

## **BEHAVIOUR AND DISCIPLINE POLICY**

### **INTRODUCTION**

#### **The School Ethos**

The teachings of Christ and the values of the Gospel 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 ethos and values which St Peter's aims to espouse are set out in the Mission Statement. (This is how the School 'comes alive' and attempts to show its distinctive character.)

#### **The Mission Statement**

At St. Peter's we are ambassadors for justice and peace throughout our school community and beyond. We believe that all our students are treated equally with respect. Forgiveness is at the centre of our school because we are a community that teaches faith and love. We all endeavour, in this Catholic Christian community to encompass other faiths and to work together for the common good so that we can all live, learn and love in peace and harmony. We strive to be valuable members of our local and global community. We want our students to leave St. Peter's with a good education, valuable life skills and a grounding in Gospel values in order to give them the ability to carry on this mission in their adult life.

#### **Aims**

Through discussion with the School Council in the Spring Term of 2016, with respect to Behaviour and Discipline the school aims to:

- Create an environment where all members of the community, staff and students 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 which are expected at all times.
- Teach all students 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
- To 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.

##### **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' Mission, Values and Expectations. Every year each child's' parents are asked to the sign the Home School Agreement as set out in the School Liaison Journal including policies pertaining to ICT and electronic devices.

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.

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, meeting 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. The Governing body fulfil 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 student and the student 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.

### **Students**

Every student 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 students. They have a responsibility to try their best at all times, tell the truth when asked and trust in the justice of the school. Students may need to forgive others at times and be open and honest in reporting any behaviour which does not benefit the ethos and expectations of the school.

### **TEACHERS**

#### **All staff**

All members of staff are responsible for the behaviour of the students 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 students.

Within the classroom, staff are responsible for praising good behaviour and sanctioning students who fall below expectations. Staff are always welcome to seek the support of other colleagues, but should always endeavour to follow through rewards and sanctions themselves.

Around school, staff should address where possible, and report where necessary, instances of poor behaviour.

Referrals can be made to a student'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.

#### **Form Tutors**

Form Tutors are responsible for monitoring the behaviour of the students 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 students 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 students 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. 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 students 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 are responsible, in conjunction with the whole school, of ensuring there is a buddy system where students 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 student 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 Attendance Officer, 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 eg 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.

They are responsible for monitoring behaviour 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 level 3 interventions, 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 Behaviour Leaders within school, external support from outside agencies and liaising with the SENCo regarding students with additional learning needs. Students who are presenting challenging behaviour regularly should be placed on an IBP, Individual Behaviour Plan, designed by the Lead Tutor usually through a parental meeting.

They are responsible, working with the DSL where appropriate, for dealing with any instances of bullying, racism, child sexual exploitation or radicalisation straight away and keeping logs and records. Full details are set out in the Anti-Bullying policy. The Deputy Headteacher 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 in this time through Learning Walks, Pupil Voice and through the Pastoral Meetings.

### **SENCo**

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

### **Senior Leader – With Responsibility for Behaviour and Welfare.**

Senior leaders have overall responsibility for behaviour in the school, and for writing, implementing and reviewing the Behaviour and Discipline Policy.

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, 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 safety.

Behaviour Leaders 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. They manage the use of internal and external exclusion, the Senior Teacher Detention as well as monitoring the behaviour of students causing serious concern via the Red Report. All interventions would be conducted in collaboration with the Lead Tutor.

Regular behaviour analysis will 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 students. The Headteacher, with the governing body, has the final say regarding school rules and their implementation and would make the final decision on fixed term and permanent exclusion and would be kept informed of all serious sanctions including internal exclusion, Red Report and Senior Teacher Detention.

## **BEHAVIOUR RULES AND ROUTINES**

### **Behaviour in the Classroom**

#### **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.

#### **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 as St Peter's irrespective of the day or time:

- Treat all human beings 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 students 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 students will be checked at the beginning of most lessons. Form Tutors are responsible for checking the appearance of their tutees each morning.

If a student 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 students that they will have a break time and lunchtime detention that day and each day until the problem is corrected. The break time detention will be in Room 25 where the lunchtime location will be confirmed. 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 student 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, students are required to wear formal business attire. The details of expectations are to be communicated to students and parents prior to students beginning their courses. Form Tutors, Lead Tutors and the Head of Sixth Form will regularly monitor Sixth Form uniform standards and students may be requested to return home to change if they fail to comply.

