

St Peter's Catholic School
Behaviour and Discipline Policy

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.

RIGHTS AND RESPONSIBILITIES

Rights

The Rights of all members of the school community

- 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.

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.

Parents and Carers

St Peter's will ensure that parents are kept informed and are involved in all aspects of their child's education. Parents are asked to support the school in its values, expectations and standards. Each year and for each child parents are asked to sign the Home School Agreement as set out in the School Liaison Journal including policies pertaining to ICT and electronic devices. A separate and distinct agreement is part of the induction to St Peter's Sixth Form.

Parents have a responsibility to ensure that their child is in school every day where possible, arrives on time and follows the basic school rules. They should impose clear boundaries at home which encourages the self-discipline that is being taught at school, ensuring that their child wears the correct school uniform every day. They also have a responsibility to help to ensure homework is completed and school is informed should there be any difficulties as soon as possible. All parents are asked to respect the authority of the school and the implementation of the Behaviour and Discipline policy. Parents are asked to model the values the school are teaching in all of the communications with school, treating all members of the school community with respect.

All sanctions will be logged on the PARS system which parents are encouraged to monitor regularly using the Parent Portal as their support will always make the work done in school more sustainable. Parents should attend Parent Consultation Evenings, meetings or reviews relating to their child. They are also responsible in the event of an external exclusion, to ensure the child remains at home and is not found unsupervised in a public place.

Governors

The Governing Body, in particular the Pupil Support Committee, ensure the Behaviour and Discipline policy reflects the school and its ethos. They are faith-filled and hopeful for all pupils, supporting the school and its leaders to have the highest standards. The Governing Body fulfils the requirements of the law in relation to the responsibilities regarding behaviour and discipline. Members of the Governing Body will be familiar with the main trends during each term through regular reports to the Pupil Support Committee. When necessary members of the Governing Body will convene, including meeting with parents, where there is serious cause for concern and their support and advice is required in order to ensure that the school is fulfilling its responsibilities to each pupil and the pupil body collectively. They will ensure a fair and consistent application of the behaviour policy, particularly regarding exclusion. The Governing body will support the teaching staff in celebrating and maintaining the highest standards of behaviour.

Pupils

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 befit the ethos and expectations of the school.

All staff

All members of staff are responsible for the behaviour of the pupils in their charge within the classroom and contributing to the promotion of positive behaviour throughout the school. The most important way staff do this is through example; by modelling the behaviour, attitude, conduct, dress and values that we wish to instil in our pupils.

Within the classroom, staff are responsible for praising good behaviour and sanctioning behaviour which falls below expectations. Staff are always welcome to seek the support of other colleagues, but should always endeavour to follow through rewards and sanctions themselves. All staff should regularly teach the Catholic Pupil Profile values regularly as part of the regular revisiting of school rules and expectations.

Around school, staff should address where possible, and report where necessary, instances of poor behaviour. Referrals can be made to a pupil's form tutor in the first instance or to the Lead Tutor in more serious instances. Further specific instructions regarding staff who are performing a statutory or paid duty can be found separately in the detailed instructions for duties.

The following 'Five key standards' for teaching and learning are important in supporting Behaviour and Discipline; meet and greet at the door; an immediate starter activity; have a suitable seating plan; reflection activities which relate to learning objectives and assessment levels visible in exercise books. Teachers will encourage pupils to be curious and active in their learning.

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.

Subject leaders are responsible, as part of the whole school system, of ensuring there is a buddy system where pupils who are interrupting the teaching or learning of another class can be placed. They must ensure that this is logged via the main school office. 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 SENCo 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 bullying, racism, child sexual exploitation or radicalisation straight away, 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. 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.

SENCo

The SENCo is responsible for monitoring the learning of those pupils who have additional needs. Where those needs pertain to SEMH, the SENCo is responsible for ensuring that members of staff are informed as to EHCPs, IEPs, FASSs and Learning Support where appropriate. The SENCo 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, child sexual exploitation, radicalisation, bullying and prejudice and promote consideration, fairness and equality.

They are responsible for monitoring the work of the SENCo, Lead Tutors and Subject Leaders regarding behaviour and attitudes.

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 exclusion, the Senior Teacher 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.

Regular behaviour analysis should be compiled and discussed with the Senior Leadership team. This includes behaviour, exclusions, attendance and punctuality.

The Headteacher

The Headteacher should ensure the Behaviour and Discipline Policy is effective and reflects the values and ethos of the school. Responsibility for the daily and routine monitoring of behaviour should be delegated to members of staff best in place to do this, but the Headteacher would still have a good knowledge of the behaviour in all departments, year groups and for all pupils. The Headteacher, with the governing body has the final say regarding school rules and their implementation. The Headteacher makes the final decision on fixed term and permanent exclusion.

BEHAVIOUR RULES AND ROUTINES

Behaviour in the Classroom

Classroom Rules

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 wrong doing.

