors Committee	<b>When:</b> Annually	<b>How:</b> SLT and the Pastoral and Ethos Committee to review Policy	
<b>Revision History:</b>			
<b>Version</b>	<b>Approved and Ratified</b>	<b>Review Date</b>	<b>Additional notes</b>
V12		July 2024	Update to monitoring and filtering. Update to reasonable adjustment for SEN and context. Change to AP/HP/BP
V11.0	Approved at P&E Sept 22 and pending FGB	July 2023	Update to reflect changes to guidance 2022, ref. child on child abuse, extra-familial harm, power to search, rewards trips, and uniform.
V10.6		July 2022	Peer on peer abuse, Centralised detention, change to uniform policy, use of tracker, rewards and sanctions.
V10.5	September 2020	February 2021	Review and rewrite to reflect reward, sanction, intervention and tracking
V10.4	October 2018	October 2019	Sections updated/ re-written
V10.3	October 2017	October 2018	Alteration to points system
V10.2	January 2017	January 2018	Addition of Senior Leader Role Update of Anti-Bullying section of the policy
V10.1	October 2016	October 2017	Alterations to the points system
V10.0	October 2015	October 2016	Total rewrite
V9.0	January 2015	October 2015	Sections re-written
V8.0	January 2014	January 2015	-
V7.0	February 2013	February 2014	-
V6.2	June 2012	January 2013	-
V6.1	January 2011	January 2012	-
V6.0	September 2010	January 2011	-
V5.0	May 2010	Autumn 2010	-
V4.1	March 2009	March 2010	-
V4.0	March 2008	March 2009	-
V3.0	February 2007	March 2008	-
V2.0	March 2005	March 2006	-
V1.0	March 2003	March 2004	-

### Vision Statement:

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the Gospel.

Head teacher

### National Policies and guidance/courses referred to and incorporated into SJCS Policy:

Document/Course Title:	Document/Course Date:
Behaviour and Discipline in schools Education Act 2002 Education and Inspections Act 2006	DfE January 2016 Section 175 Section 89/90/91
Crime and Disorder Act 1998	1998
The General Power to Discipline	"Discipline in Schools" Page 3 & 4
Use of reasonable force in schools	July 2013
Revised Behaviour in schools guidance and suspension and permanent exclusion	DfE July 2022
Searching, screening and confiscation	DfE Jan 2018

### Other SJCS Policies that relate to this Policy:

E-Safety Policy  
Whistleblowing Policy  
Safeguarding & Child Protection Policy  
Social Networking Policy  
Attendance Policy  
Anti-Bullying Policy

The staff team at St Joseph's is committed to a positive behaviour policy which reflects our Catholic Christian values of peace, truth, justice, tolerance, integrity, sacrifice, dignity, faithfulness, mutual respect, purity, mercy, gentleness, humility, service and compassion. We recognise the importance of engaging with young people and building positive relationships with them. We recognise the need for clear boundaries and a safe environment in which young people can develop and thrive so that staff can work safely and effectively for the good of pupils. We follow DfE guidance within 'Behaviour in Schools' by actively promoting a whole school approach to behaviour where staff consultation is consistent.

We are committed to the practice of encouraging pupils to develop good habits with regard to attendance, involvement in their learning, social interactions with other members of our community and positive behaviour in all areas of the school.

We ask staff to take an important lead in setting a good example and a positive role model through their behaviour, in their dress, their own time keeping and the use of appropriate language.

We are committed to the practice of acknowledging with enthusiasm the achievements of pupils. The recognition of good conduct, participation in events and opportunities which offer scope as models of good conduct, service to the community, the award of certificates and prizes for achievement in the curriculum and elsewhere provide opportunities for us to assist in the raising of pupils' sense of their own worth.

We will work promptly through our intervention phases with pupils if there is evidence of poor behaviour. We acknowledge the value of relationship but also boundaries and expectations of our pupils' conduct which flow from our INSET and 15-minute forums.

In the unlikely event that a pupil's behaviour becomes extreme and likely to cause harm or damage, and following a dynamic visual risk assessment, we may resort to physical intervention in accord with the Department for Education guidance regarding use of reasonable force in schools 2013. If necessary, we will refer a matter to the police and/or consider sanctions of the student.

## 1. The Governing Body's Statement of General Principles

The values of the governing body of St. Joseph's Catholic School are expressed in the school's Vision Statement. The general principles on issues of behaviour are derived from that statement and are as follows:

- St. Joseph's is a Christian learning community in which the dignity of each individual and their right to an education is the main concern.
- Emphasis will be placed on building relationships, encouraging, praising and rewarding good behaviour and attendance.
- The common good must be upheld and sanctions will be applied against individuals who threaten or undermine the good of the community and the welfare of its individuals.
- All sanctions will be applied fairly and consistently and will be based on and promote equal opportunities.

- The behaviour policy of the school will promote self-discipline and proper regard for authority among pupils.
- The policy will encourage good behaviour and respect for others and prevent any form of bullying or harassment.
- The policy will regulate pupils' behaviour by making clear what acceptable and unacceptable behaviour is.
- In addition to this policy, the school's Home-School Agreement will provide a moral and spiritual framework for acceptable behaviour.
- In line with the SEND Code of Practice 2015 the school reserves the right to make reasonable adjustments to the consequences and sanctions set out in this policy for children with SEN needs and for other contextual factors of which the school are aware.
- The Governing Body has published a policy on the Safeguarding of Children and Child Protection: <https://sjcs.org.uk/wp-content/uploads/2022/09/Safeguarding-and-CP-Policy-Sept-2022.pdf>

All policies associated with the school are underpinned and judged against this paramount responsibility.

## 2. Rewards & Achievement

We are committed to praising and celebrating achievement. Rewards take the following forms and are recorded electronically:

- Verbal praise from teachers.
- Rewards according to departmental policy.
- Achievement points and House Points.
- House/Department awards.
- Head teacher's awards(certificates) and termly badges awarded to a member of each year group.
- Awards and praise in weekly assembly.
- Awards and praise in termly school prize giving.
- Status of Head Student, Senior Prefect and Prefect.
- Membership of Pupil Parliament and other student leadership bodies
- Key stage 3 and 4 termly awards.

### Via weekly rewards online assembly

- Pupils will be named and praised for effort and achievement on the recommendation of their teachers.
- Pupils and staff will have positive contributions acknowledged and shared with the school community via our Happiest Minute of the Week.
- Pupils will have the opportunity to win online shopping vouchers or other prizes for maintaining zero Behaviour Points or 100% attendance via a live draw.
- Pupils will have the opportunity to win experiences donated by staff/others via a live draw and spin on our Wheel of Prizes.
- These assemblies will take place in the final 10 minutes of lessons on Fridays to aid ending the week positively and with focus for the week ahead.

## In Assemblies

- Pupils will be named and praised for effort and achievement on the recommendation of their teachers.
- Pupils will be named and praised for involvement with charitable groups e.g. Fairtrade & CAFOD.
- Pupils who have best exemplified the school value of the week/half-term based upon our 'Corridor of Values' are named, praised, and awarded a certificate and their names added to our 'Tree of Values'.
- Pupils with no behaviour points for a half term will also be entered into a raffle to celebrate their achievement.
- Prizes will be awarded for competitions.

