



St Peter's  
Catholic School



*Faith is our Foundation*

# *Behaviour and Discipline Policy*

## Details

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Written by: M Murphy / A Williams  
Approved by: J Loughran  
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## **INTRODUCTION**

### **The School Ethos**

*"At St Peter's Catholic School, we believe that Faith is our Foundation and we live out our mission through the virtues and values of the Catholic Pupil Profile."* This mission statement and the teachings of Christ and our Gospel values underpin the behaviour of all members of the St Peter's Community. Constructive behaviour, happy self-discipline, positive consideration and respect for others are central themes within Christian Living. The aim of this policy is to encourage self-disciplined individuals who live out their lives to a high standard in school, at home, in the local community and in the wider world. The values of the Catholic Pupil Profile are used to foster the aims of the policy throughout the school.

### **The Catholic Pupil Profile**

The following values are denoted in the Catholic Pupil Profile and these values are presented, taught, celebrated and displayed as part of the school's distinctly Catholic Ethos and are an essential part of the Behaviour and Discipline policy.

- Generous and Grateful
- Attentive and Discerning
- Faith-filled and Hopeful
- Intentional and Prophetic
- Compassionate and Loving
- Learned and Wise
- Curious and Active
- Eloquent and Truthful

### **Aims**

The school aims to:

- Create an environment where all members of the community, staff and pupils alike are happy and enjoy coming to school.
- Ensure that equality and fairness are prevalent in all decisions and policies pertaining to discipline and behaviour.
- Maintain the highest standards of behaviour are expected at all times.
- Teach all pupils in the care of St Peter's to behave in a respectful, mature and courteous way which befits the Catholic ethos of the school.

All members of the school community should expect:

- To be treated with care and respect
- To be protected from discrimination, bullying and intimidating behaviour.
- To be treated fairly.
- To have a fresh start.
- To be told the truth and be listened to.
- To learn, teach, work and play in peace, free from distracting or disrupting behaviour.

## **ROLES AND RESPONSIBILITIES**

Every member of the school community is responsible for maintaining high standards of behaviour through example and conduct at all times. Behaviour of all should be intentional, in the way they live and use the resources of the earth, guided by conscience; and prophetic, in the example they set to others.

### **The Governing Board**

The Governing Board is responsible for monitoring this Behaviour and Discipline Policy's effectiveness and holding the Headteacher to account for its implementation. The overall responsibility for monitoring this policy is carried out by the Governors' Pupil Support Committee, which meets at least once per term and considers all aspects of pastoral care, discipline and behaviour.

### **Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the Pupil Support Committee (Governing Board).
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The overall decision making with regard to sanctions for pupil behaviour including suspensions and permanent exclusions.

### **Parents and Carers**

Parents are expected to:

- Support their child in adhering to the expectations of pupil behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the school (form tutor or Lead Tutor as appropriate) promptly.

### **Pupils – expectations of behaviour**

Every pupil at St Peter's has a responsibility to treat each other fairly and give everybody an opportunity to learn, enjoy school and achieve. Consideration to others, tolerance of individual differences and thinking before acting, should be a priority for all pupils. Pupils are required to be attentive to the rules and expectations and discerning in the choices they make at all times, in school and outside of school as a valued member of the school community. They have a responsibility to try their best at all times, be learned and wise in their studies, tell the truth when asked and trust in the justice of the school. Being loving and compassionate to all, pupils may need to forgive others at times and be truthful in reporting any behaviour which does not benefit the ethos and expectations of the school. Be correctly dressed and equipped (See School Uniform Policy).

### **Behaviour in the Classroom**

The following rules, developed with pupils and staff should be consistently applied:

- Be punctual and ready to learn
- Be correctly dressed and equipped
- Listen carefully and follow instructions
- Do your work and let others do theirs
- Treat each other well; no bullying
- Do your best

### **Behaviour Around School**

The following rules apply to all members of the community and should be followed at any time and in any place:

- Follow instructions from any member of staff
- Walk quietly around the school building
- Be at the right place, on time
- Put litter in the bins, look after property – no graffiti
- Call people by their preferred name
- Develop a Christian community through respect for others

### **Behaviour Outside of School**

The following rules apply to all members of the community while they are on roll at St Peter's:

- Treat everyone with respect and dignity.
- Help those in need by being a good citizen and role model in the community.
- Show good manners to all members of the community.
- On school days, wear the school uniform with pride.
- Respect property and the environment – place litter in bins.
- Report any wrongdoing.

