



CARDINAL  
NEWMAN  
CATHOLIC SCHOOL

# BEHAVIOUR for LEARNING POLICY

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# Cardinal Newman Catholic School Behaviour for Learning Policy

## Mission Statement

*“Knowledge through the light of faith”*

Our mission is to ensure that Jesus Christ is made known to all our students by placing Christ and the teachings of the Catholic Church at the centre of all our students' lives.

We endeavour to make known to every student, that they are 'Made for Greatness' because they are a child of God and are uniquely created and loved by God. Every child is called to live out the gospel values by loving God, others and themselves and by being prepared to always do their best and be the best person they can be. Our core values (ASPIRE) are lived out within our school, to ensure that we are an active community of God.

Our Behaviour for Learning policy aims to support all students in meeting our ASPIRE values.

## Behaviour Policy 2023-24

### Introduction

Effective teaching, learning and pastoral care can only take place in a well-ordered and purposeful environment. Promoting positive behaviour requires the commitment of all members of our school community: students, parents, governors and staff. It requires a consistency of practice across the school to ensure that all students know the standard of behaviour that is expected of them.

### **‘Knowledge through the light of faith’**

In the light of our school mission statement, our Behaviour for Learning Policy is based on the gospel values where everyone, irrespective of ability, disability, background, gender, faith or nationality are treated with mutual respect. We insist all members of the school community actively participate in enabling our young people to strive to exceed their potential.

Our Behaviour for Learning Policy assists Cardinal Newman Catholic School in offering all students an education of the highest quality as an essential preparation for life, and to enable each student to develop their talents to the full in order to fulfill their unique role in creation both as an individual, and as a member of the wider community.

If all members of the school community are to develop and achieve their best then they must be free to learn and teach in an environment that is both caring and respectful; an environment permeated with love and freedom, and in an atmosphere that is open and welcoming, culturally affirming and equitable within the context of a community of faith, hope and love.

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Links to other policies

This policy should be read in conjunction with other school policies, particularly:

- SEND Policy
- E-Safety
- Safeguarding
- Anti-Bullying
- Teaching and Learning
- Attendance

## BEHAVIOUR FOR LEARNING POLICY

At Cardinal Newman Catholic School, our policy for behaviour involves all staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

Our policy is based on the premise that:

- It is not acceptable for students to disrupt the learning of others;
- Each student has the right to learn
- Each student should do their best and strive to be the best person they can be.

## Principles

Cardinal Newman Catholic School will promote positive behaviour and good attendance through:

- Positive and caring relationships
- A consistent and fair approach to behaviour
- The development of an appropriate and relevant curriculum and teaching and learning approaches
- Strong leadership
- Excellent classroom management and staff training
- The promotion of rewards and student recognition
- The appropriate use of sanctions
- Liaison with parents, carers and other agencies
- Effective management of student transition
- Promoting our ASPIRE values

## RESPONSIBILITIES

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school - parents, staff, Governors and students - to ensure good behaviour.

Students' responsibilities have an essential part to play in relation to the new policy. Students are to show respect for and co-operate with all members of the school community, who work amongst them.

# Cardinal Newman Catholic School Behaviour for Learning Policy

## **Students' responsibilities are to:**

- ✓ Attend school regularly and be punctual at all times
- ✓ Wear the correct uniform with pride, and bring the correct equipment to all lessons e.g. pencil case, reading book, personal organizer in a school bag
- ✓ Be polite and respectful at all times
- ✓ Complete all work to the highest of standards – both class work and homework
- ✓ Respect the school environment and keep the school free from litter etc.

Parents and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour for Learning Policy. The policy cannot be seen in isolation from the parent's task as being primarily and principally responsible for their child's education.

Under the policy, parents are expected to co-operate with Cardinal Newman School and work with teachers and other members of staff to help their child develop to their full human potential.