Specific Rules and Procedures

Uniform

All pupils are expected to wear the correct uniform each day. Uniform rules and regulations are set out in the School Liaison Journal.

The standard of uniform of all pupils will be checked at the beginning of most lessons. Form tutors are responsible for checking the appearance of their tutees each morning.

If a pupil is found to be in breach of a uniform rule during tutor time, for example wearing trainers or an incorrect skirt, the form tutor should place a yellow card on the PARS system and inform the pupils that they will have a break time detention that day and each day until the problem is corrected. Form Tutors should contact home if the problem persists on the second day, and if after three days, the uniform problem has not been corrected the pupil concerned can expect escalated school sanctions. A note from home explaining a uniform issue is welcome but is taken as an explanation not an excuse and sanctions may continue.

In the Sixth Form, pupils are required to wear formal business attire. The details of expectations are to be communicated to pupils and parents prior to pupils beginning their courses. Form Tutors, the Lead Tutor and the Leadership Team will regularly monitor Sixth Form uniform standards and pupils may be requested to return home to change if they fail to comply.

Confiscation

Generally, the aim pursued in confiscating property is maintaining an environment conducive to learning, 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 are not allowed to be worn in school:

- Trainers, the school defines trainers as any item of footwear that looks like a trainer or has a sports logo, brand name or motif on.
- Acrylic nails.
- Caps
- Fashion accessories such as non-school uniform jumpers, scarves when not worn with a coat.
- Leather, denim, fur or suede coats.
- Any jewellery, except for small plain simple studs in the ear lobe and a watch (not an apple watch).
- Bands, braids or other similar items.
- Extreme haircuts. Examples include but is not exhaustive; extreme colours, tram lines, shaved patterns, shaved hair lower than a 'No. 1'.

The following items should not be brought into school:

- Energy or fizzy drinks.
- An excessive amount of sweets, crisps or chocolates.
- Electronic cigarettes or Shisha pens.
- 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)
- Weapons or items that could cause harm.
- Laser pens.

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 will always be handed over to the police.

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 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.

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.

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. 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. This legal power for school staff only extends to searching pupils for weapons. 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.

Equipment

It is expected that all pupils should be fully equipped for school each day. As well as the exercise books, text books, homework, PE kit, resources required for individual lessons, all pupils should have several pens, a pencil, ruler, rubber, sharpener, a glue stick and green pen. These essential pieces of equipment as well as the School Liaison Journal should be on the desk at the start of every lesson where practical. Only still water is permitted in lessons and should only be consumed with the permission of the teacher.

PUPIL SUPPORT

REWARDS

Rewards should be regular, praise should be generous and both should be applied fairly and consistently to all pupils who are worthy.

Verbal Praise	Form Tutor Subject Teacher	In class In Private
Written Praise		Logged a Blue Card Written in the SLJ Stamp in book or SLJ
Contact Home	Form Tutor Subject Teacher Lead Tutor Subject Leader	Praise Postcard Phone call Letter
Rewards	Form Tutor Lead Tutor	Lunch Fast Pass Prize Draw Tea and Cakes with Senior member of staff

Rewards	Leadership Team	Head/ Deputy Head Award Voucher
---------	-----------------	---------------------------------

INTERVENTIONS

Routines

Classroom Routines

Pupils learn best when:

- They are secure, happy, welcomed and stimulated in the environment.
- They are seen to be valued.
- They are feeling confident.
- They are familiar with classroom rules and routines.
- There are clear expectations and explanations.
- There are purposeful, motivating activities/tasks which demonstrate progression.
- A positive approach is used.
- Fun is promoted but there is a challenge.
- The teacher is supportive and gives guidance.
- They feel they are improving their skills.
- Activities are differentiated to meet the needs of all pupils.

In all lessons staff should;

- Be on-time and greet pupils on arrival.
- Have seating arrangements / Seating Plan
- Ensure all jackets or hats are removed.
- Plan well prepared lessons.

All staff should have systems for;

- An orderly quiet entry into the classroom.
- The recording of late arrivals.
- The absence of essential equipment
- Gaining teacher attention and assistance
- Transition between activities or tasks
- Teacher gaining attention of class
- Discussion
- Clearing away
- The distribution and collection of materials
- Homework – completed tasks/setting tasks
- Group work
- When pupils exit the classroom

Support

Support rather than sanction should be the first consideration when intervening.

The school has a number of 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.
- Str8 Up 1:1 work regarding substance misuse.
- Learning Support Department including the SENCo and strong team of LSAs 1:1 work.
- The School Nurse 1:1 work regarding health issues.
- Pastoral Programme including: Tutor Time activities, Citizenship and Personal Development 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 where a multi-agency approach is required.
- Personalised Timetables.
- Alternative provision, work experience to provide motivation.
- Managed Move.
- Governors Panel support meetings.