## In Form Time

- Pupils be asked to record their Achievement Points, Behaviour Points and Attendance in their planners each week. (Parents are encouraged to check the planner for this information.)
- Tutors are encouraged to run competitions within Forms to promote positive conduct.

## Rewards Trip

We believe it is important to specifically recognise the efforts of our pupils who maintain outstanding attendance and behaviour. We run an end of year rewards trip for our pupils which is in addition to all our weekly and termly rewards and separate to any other enrichment activity that we offer in the school year. We believe the target for this reward should be aspirational but achievable.

Qualification for the End of Term Rewards trips is as follows:

- Attendance above 97% and less than 10 BPs for the year
- Attendance above 93% and 0 behaviour points.
- Pupils who have been suspended from school at any point in the school year will typically not be considered.
- Due consideration is given to possible extenuating circumstances; our Head of Year's (HoYs) will decide on possible borderline cases.

## Achievement Points

Achievements points can be given by any member of staff. We limit distribution to 1 per student, per teacher per day as a maximum. Achievement Points must include a comment from the teacher as we want them to hold value. They are only given for Academic reasons.

Reasons for achievement points being awarded could include:

- Achieving or exceeding a target grade.
- Excellent Homework.
- Excellent written work.
- Excellent demonstration.

- Showing resilience completing work.
- Excellent verbal contribution.
- Excellent extracurricular contribution.

## House Points

Staff can give as many House Points as they wish and need not complete a comment.

These are issued in line with our school values. Each one gained automatically contributes to the students House and the awarding of the House Point Cup. These will appear as a zero value on students and parents Gateway and Show My Homework apps as they will otherwise impact recognition of the number of Achievement Points. Students can receive daily updates of their House's position from their Form tutors and a running total will be announced weekly on our live celebration on a Friday.

## 3. Sanctions

We believe a behaviour policy works best with interventions which encourage positive behaviour before sanctions are applied. Where sanctions are required they should be applied with consistency in the light of the school's values and general principles and with a reasonable number of key guidelines. We believe that it is the certainty of a consequence that is effective, not necessarily the severity. We ask teachers to set sanctions using our centralised detention system and complete effective restoration with the pupil separate to this. We ask parents to support us when we have to administer sanctions.

The main sanctions used by the school are as follows:

- Verbal reprimand.
- 15-minute centralised lunch time Detention set – Behaviour points on SIMS.
  - Non-attendance will result in a 30-minute centralised detention.
  - Non-attendance will result in a whole of lunch detention with SLT.
  - Non-attendance will result in an afterschool detention being set with SLT.
- Daily centralised report issued to Form Tutor, HoY or Senior Leadership Team (SLT) to monitor behaviour.
- An appropriate written task, letter of apology, what happened and why activity.
- Internal exclusion.
- Suspension from school.
- Alternative provision.
- Referral to the Inclusion meeting for an alternative school.

In very extreme circumstances the school will consider permanent exclusion.

These sanctions will not necessarily be applied in this order.

We will look to hold a restorative meeting to reconcile victims and offenders where it is deemed appropriate in keeping with the ethos of the school, provided the perceived victim is in agreement.

It is important that all are aware of the consequences of their actions and clear about consistent application. In relation to classroom behaviour, the following is a guide which will be shared with and discussed with all staff and pupils:

## Monitoring and Tracking Behaviour via Intervention Phases

Accrual of behaviour points, sanctions, interventions, and incidents is monitored by Tutors, HoYs and SLT via a daily tracker that updates information from SIMS overnight. This will highlight where intervention stages, regarding parental contact or escalations in staff intervention, have been met and action needs to be taken. This is forwarded to Tutors and HoYs daily. Parents can monitor this via the Parent Portal or by arranging a phone, Teams or in person meeting with Tutors, HoYs or SLT.

HOYs monitor and review progress and support tutor interventions (as outlined below) and effectiveness.

HOYs report outcomes to SLT and discuss next steps as and when appropriate if escalation to HOY is required.

Communication with staff on Pastoral interventions is by weekly Pastoral bulletin highlighting key areas and individuals identified for close monitoring.

Reports to Governors are shared by Deputy Head and/or SL for Behaviour at termly Pastoral and Ethos Governors' Meetings, identifying trends, actions and impact of intervention.

### Intervention Phases

Phase	Possible interventions
<b>Phase 1</b>  Tutor with HoY support	<ul style="list-style-type: none"> <li>• 5 points – Tutor Parent/Carer email. Positive report.</li> <li>• 10 points – Tutor Parent/Carer call On Report to Tutor.</li> <li>• 15 points – Parent meeting.</li> <li>• Tutor contacts staff with specific advice tailored for individual.</li> <li>• Individual rewards system to focus on areas of concern.</li> <li>• Can use tutor mentors/prefects to help the student.</li> <li>• Coping strategies, fidget aids etc.</li> <li>• Pastoral Manager meeting.</li> <li>• School Well Being Officer meeting.</li> <li>• Academic / Pastoral concern form completed.</li> </ul>
<b>Phase 2</b>  Head of Year (HoY) with SLT support	<ul style="list-style-type: none"> <li>• Previous interventions are repeatable.</li> <li>• 20 points – HoY Parent/Carer phone call</li> <li>• 25 points – HoY Parent/Carer meeting.</li> <li>• Positive report.</li> <li>• HoY report – Break time, lunch time and end of day check in.</li> <li>• SENCo assistance.</li> <li>• Time out Card.</li> </ul>



	<ul style="list-style-type: none"> <li>• Selective removal from lesson hotspot.</li> <li>• Meeting staff members and HoY to resolve issues.</li> <li>• 1:1 meetings with student for mentoring support.</li> <li>• Internal Exclusion used strategically.</li> <li>• Advice sought from SLT link.</li> <li>• Move Tutor Group.</li> <li>• Referral to external agencies if required.</li> <li>• ELSA.</li> <li>• Referral to School nurse.</li> <li>• Referral to School Pastoral Support.</li> <li>• Possible referral to other external services, context dependent.</li> <li>• Where catch-up premium or other funding is available, this can be used to support development of the pupil.</li> </ul>
<p><b>Phase 3</b></p> <p>SLT with HoY support</p>	<ul style="list-style-type: none"> <li>• Previous interventions are repeatable.</li> <li>• 35 points – SLT Parent/Carer phone call.</li> <li>• 40 points – SLT Parent/Carer meeting.</li> <li>• SLT report – Break time, lunch time and end of day check in.</li> <li>• Unchanged and unchecked behaviour can have a detrimental effect on others and in instances where this is the case internal exclusions can be longer or at another setting.</li> <li>• Pupils reaching SLT intervention will remain on report to SLT for the remainder of a school term once they reach that threshold.</li> <li>• Team around the Child meetings with other educational professionals.</li> <li>• Internal exclusion for longer amount of time.</li> <li>• Internal exclusion at other setting.</li> <li>• STEPS provision at another setting for a period of 2 to 6 weeks.</li> <li>• Investigate the possibility of Alternative Provision or Managed Move.</li> </ul>