### **Staff**

Are responsible for:

- Implementing the behaviour policy consistently within the classroom and contributing to the promotion of positive behaviour throughout the school.
- Modelling positive behaviour, attitude, conduct, dress and values, that we wish to instil in our pupils.
- Providing a personalised approach to the specific behavioural needs of all pupils.
- Recording and reporting behaviour incidents to the appropriate person(s).

The Leadership Team will support staff in responding to behavioural incidents.

See specific staff responsibilities in Appendix A.

## **Rewards, Support and Sanctions**

Positive behaviour should be rewarded, where possible and sanctions applied, when necessary.

Positive behaviour will be rewarded with:

- Verbal praise
- Written praise
- Blue cards
- Contact home via phone call, letter or praise postcard
- Special responsibilities/privileges

Support rather than sanction should be the first consideration when intervening. The school has several programmes and opportunities for supporting behaviour management. These include:

- Regular Pastoral Meetings designed to be pre-emptive of problems and intervene with support early.
- Contact with parents and carers at the earliest stage.
- Yellow Praise Reports to highlight positives.
- Pupil Support: Learning Mentor/Pastoral Support Assistant.
- Anger Management, Coaching, Counselling, Peer Mediation
- SEMH teams – 1:1 work regarding behaviour, motivation, mental health, anxiety etc.

- EWO – Family and 1:1 work regarding attendance, punctuality and welfare
- Shine Youth 1: 1 work regarding bereavement and loss.
- SIAS 1:1 work regarding substance misuse.
- Learning Support Department including the SENDCo and strong team of LSAs
- The School Nurse 1:1 work regarding health issues.
- Pastoral Programme including: Tutor Time activities, PSHE lessons, outside theatre groups and presentations.
- External agencies such as YOS 1:1 or group work regarding behaviour outside of school
- Peer Mentoring 1:1 work with an older pupil.
- CIN or CP where a multi-agency approach is required.
- Personalised Timetables.
- Part-time timetables agreed by the Headteacher and where the local authority are informed as a short-term measure.
- Alternative provision, work experience to provide motivation.
- Managed Move.
- Governors Panel support meetings.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- A formal warning/yellow card
- Removal from the classroom
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report'

We may use the St Francis Room in response to serious or persistent breaches of this policy. Pupils may be sent to the St Francis Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention will be sanctioned as appropriate, see appendix B.

See Appendix C for further detail.

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

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. They will always be reported to a Designated Safeguarding Lead (DSL) and parents involved, where appropriate.

Pupils 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

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

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- Responding to a report, DSL to be informed
- 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, found on [our website](#).

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school

Sanctions may also be applied where a pupil 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 pupil 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 pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Malicious allegations**

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil 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 pupil 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 pupils accused of misconduct.

Please refer to our child protection and safeguarding policies for more information on responding to allegations of abuse against staff or other pupils.

## **Specific Rules and Procedures**

### **Mobile Phones and Electronic Devices**

St Peter's has a simple and clear policy regarding mobile phones and electronic devices including smart watches. They are not allowed to be seen, heard or used anywhere on the school site at any time during the day. It is expected that any devices are switched off and are placed in a bag or inside pocket of the blazer. Should a member of staff see a mobile phone or electronic device, regardless of whether it is being used or not, they will immediately confiscate it, hand it into the main office where it would be locked away once

clearly labelled. An electronic log records all confiscations. If the confiscation is the first occasion during the half term, the device will be returned to the pupil from the main office at the end of the school day. If it is the second occasion or more, a parent or appropriate adult will be required to collect and sign for the phone. If a pupil is regularly having their phone confiscated, a parent will need to attend a meeting with senior staff in school. Sixth Form pupils may use their phone with headphones where appropriate during supervised study sessions and in the Common Room.

Pupils must follow the school rules related to the use of ICT, as per the ICT policy. Typing, sending or showing anything to upset another pupil is unacceptable and is treated the same as if it was done face to face. Full details are contained in the school's Anti-Bullying Policy.

### **Confiscation**

The aim pursued in confiscating property is maintaining an environment conducive to learning, and one which safeguards the rights of other pupils to be educated. Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. In most cases, confiscation is a sufficient sanction, and return of the item at the end of the lesson, school session or school day is adequate time to reinforce the school rule. There may be some instances when the school chooses not to return an item to the pupil. St Peter's will always act lawfully under the following legislation

- Section 94 of the Education and Inspections Act 2006
- Section 550ZA(3) of the Education Act 1996

The following items should not be brought into school:

- Energy or fizzy drinks.
- An excessive amount of sweets, crisps or chocolates.
- Laser pens.