## **Parents' responsibilities are to:**

- ✓ See that my child attends school regularly, on time, in the correct uniform and properly equipped for all lessons (pencil case with pens, ruler, calculator, pencils and a reading book etc.)
- ✓ Make the school aware of any concerns or problems that might affect my child's work or behaviour
- ✓ Notify the school each day by 9.30am of any absence
- ✓ Ensure holidays are not arranged during term time
- ✓ Ensure medical and dental appoints are scheduled out of school hours wherever possible
- ✓ Support the school's policies and guidelines for behaviour and bullying
- ✓ If rules are broken, I accept the sanctions of the school – these may include detentions, school environment work or extra school duties
- ✓ Ensure my child completes homework by checking and signing the student personal organizer each week
- ✓ Attend all consultation evenings and any other necessary meetings for my child's benefit.

# Cardinal Newman Catholic School Behaviour for Learning Policy

## REWARDS

Cardinal Newman Catholic School rewards students in many ways and actively celebrates their achievements. It is impossible to list all the strategies that are used within school as they are extensive, however some examples include:

- ASPIRE Points awarded
- Recognition boards in classrooms
- Praise letters and post cards
- Social Media celebration of department stars
- Awards Assemblies and certificates
- Tutor champion trophies for ASPIRE points
- Attendance trophies
- Positive comments in books and verbal celebration
- Rewards Shop
- Passport to Greatness
- Awards Evening

## SANCTIONS

Sanctions are also a necessary part of the Behaviour for Learning Policy, teaching students that there are consequences for inappropriate actions. Teachers have a specific legal power to impose detentions outside of school hours without parental consent, however at Cardinal Newman Catholic School, we will always contact home to ensure that the school and parents/carers are working together to correct behaviours. Teachers can also confiscate students' property (whilst remaining liable for its safety) and use reasonable force to restrain or remove a student compromising the safety of themselves or others. Sanctions can be applied by all paid staff, however more serious sanctions such as internal exclusion can only be authorized by the Senior Leadership Team or Head of Year. Suspensions can only be authorized by the Headteacher.

Appropriate sanctions may include:

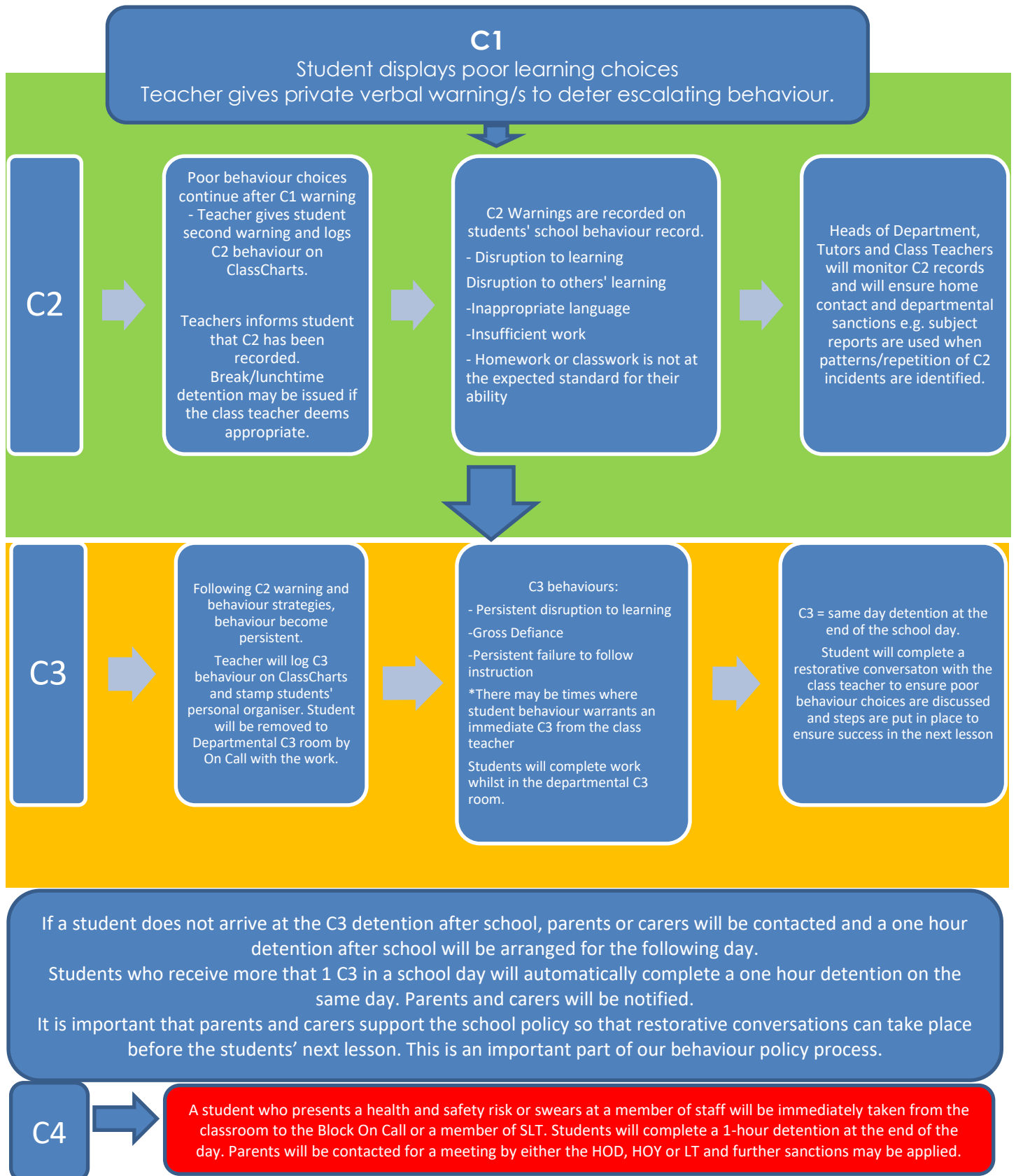
- Verbal warnings
- Detentions
- Referral to Heads of Department or Head of Year
- Behaviour report
- Motivational report
- Parental contact
- Internal exclusion
- Suspensions: up to 5 days depending on the seriousness or persistence of behaviours.
- Six Week Placements: Temporary placement at another school arranged internally by Cardinal Newman Catholic School. These are put in place as a supportive measure to avoid permanent exclusion.
- Supported Transfers: 12-week placement at another school. If the placement is successful, the new school will take the student on roll and avoid permanent exclusion.
- Permanent Exclusion