### Examples where behaviour points can be issued include:

- Antagonising another student
- Failure to follow instruction
- Damage
- Disrupting the learning of others
- Not equipped to learn
- Fighting (including 'play fighting')
- Personal Space encroachment
- Unsolicited physical contact
- Homework – monitored separately with additional sanctions
- Missed detention
- Use of Mobile Phone
- Late to lesson

- Late to school
- Theft
- Uniform or jewellery infringement
- Inappropriate comment/action to teacher
- Swearing at teacher
- Swearing at student
- Swearing undirected
- Truancy from School
- Truancy from Lesson
- Prohibited item(s)
- Racist Incident
- Cyber Bullying
- Prejudice bullying
- Discriminatory bullying
- Physical Abuse of a Peer
- Sexual Violence/harassment
- Youth produced sexual imagery

## 4. Pastoral Support

We are committed to the pastoral care of all in our community. Every pupil has the right to an education free from harassment and anxiety. Each pupil's first point of contact should be his or her form tutor – their 'GO TO' person or another trusted adult. When additional support is required, more members of staff will become involved and possibly outside agencies. The pastoral manager co-ordinates drop-in sessions (during breaks and lunch) and planned interventions provided by herself, our wellbeing officer, our peer mentoring scheme, ELSA, school nurse and other services in collaboration with our HoY and Senior Leader for behaviour who is also our Safeguarding Lead. This is overseen by the Pastoral Deputy Headteacher who sets the strategic intent of the team as outlined here and in the school improvement plan.

**The governors' statement of general principles and the Vision Statement place a great deal of emphasis on self-discipline and responsibility. Pastoral intervention should not be seen as a one-way process. Support from the school and outside agencies must be at least matched by a determined effort on the part of the pupil and their family to take responsibility for his or her actions and to behave in a way, which is acceptable to the community.**

We recognise that children who are abused, witness and/or experience the impact of abuse or violence, may find it difficult to develop a sense of self-worth. They may experience helplessness, humiliation and some sense of blame. The school may be the only stable, predictable and safe element in the lives of children at risk.

When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The school ethos, which promotes a positive, supportive, and secure environment.

- The School Behaviour Policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure the pupil knows some kinds of behaviour are unacceptable, but they are valued, and not to be blamed for any abuse which may have occurred.
- The learning environment, which gives pupils a sense of being valued.
- The content of the curriculum.
- Liaison with other agencies that support the pupil, such as Social and Health Care, Attendance and Engagement Service, Educational Psychology Service, CAMHS, etc.
- Ensuring that, when a pupil on the Child Protection Register leaves, his/her information is transferred to the new school immediately and that the pupil's social worker is informed.

## 5. Involvement of Parents

The Vision Statement acknowledges that parents are 'the first and foremost educators of their children' and the role of the school is to act *in loco parentis* (in the place of parents) to provide for the education of the whole child. This policy supports the DfE statement that 'Parents should be encouraged to know the school behaviour policy, take part in the life of the school, and that schools should build and maintain positive relationships with parents. The support of parents is vital to the work of the school. Parents have a central role in encouraging their children and in reinforcing the boundaries of acceptable behaviour. Contact with parents, through welfare calls and when concerns arise, is an important part of the pastoral support offered by the school. The school will seek to address any issues of concern as quickly as possible. Parents are welcome in school to discuss any issues regarding their children **by prior appointment**. We want parents and carers to appreciate that all staff have lesson, duty and meeting commitments and are rarely available without prior arrangements.

Meetings between parents and staff should be conducted in an amicable and positive manner. There has been a growing tendency in society generally towards confrontational and aggressive behaviour directed at teachers and services. Fortunately, this is still very rarely the case at St Joseph's. The school, however, does remind parents that if they become aggressive or confrontational, they will be issued with a verbal warning. If the behaviour continues, they will be asked to leave the premises. In the most extreme cases, the school may seek an injunction to ban them from the site. The parental code of conduct is available from school on request. In all cases, the school will seek to act in the best interests of its community.

## 6. Attendance

Regular attendance is vital for pupils to make progress and to get the most from their education. It is the responsibility of parents and guardians to make sure that their children attend school. It is the responsibility of the Local Authority (LA) to make sure that parents meet their responsibilities. Attendance enforcement will be carried out by the LA. Further guidance can be found in St Joseph's Attendance Policy.

## 7. Anti-Bullying Policy

**While bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour, or communications could be a criminal offence, for**

**example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.**

## Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, perceived differences, or perceived weakness.

Therefore, to provide clarity for pupils the school utilises the Several Times On Purpose (STOP) definition.

This policy sets out how St Joseph's Catholic school views bullying, what we will do to tackle it and how we will support students (and the parents/carers of students) who experience or display bullying behaviour.

## Principles

Behaviour is considered to be bullying if:

- A person/group of people habitually seeks to harm or intimidate those whom they perceive as vulnerable.
- A person is watching someone be bullied or encouraging another to be bullied.

We are committed to providing a caring, friendly and safe environment for all our pupils based on the values of the Gospel. Bullying of any kind is entirely contrary to the Gospel message of love of neighbour and is therefore completely unacceptable at our school. If bullying does occur, it will be addressed as quickly as possible. We are a 'telling' school. This means that anyone who knows that bullying is happening is expected to tell the staff. Pupils must not 'suffer in silence'.

## Bullying can be:

- Physical (pushing, kicking, hitting; spitting; theft of property; unwanted rough play or any use of violence)
- Verbal (name-calling, sarcasm, spreading rumours, teasing)
- Written (offensive text messages or e-mails; attempted written, video or picture abuse on a social networking site [this is to be considered as cyber bullying]; offensive messages in exercise books or diaries)
- Emotional (being unfriendly; excluding someone from social groups; tormenting e.g. hiding books, threatening gestures)
- Sexual (unwanted physical contact or sexually abusive comments)
- Racist (racial taunts, graffiti, or gestures)
  - Sexist (Discriminatory, prejudice, stereotypical, misogynistic)

- Homophobic (Discriminatory, prejudice, stereotypical)
- Transphobic
- Pupils making use of school networks in a way that does harm, harasses, offends or insult others.
- Attempting to extort (take) money or other belongings from someone.
- Encouraging others to bully or hurt someone.
- Continually ignoring someone.
- Knowingly watching or being aware of someone being bullied and not reporting it.

## Procedures

- A victim/witness discloses an incident of bullying.
- Interviews take place with HoY/SL at the earliest opportunity. These are confirmed via signed statements (with names, times, and places) are taken from victims, witnesses and alleged perpetrator/s. CCTV evidence may also be collected where available. Statements are recorded and filed.
- Parents of the victim(s) and alleged perpetrator(s) are contacted.
- HOYs/SLs investigate the available information.
- Perpetrators are reprimanded as appropriate by restorative meeting, warning, record on file, letter to parents, parental meeting, interview with Tutor/HoY/SLT. School sanctions and interventions may be applied
- Perpetrators' actions will be recorded in their central files and parents contacted.
- The school will complete an entry in the relevant log for:
- Bullying/Racism/Sexism/Homophobia/Transphobia.
- Pupils may be asked to participate in anti-bullying sessions to enable them to better understand the impact and severity of bullying.
- It is possible, and only with agreement of the victim, a 'restorative justice' meeting is held where both victim and bully are brought together in the presence of a member of staff. The aim of the meeting is to repair the relationship. Perpetrators must apologise and give commitment not to repeat the offence.
- Pupils who persistently offend will face consequence from the Senior Leaders for Behaviour and if no change, further action will be taken. If there is no change in behaviour following SL intervention – depending on the nature of the consequence – the next intervention of the behaviour policy will be implemented.