In addition, the following prohibited items must not be brought into school:

- Electronic cigarettes or Shisha pens (Vapes).
- Cigarettes, lighters, matches or any other tobacco product.
- Any alcohol or any drugs. (Prescribed medication must be recorded via the main office as part of a medical plan)
- Knives, weapons or items that could cause harm.
- Stolen items.
- Fireworks.
- Pornographic images.

Any pupil found with any of the above items on their person, will immediately have them confiscated. They will only be returned at parental request in most circumstances and may result in further school sanctions. Dangerous items, such as weapons or knives, as well as, illegal substances will always be handed over to the police.

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 property of any person, will also be confiscated.

### **Searching Pupils**

The Violent Crime Reduction Act 2006 and the Education Act 2011 makes it lawful for the Headteacher and any authorised member of the school staff to search pupils for knives or any other weapons, if they have reasonable grounds for believing that the pupil may be in possession of a weapon. As per the advice given to schools by the Department for Education in February 2014, the school is permitted to search for;

- Knives or weapons, alcohol, illegal drugs and stolen items; and

- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The person carrying out the search must be the same sex as the pupil and the search must be carried out in the presence of another adult, who is also the same sex as the pupil. There will be circumstances that this will be reviewed and there will be appropriate staff searching the pupil. Staff cannot search a pupil or a pupil's belongings without a second member of staff present. The Headteacher will involve members of the Leadership Team, in the first instance. A pupil might reasonably be asked to turn out their pockets or to hand over an item such as a mobile phone that is causing disruption, following the school's normal sanctions. **Please note, the search could involve the screening of a pupil by a hand-held metal detector if this is thought to be required.**

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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 and reported to the Headteacher immediately and parents

### **Exclusions and Suspensions**

See Separate policy on Suspensions and Permanent Exclusions

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

Also refer to the following policies to be used in conjunction with this policy:

- Anti-Bullying Strategy
- Suspensions and Exclusions Policy
- Safeguarding Policy
- Child Protection Policy



## Appendix A

### Form Tutors

Being faith-filled and hopeful for all the pupils in their tutor group is a priority for the role of the Form Tutor. They are responsible for monitoring the behaviour of the pupils in their tutor group by checking the behaviour logs, (Blue and Yellow Cards) regularly. Form Tutors should aim to praise verbally, at least once a week, those pupils who are behaving well and log instances of good behaviour, organisation and contribution to the school via the PARS system. Form tutors should check the standards of uniform, make-up and equipment on a daily basis and sanction pupils who are not meeting expectations.

Form Tutors should implement the second stage of behaviour intervention strategies which involves contacting home where there are a number of concerns and monitoring and intervening with the behaviour of their tutees in the form of the Green Report or Yellow Praise Report.

Form Tutors have a responsibility to lead meaningful and productive form periods which reflect the Catholic Ethos of the school and the values set out in this policy. For example, it is the Form Tutor who will help pupils to be generous and grateful, especially at key times in the year such as Lent. Ensuring pupils have daily opportunities for collective worship in form time prayer is a priority. They also have a responsibility to know each of the children within their tutor group well, including their personal strengths and weaknesses as well as the home background of each child so as to inform the Lead Tutor where necessary and support behaviour intervention most appropriately.

### Subject Leaders

Subject Leaders are responsible for the behaviour of pupils in all lessons within their department. They should monitor this through learning walks, pupil voice and PARS reports on a regular basis. They should support members of staff within the team in the management of behaviour and ensure that staff follow this policy. All lessons should reflect the ethos and aims set out in this policy, and rewards and sanctions should be applied consistently, fairly and appropriately. Subject Leaders support the behaviour systems by being intentional and prophetic as teachers and leaders and encouraging staff to following the five key standards for teaching and learning.

If the behaviour or aspect of learning regarding a particular pupil is a concern within the department, the Subject Leader can place the child on Subject Report. This normally lasts for a period of 6 lessons and should be arranged by emailing 'the office', who will send a letter home, but they should also inform the Lead Tutor and Form Tutor.

Subject Leaders are responsible for providing some useful generic work that can be completed in the St Francis Room if a child completes the work set by their subject teacher.

### Lead Tutors

Lead Tutors are responsible for instilling the ethos and values of the school within their year group and managing the actions and intervention of their team of Form Tutors. Lead Tutors set the standard across the year group, ensuring pupils are attentive to the rules and discerning in the choices they make. They are responsible for monitoring any pastoral and behaviour issues across the year group on a regular basis and providing interventions where appropriate. Lead Tutors should oversee the use of Subject Reports, Green Reports and Yellow Praise Reports and should always see any report once it has finished before being filed. They monitor the standards of uniform throughout the year group and sanction where necessary.