It is the policy of the school to inform parents when sanctions have been applied, so that arrangements can be made for the student to be able to return home safely. However, in some circumstances, notice is not required and the parent will be expected to make suitable arrangements for their child to be collected.

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Behaviour for Learning within the classroom

It is expected that all students respect the right of others to learn within the classroom. With this in mind it is important that students regulate their behaviour to enable this to happen. Cardinal Newman operates the following policy:



# Cardinal Newman Catholic School Behaviour for Learning Policy

## Behaviour for Learning outside of the classroom

Students who choose not to follow the high expectations and systems in place outside of the classroom will have specific sanctions imposed by the Head of Year the or Leadership team.

### Punctuality

#### Late to school:

- 1 late (before 8.45am) = loss of 10 minutes at Breaktime (L1) standards detention
- 1 late (after 8.45am) = loss of 30 minutes at lunchtime (L2) standards detention

#### Late to lessons:

Cardinal Newman Catholic School, operates a 'Sharp Start' to lessons to ensure that learning time is purposeful and maximized. Students are expected to comply with the 'Sharp Start' expectations and will arrive to lessons by the second bell. A late to a lesson is considered to be when a student arrives after the second bell. If this happens, students will be placed in a standards detention which will take place the same day at lunchtime or next day if the late happens at the start of period 5. If a student fails to attend their detention they will be placed in an after-school detention that day.

### Standards - Uniform

If a student has incorrect uniform, they are expected to rectify this before the start of tutor time. Students can borrow an item from the uniform office before 8.35am without any sanction. The school will keep a record of students who borrow uniform to ensure that patterns of borrowing are identified and discussed with parents.

Uniform and equipment breaches that take place at any other time of day will be logged on Class Charts and there will be a same day Lunchtime detention. Uniform/equipment breaches that take place during period 5 will be rolled over to the following days lunchtime. A further uniform breach that week will result in an after-school detention of 30 minutes. This can be escalated to an hour detention after school and loss of social time for further breaches. Students may be removed from lessons if they cannot or refuse to amend uniform breaches.

Some students with SEND needs, will be provided with equipment and a daily check in to support organisation will be provided.

### Anti – Bullying

The school takes bullying incidents seriously. Despite the school's desire to resolve conflict through a restorative justice approach, a range of school sanctions may be used in incidents of bullying behaviour, including loss of social time, after school detentions and in the most serious cases, Internal Exclusion, suspension or permanent exclusion.