## How we support children

- We will let children know who will listen to and support them.
- We will offer students and parents the option to email any reports of suspected bullying to [stop@sjcs.org.uk](mailto:stop@sjcs.org.uk) if they feel unable to speak to someone in person.
- We encourage all our students to feel confident to talk to any adult about suspected bullying behaviour.
- Anyone who reports suspected bullying will be listened to and taken seriously.
- Full school participation in National Anti-bullying week. <https://anti-bullyingalliance.org.uk/>

- Anti-bullying policy is revisited at regular intervals throughout the year through form time, information posters, drop down days, assemblies, pastoral and curriculum. Student leaders are consulted and help to form the school's policy
- Strategies such as a GO TO person or having a trusted adult, welfare boxes to report concerns in the St Isidor Building and STOP bullying email exist to encourage victims to report bullying and to help them deal with bullying. Bullying cycles are explained through assemblies and form time. Students reporting bullying are praised, supported, and encouraged. Pupils experiencing bullying are encouraged to seek support from pastoral services, trusted adults and through the school's wellbeing mentor scheme.
- Those who display bullying behaviour will be supported and encouraged to develop better relationships. They may also be mentored by an older student as part of the wellbeing mentor scheme or given a structured programme of activities to follow.
- We will ensure that sanctions are proportionate and fair. Sensitivity is used to protect victims, and everyone is treated fairly.
- Instances of racial bullying are recorded and reported to appropriate external authorities and explicit work is undertaken with reference to the Equality Act and Hate Crime with individuals. <https://www.stophateuk.org/>
- When this occurs, it is recorded on the school's safeguarding spreadsheet overview.

## How we support parents/carers

- Parents or guardians will be advised on the school's anti-bullying policy and Practice.
- Any experience of bullying behaviour will be discussed with the child's parent/carer
- Information on coping with bullying will be made available including information from other agencies or support lines. <https://www.familylives.org.uk/>

## Preventing and tackling bullying DfE 2017

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. Typically, this will be bullying that occurs via social media, but may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. We will always advise parents/carers/staff members to inform the police alongside school if they believe that the incident constitutes criminal investigation.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## Mobile devices

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no requirement for parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

## 8. Equality

According to our Gospel Values, we believe that every person is a uniquely gifted individual made in the image and likeness of God. We are therefore committed to treating everyone in our community with the respect and dignity due to a child of God. Our aim is to eliminate discrimination and to promote equal opportunities and good relationships in all areas of school life.

The school has a Statement of Values on Race Equality which follows advice from the Catholic Education Service.

All staff in the school are responsible for;

- Dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping.
- Promoting equal opportunities and good relationships and avoiding discrimination against anyone for reasons of race, disability, sex (gender), sexual orientation, religion or belief, gender reassignment, gender recognition, pregnancy, and maternity.
- Keeping up to date with the law on discrimination and taking up training and learning opportunities.

As stated above, all reports of prejudicial behaviour will be logged, and any harassment or bullying will be followed up using the procedures outlined within the child on child abuse section of the school's Safeguarding Policy.

Parents and pupils should know that the school is committed to equality of opportunity for all pupils. The school will monitor the impact of the behaviour policy on different groups. The school will also monitor the academic progress of groups (e.g. boys/girls) and ensure that everything possible is done to ensure equal opportunity.

## 9. School Uniform

The school believes that a high standard of appearance and presentation enhances the dignity of the individual and raises self-esteem.

To that end, school uniform should be worn properly to and from school and throughout the school day. Coats and additional outer garments may be worn to and from school but not in the school building. Hoodies are not permitted and may be confiscated by staff. A school tie must be worn properly at all times (except in PE or with permission for reasons of health and safety). Shoes – not trainers – must be worn in the school building. Shirts must be tucked in.

The school policy on jewellery is clear. The only jewellery permitted is a watch or a single stud in each ear. Minimal make-up should be worn. Hair should be kept tidy and manageable. Extreme hairstyles (e.g. spikes, punk styles) are not permitted.

Our most basic expectation is that pupils arrive to school on time and dressed within our reasonable expectations. Exceptions are made where required for agreed periods of time following discussions between Parents/Carers and our HoYs, SLs and Pastoral Team.

Those who persistently break the school's rules on uniform and appearance may face sanctions including the possibility of Internal Exclusion, since by their actions they have removed themselves from the community and the ways in which it operates. In extreme cases suspension may be applied as this may be viewed as persistent disruptive behaviour. Pupils unable to adhere to uniform expectations due to damage, financial restrictions, etc are able to utilise uniform on a day-by-day basis from our HoYs and SLT.

Tutors will contact parents to set timeframes for replacements. In the meantime, pupils can borrow missing uniform, including shoes, from our Senior Leaders.

## School Uniform List

Note: Uniform and PE kit must display the school badge.

	Expectation	Available at
<b>Trousers</b>	Black or dark grey. Tailored. No jeans, leggings, corduroys, or casual trousers. May be supported by a dark, narrow, unbranded belt.	
<b>Skirts</b>	Black. Must be pleated. <u>No tube skirts</u> . Knee high. (Please see uniform guide for examples)	<a href="https://www.pbuniform-online.co.uk/stjosephs">https://www.pbuniform-online.co.uk/stjosephs</a>
<b>Shorts</b>	Black. Smart, tailored (no cargo or sports shorts).	
<b>Shirt</b>	Plain white. Full button and collar.	
<b>Blazer</b>	Blue blazer with school logo.	<a href="https://www.pbuniform-online.co.uk/stjosephs">https://www.pbuniform-online.co.uk/stjosephs</a>
<b>Tie</b>	House Tie – Red, Blue, Green or Yellow.	<a href="https://www.pbuniform-online.co.uk/stjosephs">https://www.pbuniform-online.co.uk/stjosephs</a>
<b>Socks/Tights</b>	Socks, short (ankle/trainer). Black, navy blue, or white. Or plain natural/black tights.	



<b>Shoes</b>	Black. Shoes must be <b>completely black</b> (including the soles) with no logos, laces, or trims of a different colour. No sports trainers. No foam soles. No visible “air bubbles”. Leather or canvas. (Please see uniform guide for examples)	
<b>General Appearance</b>	Tidy, natural look, minimal make up. No nail varnish. Students whose hairstyle is reasonably deemed offensive, of a non-natural colour, or in any other way disruptive to learning, will be asked to modify that hairstyle, and could be asked to remain in Inclusion until such time as the hair has grown back sufficiently, or the style has grown out.	
<b>Jewellery</b>	A watch and, if desired one band (charity) that can be removed for PE. All other jewellery must be removed when in school uniform. All jewellery must be removed for PE.	
<b>Piercings</b>	One earring per ear, which should be a stud for safety reasons, and be in the lower lobe. All piercings must be removed for PE. No facial or body piercings at all. (Please see uniform guide for examples)	

## School Uniform Guidelines

### Shoes

- No sports trainers
- No visible air bubbles
- No alternate colour branding
- Completely black
- Solid sole (no foam soles)
- Leather or canvas



## Skirts

- Knee-length
- Tube skirts are not permitted
- Skirts must have a pleat
- Do not have to be SJCS branded



## Piercings

- 1 stud in each ear lobe
- No hoop earrings
- No upper-ear piercings
- Piercings that cannot be removed must be taped / covered
- Please ensure all new piercings are done as early as possible in the summer holidays to allow time heal so they can be removed for the return to school in September.