They are responsible for the next level of interventions after the Form Tutor, by the use of the Orange Report, Lead Tutor Detentions or the use of the whole school detentions at break, lunch or afterschool. Lead Tutors are responsible for referrals regarding behaviour to the Assistant Headteacher for Behaviour, Care and Guidance and Deputy Headteacher, external support from outside agencies and liaising with the SENDCo regarding pupils with additional learning needs. Pupils who are presenting challenging behaviour regularly should be placed on an Individual Behaviour Plan, designed by the Lead Tutor usually through a parental meeting.

They are responsible for dealing with any instances of peer-on-peer abuse, including bullying, racism and sexual harassment. Child exploitation or radicalisation should be reported to a DSL, keeping logs and records, following the appropriate safeguarding procedures. They should use the CPOMs system to record such incidents and any instances relating to the Safeguarding of pupils. Protected characteristics such as gender, sexuality and disabilities would be part of this record keeping. Full details are set out in the Anti-Bullying and Safeguarding policies. The Assistant Headteacher for Behaviour, Care and Guidance will have an overview of this log.

Lead Tutors are responsible for dealing with behaviour outside of the classroom and should sanction as appropriate by liaising with the Duty Team Leaders.

Lead Tutors oversee the tutor time periods within their year group and should monitor the quality of the pastoral provision, Collective Worship and Catholic Life in this time through Learning Walks, Pupil Voice and through the Pastoral Meetings.

### **SENDCo**

The SENDCo is responsible for monitoring the learning of those pupils who have additional needs. Where those needs pertain to SEMH, the SENDCo is responsible for ensuring that members of staff are informed as to EHCPs, IEPs, FASSs and Learning Support where appropriate. The SENDCo will liaise with Lead Tutors and behaviour leaders to ensure the school support pupils with additional learning needs.

### **Assistant Headteacher, Behaviour, Care and Guidance.**

The Assistant Headteacher, Behaviour, Care and Guidance leads on the implementation, monitoring and review of systems and procedures integral to the Behaviour and Discipline Policy. In collaboration with the whole Leadership Team, being faith-filled and hopeful for all pupils and staff, attentive to the needs of all and discerning in the implementation of rewards and sanctions.

They are responsible for encouraging positive behaviour throughout the school and outside of it. The policy and its implementation should support the catholic ethos and values, discourage racism, sexual harassment, child sexual exploitation, radicalisation, bullying and prejudice and promote consideration, fairness and equality.

They are responsible for monitoring the work of the SENDCo, Lead Tutors and Subject Leaders regarding behaviour and attitudes. Monitoring would include consideration of all protected characteristics such as gender, sexual orientation, race and disability.

They should have a good knowledge of the behaviour in all areas of the school, including each department, year group, around and outside of school. They should promote rewards throughout the school and provide opportunities for praise at a high level. With the Headteacher and Deputy Headteacher, they manage the use of internal and external suspension, the Senior Leadership Team Detention as well as monitoring the behaviour of pupils causing serious concern via the Red Report. All interventions would be conducted in collaboration with the Lead Tutor and parents or carers. Where a pupil has a Social Worker,

the DSL team will also make sure this person is kept informed. Regular behaviour analysis should be compiled and discussed with the Senior Leadership team. This includes behaviour, suspensions, attendance and punctuality.

## Appendix B

### Detentions

Subject teachers are able to give a range of detentions to support their teaching and learning. For after school detentions longer than 10 minutes, parents will be notified via an email sent the day before. The email contains the following information:

- Date, time and venue for detention
- Reason
- Staff name

The exception to this is where a pupil disrupts the teaching and learning of others and is required to be removed from the classroom and so in which case, the pupil will be required to stay after school for 45 minutes the same day. Parents will be sent a text message that day to inform of this. Failure to attend would result in an Internal suspension.

Lead Tutors will monitor detentions in their Year Group and, if necessary, take further action if pupils are experiencing difficulties throughout a range of subjects.

Detentions should be given when pupils have not followed classroom or school rules, or have not completed the work set.

A detention would generally be set with the classroom teacher. Subject areas can operate a departmental based detention system but this should be an escalated sanction not the first. If a child refuses to attend a detention that is booked, they would receive a 1 hour detention with a member of the Senior Leadership Team, generally on a Friday after school.