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Engaging with Sanctions

Students who choose not to follow the behaviour system and willfully avoid the restorative justice conversation at the end of the day will have further sanctions imposed by the HOD and/or the HOY. Department detentions are issued to address poor behaviour swiftly and restore relationships between teacher and student. During the sanction the teacher will encourage the student to reflect on their behaviour using the following questions:

### Restorative questions

- What has happened?
- What were you thinking at the time?
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done now to make things right?

Students will prepare for their Restorative Justice Meeting by completing a reflection sheet with the above questions.

## ON CALL (C4)

A student will be removed from class by middle leaders/senior staff via an On Call to the Student Reception desk if they have committed any of the following:

- Causing a Health and Safety risk (e.g. fighting),
- Swearing at a member of staff
- Refusing to go to the Department C3 room

If these behaviours are demonstrated, a member of the behaviour support team together with the Head of Year, will issue an appropriate sanction and communicate this to all relevant parties. Most often this will include a same night sanction lasting 1 hour, however this may be escalated if deemed appropriate by the Head of Year.

## School Based Sanctions and Interventions

School sanctions exist to help modify or correct student behavior, demonstrated throughout the school day. We recognise that young people will make mistakes and both the school and parents are responsible for ensuring that when mistakes are made they are put right as soon as possible. The school-based sanctions we have at Cardinal Newman are an escalated approach which is proportionate to the poor behaviour choice made by the student. The values we place on sanctions are one of respect and reconciliation. All after school sanctions will be in one centralised location and this will be communicated to the students.

### Social Time Sanction:

Issued to students who choose to defy our school rules at social time (break time and lunch times). These will be served with members of the leadership team or pastoral team.



# Cardinal Newman Catholic School Behaviour for Learning Policy

## **After School: 30 minutes (C3):**

Issued for students who are removed from lessons after having 2 warnings to modify their behaviour. The student will be expected to attend an afterschool 30 minutes detention and the member of staff will come and collect the student to hold the Restorative Justice conversation. All students are expected to remain for the full duration of the sanction. Failure to turn up for this will result in social time and 1-hour sanction after school the following day.

## **Break and Lunchtime: 10 minutes/30 minutes (late to school)**

Issued to students who are late to school before the register closes. Students should report to the centralized room where they will complete work about the importance of not being late for school.

Alternatively, a class teacher or Head of Department may issue a break or lunchtime detentions for repeated C2 behaviours.

## **After school: 1 hour (Whole School Sanction)**

This sanction is reserved for students who persistently breach rules and sanctions. Students placed into this sanction will have often had several opportunities resolve their previous misdemeanors and behaviours. Students who fail to turn up for this sanction will be passed onto the Head of Year who will decide on the next appropriate action to take, which will include an escalation of sanctions.

## **After School: 2 hours (Leadership Sanction)**

Students who persistently avoid school sanctions or engage in serious breaches of the behaviour policy will be placed into this detention. This will be served with members of the Leadership Team and will last until 5pm each Friday. Only members of the leadership can refer students to this sanction and will always result in a phone call with the HOY to discuss the reasons. If students accumulate a significant number of this sanction during the course of one term, further sanctions maybe applied at the discretion of the Head teacher. Students who misbehave or choose not to attend this sanction will then be placed into Internal suspension for one day and will require a meeting with parents before being allowed back into lesson.

## **Internal Suspension**

Students may be suspended from joining lessons and social time for behaviour which is deemed serious. On such occasions, the student will be housed in the school Reflection Zone. This is an internal suspension, their day will be extended until 4:00pm and a parental meeting will need to take place with the Head of Year or member of leadership at a mutually convenient time.

Whilst in Internal suspension, the student will have the opportunity to put the incident right with the support from their Head of Year and the Behaviour Support Team. Should a student's behaviour be not what is expected then the sanction maybe increased accordingly in line with the school's Behaviour for Learning policy. Dependent on a students' individual needs in accordance with their learning plan, some students may complete internal suspension in a different setting.