## Compulsory PE Kit

	Expectation
<b>Top</b>	School polo shirt – house colour.
<b>Shorts</b>	Black sports shorts, plain with no distinctive branding (shorts must be loose fitting, mid-thigh, not tight-fitting lycra).
<b>Trousers / Leggings</b>	Black tracksuit bottoms or leggings, plain with no distinctive branding.
<b>Trainers</b>	Practical and suitable for sports performance.



## Additional PE Kit

We are partnering with Bateman's Sports to offer a selection of sports apparel displaying our school logo, including tracksuit bottoms, sweatshirts, and jackets. All items can be customised with the child's initials.

Bateman's clothes **can** be worn as PE kit, but this is **optional**. Please be aware that you are not expected to purchase this as part of your child's mandatory PE kit – we are offering these as an optional extra.

**Please note:** Orders may take up to 4 weeks to arrive, so if ordering for the start of a new term of academic year, please purchase well enough in advance.

Order here: <https://www.batemanssports.co.uk/schools-colleges/secondary-schools/student-s-uniform>



## PE Kit Guidelines



## 10a. Behaviour in Lessons

A high standard of behaviour in lessons is vital for the educational welfare of all pupils. Good behaviour in lessons is recognised in several ways, including Achievement Points, House Points, rewards, praise in awards assembly, Head teacher's awards, or awards at weekly rewards.

Disruptive behaviour is not acceptable. Consequences of poor behaviour in lessons are outlined to pupils. The school operates a Strike System to ensure that the learning of the majority is not disrupted by the small minority who may disrupt lessons.

Staff have been trained in applying the Strike System (Appendix B) fairly and consistently. Pupils are regularly reminded of the Strike System and why it exists. At the first signs of disruptive behaviour a verbal reprimand will be issued, and the pupil's name will be placed on the strike board. If the behaviour persists a second strike will be added, and the teacher may ask the pupil to leave the room for a couple of minutes. An attempted restorative meeting will take place at the door. Should the pupil continue to cause an issue the pupil will be parked in the department; a detention and a behaviour point will be issued. Full information on this incident will be available to parents/carers on the Student Portal.

A record is kept of the incident on SIMS. The pupil will then receive a centralised detention for the next day. They will be reminded of this by their tutor. Communication can also be made with home. If the pupil's behaviour in parking has been unacceptable or disrespectful then an additional sanction may be applied. For persistent disruption of lessons and frequent appearances in detention more severe sanctions will be applied. We believe alternative provision or referral to the Managed Move Panel or use of Short-Term Education at a Partner School (STEPS) is an appropriate response to persistent and malicious disruptive behaviour.

## 10b. Behaviour in exams

A high standard of behaviour is vital for all students sitting examinations. Disruptive behaviour is not acceptable in examinations. There are a strict set of guidelines from JCQ that must be followed. Consequences of disruptive behaviour is outlined to students in their examinations assembly. Disruptive behaviour may be detrimental the results of other students.

Invigilators will monitor behaviour in examinations and warn students of the possible consequences. If disruptive behaviour continues the Examinations Officer will be called to assist. If the Examinations Officer is not able to positively impact the student's behaviour a member of SLT will be contacted.

Whilst in an examination students must remain under staff supervision. The Examinations office will be equipped to hold any students at short notice for one-to-one supervision.

If a student is disrespectful to a member of staff, additional sanctions may be put in place. If a student cannot maintain a good standard of behaviour whilst in the examination room, alternative arrangements will be considered.

Electronic devices must not be on a student's person when they enter an examination room. This includes mobile phones, smart watches, MP4s etc. Students must not discuss any examination content on social media, this could result in malpractice.

Students should enter and leave the examination in silence, being mindful of those still working. Uniform must be upheld in examinations (ref section 9 of the behaviour policy).

*Failure to adhere to the guidance in this section above will result in appropriate sanctions being set by the school.*

## 11. Detention

Detention is one of the sanctions schools can use against poor behaviour. Schools have legal backing to detain pupils after the end of a school session on disciplinary grounds. The law on detentions and how to apply it is set out by the Department for Education as outlined here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

All schools have the legal authority to detain pupils without the consent of the parent. This covers both lunchtime and after school detentions. Detentions may only be imposed by a Headteacher, or another teacher specifically or generally authorised to do so. At SJCS the overseeing of sanctions is managed by our two Senior Leaders. For an afterschool detention, staff should take account of the pupil's age, any special educational needs, any religious requirements and whether the parent can reasonably arrange for their child to get home from school after the detention.

The school, out of courtesy, will aim to give at least 24-hour notice of a detention to the parent/guardian. This will allow enough time for parents to make reasonable arrangements for transport, if necessary. The notice will say that the pupil has been given a detention, why the detention was given and when, where and for how long the pupil will have to remain in school. It is not necessary for the school to obtain acknowledgement of delivery of the detention notice.

Parents/carers objecting to a detention should present the relevant facts for the school to take into consideration.

The head teacher, or other authorised teacher, may decide the child should have a detention despite the parent's representations. However, a parent who remains dissatisfied can complain to the Head Teacher and the governing body under the school's normal complaints procedure. There is no right of appeal. A governing body has no power to overturn a decision if they consider a complaint before the detention takes place.

At St Joseph's detentions fall into two main categories:

- Detentions during the day
- Detentions after school

Detentions during the day are administrated either via our centralised detention system at lunch time:

- by any teacher for poor behaviour that impacts learning
- via departments at break or lunch time for students that are not equipped to learn (PE kit, Tech Folders, ingredient etc.)

Centralised Detentions during the day will take place during lunchtime and will typically be run by SLT or Middle Leaders (HoYs or Heads of Department). Tutors inform pupils of these in AM registration.

Detentions incurred on account of a pupil not being equipped to learn will be run by subject teachers at break or lunch time.

Centralised after school detentions are usually incurred because of a pupil failing to attend 2 or more detentions in school. These are typically run by SLT.

After school detentions for incidents separate to behaviour for learning are also typically run by SLT.

## 12. Behaviour Between Lessons

Good order must be maintained by all pupils in between lessons, at break time and at lunchtime. Pupils must always walk and not run in the corridors. Pushing and barging is dangerous and is unacceptable. Movement around the school should be calm. Students and staff should stay to the left-hand side in shared corridors and on two-way paths and staircases. Shouting or excessive noise is not acceptable. Chewing gum should not be brought to school. All pupils should put litter in the bins provided.