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 simple studs for girls, and a watch (not an apple watch).
- Bands, braids or other fashion fads.
- Extreme haircuts. Examples include but is not exhaustive; extreme colours, tram lines, shaved patterns, shaved hair lower than a 'No. 1'.

Any students found with any of the items listed above will normally find they are confiscated and not returned until the end of the day.

The following items should never 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.
- Weapons or items that could cause harm.

- Laser pens.

Any student 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.

### **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.

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

St Peter's has a simple and clear policy regarding mobile phones and electronic devices. 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 student 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.

Students must follow the school rules related to the use of ICT, as per the ICT policy. Typing, sending or showing anything to upset another student 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
- Department for Education guidance also indicates that the Headteacher, and any authorised member of school staff, can search pupils' mobile phones where they have reason to believe they contain inappropriate content. Images found on a mobile phone, or other electronic devices, can be deleted unless it is necessary to pass them on to the police.
- 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 personal music player that is causing disruption, following the school's normal sanctions.

### **Equipment**

It is expected that all students 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 students 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 students 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 Prize Evening Voucher

## INTERVENTIONS

**Routines**

In all lessons staff should;

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

All staff should have a system 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 students 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 Services : Learning Mentor/Pastoral Support Assistant.
- Anger Management, Coaching, Counselling, Peer Mediation
- SISS (SEMH) team – 1:1 work regarding behaviour, motivation, mental health, anxiety etc.

- EWO – Family and 1:1 work regarding attendance, punctuality and welfare
- This Way Up 1:1 work regarding bereavement and loss.
- Straight 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 YISP 1:1 work regarding behaviour outside of school
- Peer Mentoring 1:1 work with an older student.
- CAF (Common Assessment Framework) where a multi-agency approach is required.
- Personalised Timetables.
- Alternative provision, work experience to provide motivation.
- Managed Move.
- Governor's 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 sanctions that punish the innocent as well as the guilty 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 incidence 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 altercations where use is made of Pupil Support or the St. Francis Room, or a more serious consequence is involved, several statements should be taken from the student or students 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 of 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 students 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 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 child 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 students 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 than Senior Leaders may issue a one hour Senior Teacher detention on Friday evening, time in the St Francis Room as an internal exclusion or ultimately an external exclusion from school.

### **Classroom Behaviour**

Students 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 discipline for learning procedures. Eg.

- *Issue a verbal warning*
- *Take the journal from the student*
- *A Yellow Card*
- *A detention*

If normal classroom discipline for learning sanctions have not corrected behaviour and the student 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 still take place where necessary going through the Subject Leader. Eg. a child could be buddied to a parallel group.

If a child refuses to follow instructions here;

*Send a 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 students 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 student to return to class with their peers, they should go to Room 30, the Sixth Form Study area. The main school office should be informed immediately. It should be made clear how long the student is to remain in room 30. Break time or lunch time detention can be organised using the detention system or by the member of staff on duty in reception.

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

A flow diagram is given to all staff for rewards and sanctions and is contained in the appendix.

### **Reports**

Reports should 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 student 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 student will be informed when they open their register.

Any student 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 student 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**

Students 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. Only the Headteacher and Deputy Headteacher may authorise this sanction, or in their absence another member of the Senior Leadership team.

Students 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 student will be absent from lessons and they will need to provide work.

Students who are placed in the St Francis Room, will

- Report there by 8.45 on the day(s).
- Bring with them a packed lunch as they will not be permitted to use the school dining facilities. Children eligible for a free school meal will still have this provided.
- Have a reading book to read in silence.
- Complete work set by subject staff in silence.
- Not communicate with any other students.
- 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.

### **Exclusions**

See Separate policy on 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 it's implementation.

#### **Monitoring of this Policy**

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

- Pastoral Meetings conducted by Lead Tutors.
- Lead Tutor meetings with Behaviour Leader.
- Parent and Pupil Voice as appropriate and practical.
- School Council Meeting discussions with Behaviour Leaders.
- Leadership Team Meetings.
- Governors Pupil Support Committee meetings.

This 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.