# Cardinal Newman Catholic School Behaviour for Learning Policy

## The Headteacher's Power to suspend

- Only the Headteacher can suspend a student from school grounds and this will be based on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued immediately after the end of the suspension.
- Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to the suspension, such as the Headteacher's duty to notify parents, still apply.
- The behaviour of students outside school can be considered as grounds for suspension.
- The Headteacher may withdraw a suspension that has not been reviewed by the governing body.
- When establishing the facts in relation to a suspension decision, the Headteacher must apply the civil standard of proof i.e.: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
- Headteachers and governing bodies must take account of their statutory duties in relation to Special Educational Needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

## Suspensions

Possible reasons that a student may be given a suspension could be:

- Smoking, vaping or drinking alcoholic beverages on site or whilst taking part in a school activity
- Tampering with fire alarms or fire extinguishers
- Vandalism
- Bullying or behavior that are hurtful/harmful to self or others including racist, sexist or homophobic behaviours
- Threatening others – physical or verbal or deliberate involvement or instigation of conflict
- Sexually inappropriate behaviours
- Stealing or possessing stolen property
- Fighting or physical aggression
- Willful disobedience or serious disrespect to an adult including swearing
- Bringing the school into disrepute
- All suspensions will be notified by phone call and letter, outlining the reasons for the suspension. All suspensions will require a return to school meeting with the Head of Year and/or a member of the Senior Leadership Team.

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Governors' Panel Meetings

A Governor's panel may be evoked when a student has received 3 suspension periods in an academic year, or there have been serious breaches of the Behaviour for Learning Policy. Parents /Carers will be invited to attend the panel and discuss the concerns and way forward.

### Permanent Exclusion

The decision to permanently exclude is never taken lightly and incidents at Cardinal Newman Catholic School are rare. However, this decision is sometimes necessary and while the list of behaviours that lead to permanent exclusion are non-exhaustive the school does take a zero-tolerance approach to possession of any illegal substance or bladed article. In such cases, permanent exclusion is almost certainly inevitable.

Permanent Exclusions will be referred to the Local Authority and the Governing Body. A hearing with the Governing Body will always take place within 15 working days of the first day of permanent exclusion to consider the decision and all stakeholders make representation before a final decision is confirmed.

Statutory guidance on factors that a Headteacher should consider before taking the decision to exclude:

A decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy, and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

The decision on whether to exclude is for a Headteacher to take. However, where practical, Headteachers should give students an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, Headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered bereavement, has mental health issues or has been subject to bullying.

How this affects students at Cardinal Newman:

- All suspensions will be notified via a phone call and a letter outlining the reasons for this exclusion.
- It is the expectation that whilst students are not in school, they are suitably supervised and are not out in public spaces.
- All suspensions require a 'return to school meeting' which is an opportunity address the issue that resulted in the suspension and create an action plan to avoid any reoccurrence of the behaviours.

# Cardinal Newman Catholic School Behaviour for Learning Policy

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## The power to discipline beyond the school gates (including incidents of cyber-bullying)

Cardinal Newman Catholic School takes seriously, any inappropriate behaviours which take place beyond the school gates and students understand that they may be subject to sanction where applicable. This is particularly true where the behaviour: results in online bullying; results in repercussions for the orderly running of the school; poses a threat to another student or member of staff; adversely affects the reputation of the school; occurs when the student is on a school led trip, a school-led activity or travelling to and from school; occurs when wearing the school's uniform. In all these circumstances, the Head teacher will consider whether it is appropriate to contact the police, if the behaviour is criminal or poses a serious threat to a member of the public. School buses are not operated by the school, but poor behaviour on the bus to or from school may result in the school requesting that a student is banned by the bus company or a school bus contract is signed by the parent and student.

## 16. Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
  - There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

## Mobile phones

Students who bring mobile phones, other audio devices and smart watches do so at their own risk. These devices should be switched off and put away out of site as soon as they come through the school gates and should only be turned back on once students are off school site.

Any mobile phones seen, will be confiscated and can be collected by students at the end of the school day. The sanctions for mobile phone confiscation are escalated according to the frequency of incidents in line with the school mobile phone policy.