Sanctions

All staff must seek to ensure that sanctions are proportionate to the offence, and should enable pupils to make reparation where possible. As far as possible, the sanction applied should be as constructive as possible. Whole group/class should not be used. All Rewards and Sanctions (Blue and Yellow cards) are to be recorded on PARS. Ensure that sanctions are seen as inevitable and consistent.

Staff should not apply sanctions, if a low-level intervention, such as non-verbal communication or a reminder, would have the desired effect. Pupils should always be given the opportunity to apologise and correct an incident of low-level misbehaviour rather than allowing an incident to escalate. Before sanctions are applied, staff should always consider if any additional needs have been taken into account, and if the behavioural difficulty is in fact a ‘cry for help’ or an unidentified additional need.

All staff, and particularly Senior and Middle leaders, must ensure that any incident of misbehaviour is fully investigated before a sanction is given or serious action is taken. As a general rule, for any instances where a pupil is removed from lessons, statements should be taken from the pupil or pupils concerned, staff involved and any witnesses.

Detentions

Subject teachers are able to give a range of detentions to support their teaching and learning. Most detentions will be for 20 minutes or less duration and will take place during break or lunchtime or directly after school. For after school detentions longer than 10 minutes, parents will be notified via an email generated by PARS (i.e. 24 hours notice must be given). The email contains the following information:

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

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 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 a one hour Senior Leadership Team detention on Friday evening, time in the St Francis Room as an internal exclusion or ultimately an external exclusion from school.

Classroom Behaviour

Pupils should be reminded of classroom rules regularly and a clear system should be in place should any children not meet expectations. Departments should have common Behaviour and Discipline procedures. Eg.

- *Issue a verbal warning*
- *Movement within the classroom.*
- *A Yellow Card*
- *A detention*

If normal classroom discipline for learning sanctions have not corrected behaviour and the pupil is disrupting teaching and learning or has failed to follow an instruction;

Use the school Buddy System (work must always be provided which can be completed independently in silence)

If a child is removed from a lesson the class teacher must inform the main school office immediately via a note, an email would not suffice. The Lead Tutor, the Subject Leader and the child's parent should be informed at the next available opportunity. Before being buddied out, a child should already have been issued a detention/sanction.

Pre-arranged Buddying should take place where necessary going through the Subject Leader. For example a pupil could be buddied to a parallel group.

If a child refuses to follow instructions here;

Send another child to the office with the room number and child's name.

A member of staff on duty will assist and enforce the Buddy System.

The Buddy System is a flexible document and the school operates a supportive ethos for staff and pupils alike. The Buddy doesn't have to be the person on the rota if a suitable alternative has been made.

Emergency support is available by a colleague on a rota basis, but this should only be used if other sanctions/warnings/buddy system has failed.

If the incident is a serious one, and it is not deemed appropriate for the pupil to return to class with their peers, a temporary solution may be sought in Room 30, the Sixth Form Study area. The main school office should be informed immediately. It should be made clear how long the pupil is to remain in the study room. Supervised break time or lunch time can be sought using the detention system or the member of staff on duty in reception.

Any pupil who is removed from a classroom via the Emergency Call Out system can expect to be placed in the Leadership Team detention on Friday evening.

A flow diagram is given to all staff for rewards and sanctions and is contained as Appendix A.

On Report

Reports should generally include three 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. Staff wishing to place a pupil on report should email the attendance officer in advance who will send a letter home and provide the member of staff with the report and a copy of the letter. This will be logged on the PARS system and staff teaching the pupil will be informed when they open their register.

Any pupil who is placed on report must hand it to every teacher at the start of each lesson. They must collect it at the end, and ensure it is signed by the member of staff they are reporting to at the agreed times each day. Their parent/carer must also sign the report.

Internal Exclusion

Following an instance where a pupil cannot return to their class and peers, they may be placed in a buddy room or Room 30, 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 exclusion. This may be because an external inclusion 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 and Deputy Headteacher co-ordinates this sanction following a discussion at a Leadership team meeting.

Pupils who are scheduled to be in the St Francis Room, will normally be known in advance and so staff will be informed via email, 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 every 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 exclusion.
- 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.

Exclusions

See Separate policy on Fixed and Permanent Exclusions

MONITORING

Consultation

The Headteacher will seek the widest possible agreement for this policy, and will report at least annually to the governing body on its implementation.

Monitoring of this Policy

The Behaviour and Discipline policy will be monitored for effectiveness regularly through regular reports and analysis. Behaviour will be monitored during

- Pastoral Meetings conducted by Lead Tutors.
- Lead Tutor meetings with Assistant Headteacher including Weekly Reports and BAP Reports.
- Parent and Pupil Voice as appropriate.
- School Council Meeting discussions with Behaviour Leaders.
- Leadership Team Meetings.

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.