Courtesy and consideration should be shown towards members of staff and visitors at all times e.g. doors held open, no pushing. For persistent anti-social or dangerous behaviour around the school sanctions will be applied and to ensure respite for the community.

## 13. Use of Mobile Phones and MP3 Players or Other Musical or Recording Equipment

Many parents allow their children to carry mobile phones for reasons of personal security. The school sympathises with this and will allow pupils to bring mobile phones to school. However, during the school day the use of mobile phones is a distraction and can be disruptive. **All mobile phones must therefore be switched off and not used in the school building nor premises between 8.55am and 3.35 pm.** Any pupil who uses a mobile phone during these hours will have the phone confiscated, to be returned at the end of the school day. If pupils continue to break this rule, they will face a consequence which could include SLT/HoYs taking possession of the phone during the course of the school day. We encourage parents to be supportive of this and to avoid contacting their students on their devices during the school day. If parents need to contact pupils in emergency this should be done via a call to Reception.

Please note that mobile phones **cannot** be taken into public examinations. There have been recent cases in other schools of pupils being disqualified from examinations having received innocent phone messages. At

the beginning of public examinations all mobile phones will be collected, stored safely, and returned to pupils at the end of the examination.

If a phone (or other device) is used for unauthorised taking of pictures, pupils may be liable to legal proceedings in addition to the school's disciplinary procedures. In accordance with DfE guidance, the school does have the authority to take and check devices for images. Taking someone's picture without consent in a school premises is an invasion of privacy. Copyright law also applies, and individuals may not take pictures of copyright materials. Any picture that contains a person entitles them to determine when and how that image is used. In the case of camera phones this means that pupils cannot store, transmit nor publish pictures of any pupils or teacher without their proper consent.

Speakers and all types of headphones are also potentially disruptive. Under no circumstances must a pupil listen to them during lessons. In the event a pupil disregards this advice, the item(s) will be confiscated and returned at the end of the school day. We encourage parents to support this by limiting the number of headphones and similar devices that are brought into school. In addition, any devices or equipment bought onto the school site are done so entirely at the risk of the owner. The school takes no responsibility for their security. This includes the school changing rooms.

## 14. Theft and Damage to School Property

Theft and damage to school property are offences against the community and will not be tolerated. The theft of another pupil's property or of school property is a serious offence. When a theft is reported an immediate investigation will be launched and statements taken from all those affected. If the identity of the person(s) responsible can be established beyond reasonable doubt, then a sanction will be applied. The victim of the theft is fully entitled to pursue further enquiry from the Police if they so choose. Persistent theft is likely to result in rapid escalation through our interventions.

Respect for the fabric of the school is a key element of the Home-School Agreement. The dignity of the individual is enhanced by their environment. Great emphasis is placed on the care of the school. Deliberate vandalism, including graffiti, is completely unacceptable. If it has been established beyond reasonable doubt that a pupil has acted in such a way, they will be expected to pay for any damage they have caused. Furthermore, sanctions will be applied, The severity of which will depend on the seriousness and extent of the damage.

## 15. Behaviour to and From School

Pupils on their way to and from school represent and project the school to the local community; thus, they should behave according to the values of the school. Bringing the school's name into disrepute will not be tolerated and if pupils do not behave according to the school's value, sanctions will be applied in accordance with the guidelines outlined in Section 3 (Sanctions). Pupils outside of school who are on school business e.g. sports fixtures, school trips, work or college placements, are subject to the school's behaviour policy. Behaviour of pupils should be of the highest standards, particularly near school and on school or public buses. Abusive or bullying behaviour will be dealt with according to the guidelines outlined in this policy.



## 15. Social Media

Access to social media sites is NOT permitted in school. We will take action (such as reporting underage profiles) if a problem comes to our attention from any social media site that involves the safety or well-being of any of our pupils. We will also inform the parents/carers if your child has been involved in activities which, we feel, puts any pupils at risk. We will act on any reports of bullying or harassment of our pupils and conduct investigations into these which will include accessing our pupils' phones. This is not restrictive to incidents out of school. We will apply sanctions and interventions for incidents of bullying and/or harassment on mobile devices. We will pass on any serious concerns to the appropriate authorities. We encourage all parents/carers to be supportive of this policy and to take an active role in the monitoring of their children's devices.

- <https://sjcs.org.uk/esafety-guidance/>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

## 16. Foul and Abusive Language or Gestures

Society in general has seen an increase in the use of foul and abusive language. In some sections of the media such language is accepted as the norm. It is absolutely unacceptable in this school. A particularly serious offence is foul and abusive language (swearing), or abusive or obscene gestures **directed at** a member of staff. After such incident, statements will be taken by all affected and then a decision made. When it is beyond reasonable doubt that a member of staff has been abused in this way, a sanction will be applied. This kind of behaviour undermines the dignity of the individual and has an upsetting and negative impact on those who witness such outbursts. If this kind of unacceptable behaviour is repeated, then a strong level of sanction will be considered.

Also unacceptable is foul and abusive language or abusive or obscene gestures in conversation with a member of staff. This kind of behaviour is also demeaning and will be met with severe sanctions. Rudeness and defiance towards members of staff is also completely unacceptable. If such behaviour is repeated after warnings have been issued, then sanctions will be applied, since the individual is not acting in a way which is acceptable to the community. In all cases a restorative justice session will take place to reconcile victims and offenders as in keeping with the ethos of the school.

## 17. Violent Conduct

One of the gravest offences against the values of the school is serious actual or threatened violence, including sexual violence, against another pupil or a member of staff. When an event of this kind is reported to staff an immediate and thorough investigation will be launched – in line with, but not confined to, the child-on-child abuse section of the Safeguarding Policy. All those involved will be invited to have their say, both verbally and in writing. The school's Incident Statement Form will be used; it invites all concerned to write down in their own words what they saw and what they did and explain how they felt at the time and how they feel now. In this way the impact of any violent behaviour on the common good as well as on individuals will be judged.

Where it has been established that serious actual violence (to include pushing, barging, kicking, punching, slapping, or any other form of violence) has been used on a member of staff, the school will have to consider STEPS, Managed Move, alternative provision or permanent exclusion. The Head teacher will take time to gather evidence before making a decision.

Violence between pupils will be investigated thoroughly. In cases of serious actual or threatened violence, particularly when the violence is unprovoked and sustained significant sanctions will be considered.

Where the violence is limited, or is reciprocal, or is clearly a response to provocation, the sanction will be reflected.

When a pupil is judged to be a significant risk to the health and safety of other pupils, for example by bringing a weapon into school or selling or distributing illegal drugs, significant sanctions will be considered an appropriate response. In all cases a restorative justice session will take place to reconcile victims and offenders as in keeping with the ethos of the school.

In line with the SEND Code of Practice 2015 the school reserves the right to make reasonable adjustments to the consequences and sanctions set out in this policy for children with SEN needs and for other contextual factors of which the school are aware.

## 18. Use of Force to Control or Restrain Pupils

The school policy reflects the guidance for schools in England on the use of force to control or positively handle pupils. Such instances are exceptionally rare but for clarity, procedures if ever necessary are detailed here:

“A member of staff of a Government school may take any reasonable action that is immediately required to restrain a student of the school from acts or behaviour that is dangerous to the member of staff, the student, or any other person.” As recommended by Wiltshire LA, St Joseph’s has two trained and qualified TEAM TEACH staff members.