If a pupil fails to attend a detention the classroom teacher should inform the subject leader. The Subject Leader should see the child concerned and re-issue a detention and contact parents by phone.

If a pupil fails to attend a detention set by the Subject Leader having notified the parents, the Subject Leader should notify the Lead Tutor. Lead Tutor and Senior Leaders operate a number of whole school detentions.

Teachers should note who in their class has a detention, as shown on PARS and where possible remind/direct pupils to the detention, particularly in Period 2, 3, 4a and 5.

Should a pupil not respond to these sanctions, or if an incident of a serious nature occurs then Senior Leaders may issue the one-hour Senior Leadership Team detention on Friday evening, time in the St Francis Room as an internal suspension or ultimately a suspension from school.

If a pupil refuses to attend a detention, the school may issue a Senior Leadership detention to be served on either a Monday or Friday for one hour. If the pupil then refuses to attend this, further sanctions will apply.

## Appendix C

### Classroom Behaviour

Pupils should be reminded of classroom rules regularly and a clear system should be in place should any children not meet expectations. Teachers will use a variety of strategies to encourage pupils to complete their work to the very highest standards possible.

Should a Pupil disrupt the teaching and learning of others in the class, all classroom based staff will do the following:

- *Issue a warning*
- Should the Pupil disrupt for a second time the member of staff will;
- *Issue a 'Formal Warning' which includes those words, the pupil's name and the misdemeanour. This would be logged as a Yellow Card on the PARS system.*
- Should the Pupils disrupt for a third time the member of staff will;
- *Request that the pupil is removed from the lesson by a Senior Member of Staff.*
- If a Pupil is removed from a lesson because they are disrupting the teaching and learning of others, the following will happen,
  - They will be placed in another room to read silently for the rest of the lesson.
  - They will be instructed to report to a designated room at 3pm that day.
  - They will stay after school for 45 minutes the same day.
  - A text message will be sent to parents before 3pm to inform them of this.
  - The teacher with whom they were disruptive will come and see them and set work that they need to complete.
  - The teacher will contact home that evening to explain what the pupil did wrong which required them to be removed.
  - Should the pupil not attend the detention that day, they will be internally suspended the following day and the removal detention will need to be served at the end of this day.

A flow diagram is given to all staff for rewards and sanctions

### On Report

Reports should generally include several targets and be phrased in a positive way to correct the behaviour which is a concern. This should be discussed with the Lead Tutor in advance who will liaise with the Assistant Headteacher, Behaviour, Care and Guidance. An email will be sent to parents informing them of this. This will be logged on the PARS system and staff teaching the pupil will be informed when they open their register. Teachers will say Yes or No to confirm if the pupil has met each of the six targets set. They can add a comment if they so wish. The targets are:

- Showing respect to all members of staff and pupils.
- Following instructions without question straight away.
- Displaying a good attitude to the lesson and learning.
- Only Speak when invited to.
- Completing class and homework to a good standard which shows your best.
- Be organised, arrive on time and be correctly dressed

### Internal Suspension

Following an instance where a pupil cannot return to their class and peers, they may be placed in a buddy room or Room B1.4, the Sixth Form supervised study area. Work must be provided by the classroom teacher.

### **The St Francis Room**

Pupils may be placed in the St Francis Room as internal suspension. This may be because a suspension is not appropriate or due to the nature of the incident involved. It could be due to a one-off incident or due to a pattern of poor behaviour which has accumulated. The Assistant Headteacher, Behaviour, Care and Guidance co-ordinates this sanction following a discussion at a Leadership team meeting.

Pupils who are scheduled to be in the St Francis Room, may be known in advance and staff will be informed via email and staff bulletin, that the pupil will be absent from lessons and they will need to provide work. The pupil will be provided with work by their class teacher for each period.

Pupils who are placed in the St Francis Room, will

- Report there by 8.45 on the day(s).
- Remove all outdoor coats.
- Switch off any mobile phone/device and hand it in to be stored securely.
- Have a reading book to read in silence.
- Complete work set by subject staff in silence.
- Not communicate with any other pupils.
- When using the toilet, leave blazers on the back of the chair.
- Remain in the St Francis Room during break and lunchtime.
- Remain in the room until instructed to leave, which may be later than 3pm depending on the nature of the incident.
- Behave in an exemplary manner throughout the day in the knowledge that failure to do so may result in a fixed term suspension
- Take part in a short mentoring session to reflect on their behaviour, revisit expectations and the Behaviour and Discipline policy.

If allowed to use a computer, not use it for games and music.