There are, furthermore, a wide variety of situations in which force might be appropriate, or necessary, to control or restrain a pupil as outlined in the guidance referenced earlier in this policy.

Examples are:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is causing, or at risk of causing, injury or damage by accident, rough play, or the misuse of dangerous materials or objects
- A pupil is engaged in, or is on the verge of committing deliberate damage, vandalism or arson to property.
- A pupil absconds from a class or tries to leave school (this will only apply if a pupil could be put at risk if not kept in the classroom or at school).

Before intervening physically, the member of staff should, wherever possible, conduct a dynamic risk assessment, tell the pupil who is misbehaving to stop and what will happen if he/she does not. The teacher should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical intervention will stop as soon as it ceases to be necessary.

## Reasonable force

The degree of force that may be reasonably used will be determined by the circumstances of the situation. Staff will be mindful at all times of the minimum level of restraint needed for the situation. Staff must be sensitive to those students for whom physical contact is unwelcome.

Detailed and up-to-date records will be kept by the school of any incidents where force is used. Parents will be informed of any such incident. The record will include the name of the pupil, when and where the incident took place, why the use of force was necessary, steps taken to diffuse the situation and resolve it without force, the pupil's response, the outcome of the incident, a description of any injuries suffered by the pupil or others and any property damaged during the incident.

The governors will ensure that there is a procedure in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the parents as soon as is practical after the incident. The governors will take all reasonable steps to ensure that staff follow the procedure.

## 19. False Allegations Against School Staff

If any pupil is found to have made a false and or malicious allegation against a member of staff, this is likely to result in a meeting between the Head teacher and Governors where a decision will be made as to the disciplinary action required.

## 20. Illegal or Harmful Substances or Offensive Weapons

The school has a **zero-tolerance** attitude to illegal or harmful substances being brought into school, being taken or consumed in or on the way to or from school or being sold or distributed in or on the way to or from school by pupils. This conforms to the Drugs Policy.

Harmful substances include alcohol, tobacco and e-cigarettes and the misuse of substances which may be purchased legally e.g. volatile substances which give off a gas or vapour which can be inhaled and so-called legal highs. Under no circumstances should smoking, drug or alcohol related paraphernalia be brought into school. The possession of such objects is a serious offence, and the school will respond with a severe sanction which is likely to be Internal Exclusion or exclusion, depending on the gravity of the offence and the level of intent. Pupils may from time to time be issued with prescription drugs by their GP. No such drugs should be brought into school without the school's knowledge and approval. Bringing harmful substances into school and/or taking or consuming them in or on the way to or from school is a serious breach of the school's behaviour policy. Pupils can expect a sanction of exclusion to be applied in such cases. This may lead to alternative provision or permanent exclusion.

Under no circumstances should illegal drugs be brought into school. Pupils who are found to be selling or distributing illegal drugs in school or on the way to or from school will face the possibility of a Managed Move or Alternative Provision. Pupils who are found to be taking illegal drugs in or on the way to or from school will face of a Managed Move or Alternative Provision. In all breaches of the school's policy on drugs or harmful substances, a full investigation will take place, and all concerned will have the opportunity to have their say. Before any decision is taken, all the evidence will be looked at carefully and the age, educational needs and school record of the pupil will be considered. If the school is concerned that a pupil may be addicted to a substance, we will contact outside agencies which may be able to offer counselling or advice. Drugs awareness is included in programmes of study. Staff may lawfully take possession of an illegal substance or confiscate a harmful substance. Illegal substances will be handed over to the police.

## Confiscation

Any prohibited items found in pupils' possession will be confiscated. These include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Matches, lighters and other smoking paraphernalia
- Vapes, oils and other vaping paraphernalia
- 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 pupil). These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items can be returned to parents or carers after discussion with senior leaders and parents, if appropriate and if the parent or carer requests it. They will not be returned to pupils.

Searching and screening pupils is conducted in line with the DfE's latest guidance (Searching, Screening and Confiscation, January 2018).

This allows for searches to be carried out if it is necessary to protect others, or to prevent disorder or crime. A search of bags or lockers for illegal drugs, offensive weapons or other paraphernalia may therefore be carried out without permission.

Pupils will be asked for consent to perform a search of outer clothing (the layer of clothing above the skin) and of bag, coat and locker.

Pupils themselves can be searched without their consent if there is reasonable grounds to believe that a pupil is in possession of any of the items listed in confiscation.

Staff have the power to ask any pupil to be screened (via a metal detector wand) even if they do not suspect them of having a weapon and without consent.

Searches will be undertaken in the presence of two staff members. The person conducting the search will be of the same sex as the pupil. The only exception to this is if a member of SLT believe there is a risk of harm being caused to a person if the search is not conducted immediately.

Searches will be conducted in SL/Deputy Head/Headteacher/Pastoral Manager offices only.

All staff conducting searches are trained and briefed in how to conduct a search.

Staff will advise pupils who want to disclose information about illegal drugs in confidence that they cannot guarantee confidentiality and will inform the DSL immediately where there are concerns surrounding drug or substance use/misuse. This is especially important given the recent development of County Lines and the contextualised approaches to safeguarding that are taken at our school and across the Local Authority to support children and their families and the partnership working with other agencies, including the police. Police may be informed where there is reason to believe a law has been broken.

Pupils must also be aware that it is unacceptable to bring to school any offensive weapons or objects which may cause harm e.g. knives, lighters, catapults, ball-bearing guns, air pistols, laser pens, fireworks or any object considered likely to cause damage or disruption. The possession of such objects is a serious offence, and the school will respond with a severe sanction, depending on the gravity of the offence and the level of intent.

## 21. Use of Internal Exclusion

Internal Exclusion is a sanction which the school may apply instead of Suspension from school. Internal Exclusion will be applied constructively and is not intended to demean or embarrass the pupil concerned. Internal Exclusion will be applied for the reasons outlined in this policy, including persistent rudeness and defiance or for breaches in the school policy on uniform.

The pupil will be issued with work and may be asked to join another class under the supervision of: Pastoral Support/Teacher/Cover Supervisor/Head of Department or SLT. The reasons for the Internal Exclusion will be discussed with the pupil and a way forward planned. Parents will be informed when a pupil is placed in Internal Exclusion and the reasons for the sanction. Internal Exclusion where appropriate, could also involve counselling and mentoring to help reform challenging behaviours.

## 22. Use of Suspensions

On the matter of suspensions, the school will follow guidance issued by the Department for Education. **Suspending any pupil from school is a serious step and is not taken lightly.** suspensions will be applied in response to the behaviours outlined above. A decision to exclude a pupil will only be taken:

- In response to serious breaches of the school's discipline policy

- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- After a suspension the school can extend the period up to a total of 15 days to provide time to set up alternative provision for a pupil.

The school will consider setting up alternative provision as an appropriate response. A decision to refer a pupil to the Managed Move Panel is a serious one. It will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and should normally be used as a last resort. The school recognises that it has responsibilities relating to the continuing education of a pupil referred to the Managed Move Panel.

There will however be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to refer to the Managed Move Panel or arrange alternative provision for a pupil for a first or 'one off' offence. These might include:

- Serious actual violence against another pupil or a member of staff
- Sexual abuse or assault
- Possession of or supplying an illegal drug
- Carrying an offensive weapon.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The Secretary of State would not expect the governors or an independent appeal panel to reinstate the pupil. Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head teacher should:

- Ensure that an appropriate investigation has been carried out
- Consider all the evidence available to support the allegations, taking account of the school's behaviour policy
- Allow the pupil to give his or her version of events
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- If necessary, consult others, but not anyone who may later have a role in reviewing the Head teacher's decision, for example a member of the governors' discipline committee.

If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done, the head teacher may exclude the pupil.

Where appropriate an alternative to exclusions will be considered. Alternatives include the use of Internal Exclusion, in line with the school's behaviour policy. The school may consider arranging alternative provision. Other alternatives are STEPS or a managed move to another school – this is appropriate when a school feels it can no longer manage the behaviour of a particular pupil. This should only be done with the full knowledge and co-operation of all parties involved, including the parents and the LA.

Exclusions should not be used for minor incidents, poor academic performance, lateness or truancy, pregnancy, breaches of school uniform or rules on appearance (including jewellery and hairstyle), **except where these are persistent and in open defiance of such rules.**

Suspensions will be applied for the following purposes:

- For breaches of the school's behaviour policy
- To provide respite for the community from disruptive or abusive behaviour
- To allow time for reflection
- To allow time where necessary to contact other agencies and plan the way forward
- To deter others from similar behaviour.

The school will insist that the parents attend a formal reintegration meeting following the expiry of a suspension. If parents fail to attend the reintegration meeting, pupils will work in Internal Exclusion until this meeting has taken place. At this meeting the reasons for the suspension will be reiterated and a way forward planned, including where appropriate the drawing up of strategies to avoid a recurrence of the behaviour and working towards reconciliation where others have been abused or victimised by the behaviour. Other than in the most exceptional circumstances, schools should avoid referring pupils with statements to the Managed Move Panel. Schools should try every practicable means to maintain the pupil in school, including seeking LA and other professional advice and support.

Parents will be informed about any Suspensions. Parents will be contacted by telephone on the day of Suspension and a letter or email will be sent home that evening, with all the relevant details including the parent's right to make representations about the suspension.

## 23. Data Protection

### Disclosing pupils' educational records

Copies of pupil reports now form part of the pupil's educational record. Under the Data Protection Act 2018 all pupils are entitled to have their educational records disclosed to them within 15 school days of making a written request. A fee may be charged to pupils who request hard copies of educational records. Where a young pupil seeks access to his or her records the school should establish whether the pupil understands the nature of the request. If the school forms the view that the pupil does not know or understand owing to youth or immaturity, then the request to supply data to the pupil need not be complied with.

Under the Education (Pupil Information) (England) 2005 Regulations parents are entitled to have their child's educational records disclosed to them, free of charge, within 15 school days of making a written request.

*N.B.: The educational record **includes**: Records of the pupil's academic achievements, Correspondence concerning the pupil from teachers, local authority (LA) employees and educational psychologists engaged by the governing board and Information from the pupil and their parent(s). **It does not include** information about the pupil: that a teacher keeps solely for their own use OR is provided by the parent of another child.*

A parent, who requests it in writing, should be supplied with a copy of their child's educational record within 15 days of making a written request, free of charge or at no greater cost than that of supplying it.

## Material exempt from disclosure

Under the Data Protection Act 2018 certain information is exempt from disclosure.

- Material whose disclosure would be likely to cause serious harm to the physical or mental health or emotional condition of the pupil or someone else
- Material consisting of information as to whether the child is or has been subjected to or may be at risk of suspected child abuse
- References supplied to potential employers of the pupil, any national body concerned with student admissions, another school, an institution of further or higher education, or any other place of education and training
- Information which may form part of a court report.

Regulations made under the Data Protection Act 2018 allow for this information to be transferred to another educational establishment. They also allow, in some cases, for a record about a pupil from a third party, such as a letter from a parent or another pupil or a local shopkeeper, to be disclosed. Disclosure is permissible if the record does not allow for identification of the third party. If the record does allow the third party to be identified, it may still be disclosed if the third party gives consent or, in the circumstances, it is reasonable to allow disclosure without seeking that consent.

## 24. Complaints Procedure

(Please refer to the School Complaints Procedures Policy)

When a parent has a complaint about any aspect of the Behaviour Policy or its operation, they should in the first instance register an informal complaint with the relevant member of staff e.g. Tutor, Subject Leader, HoY, Pastoral Manager or Senior Leader. Most complaints are resolved at this stage after discussion.

If a parent is not satisfied, then a formal written complaint should be submitted to the Head teacher. The Head teacher will act on the complaint, consult with all those involved and attempt to resolve the situation by mutual consent.

If a parent is still not satisfied with the outcome, then a formal written complaint should be submitted to the Chair of Governors c/o the school and it will be passed on immediately.

If at this stage the parent is not satisfied, then they may wish to take their complaint to a relevant outside agency or authority. This is seldom necessary since most complaints are resolved early on through open and honest dialogue and a willingness on the part of parents and staff to work in the best interests of the pupils.



## 25. Consultation and Review

The policy will be reviewed annually. In school, pupils will be engaged in discussion about the policy and its values. The views of parents, staff and governors regarding the content or operation of this policy should be submitted to the Head teacher.

At assemblies, prayers, and in tutor time, the policy and its implications will be discussed with pupils. They will be reminded about the boundaries for acceptable and unacceptable behaviour and the importance of having a proper regard for authority. They will have an opportunity to express their views in discussion with tutors, through questionnaires, interviews and through the school council.

The school will remind pupils that their needs as an individual will always be balanced against the common good and the welfare of the pupils or others in the school.

## 26. Contact Details

Mrs R Ridley  
Head teacher  
St Joseph's Catholic School  
Church Road  
Laverstock  
Salisbury SP1 1QY  
Telephone: 01722 335380

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## Appendix A: Reasons for Suspension from School – Wiltshire Local Authority

### Suspension Reasons

Pupil Exclusion Reason	Possible examples
Physical assault against a pupil	fighting, obstruction and jostling, violent behaviour, wounding
Physical assault against an adult	obstruction and jostling, violent behaviour, wounding
Verbal abuse / threatening behaviour against a pupil	aggressive behaviour, swearing, threatened violence, verbal intimidation
Verbal abuse / threatening behaviour against an adult	aggressive behaviour, swearing, threatened violence, verbal intimidation
Use or threat of use of an offensive weapon or prohibited item	carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon
Bullying	verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
Racist abuse	derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics
Abuse against sexual orientation and gender identity (for example, LGBT+)	derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics
Abuse relating to disability	derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment
Sexual misconduct	lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment
Drug and alcohol related	alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse

Damage to property	damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism
Theft	selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property
Persistent or general disruptive behaviour	challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely
Inappropriate use of social media or online technology	sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media
Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.

See the [suspensions and permanent exclusions](#) data item for full details.

# Appendix B – Behavioural Flow Chart