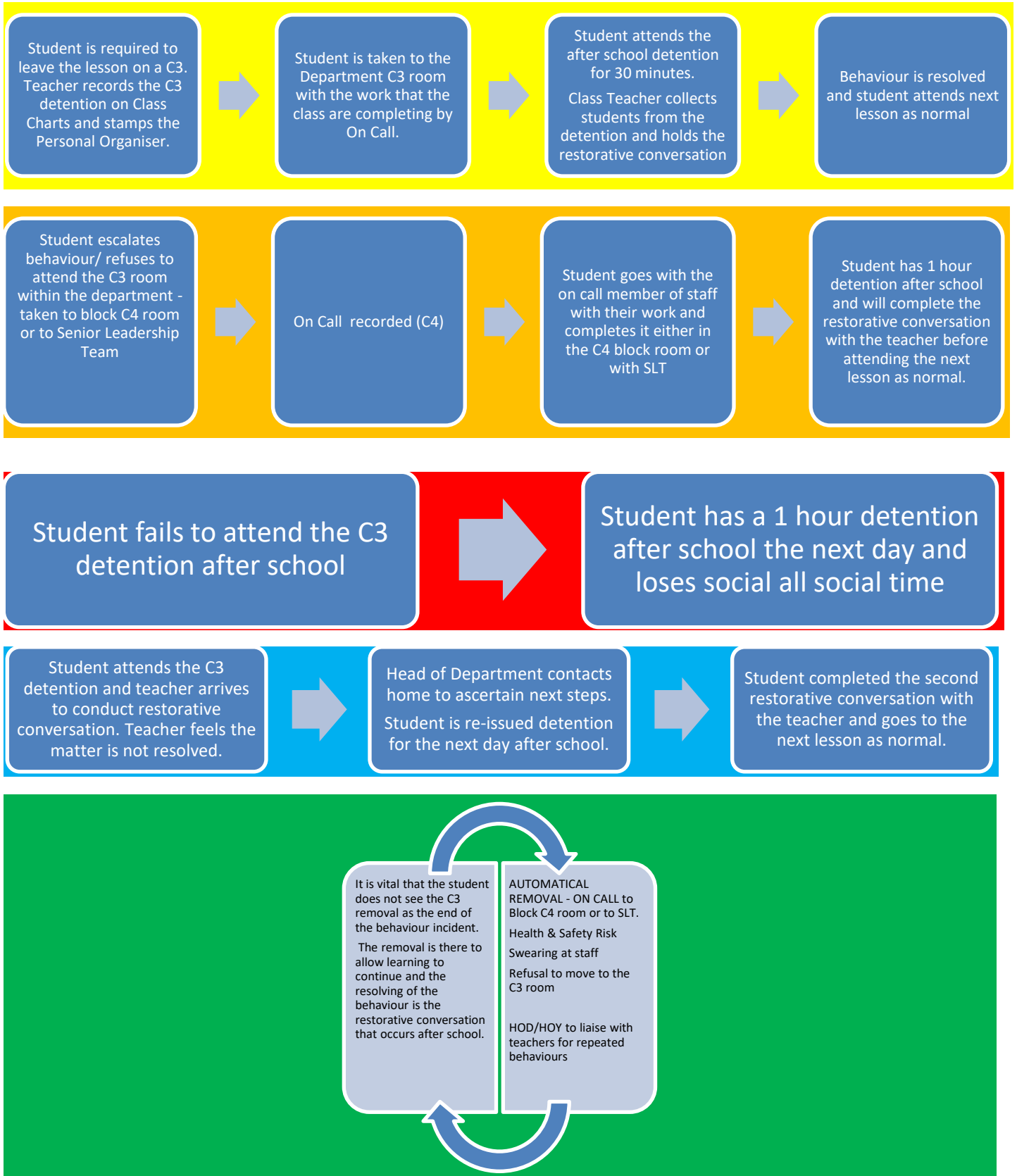
Students may be given the opportunity to make urgent phone calls from student reception from a land line if their phone has been confiscated. Students will need to sign a mobile phone contract if their phone is confiscated.

Sixth Form students are able to use their mobile phone and audio devices in the library and sixth form area. They are not allowed to be used around site.

# APPENDIX

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 1 – Department Removal Flow Chart



# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 2: Behaviour Stages

<u>Stage</u>	<u>Behaviours</u>	<u>Sanctions</u>	<u>Interventions</u>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Arriving late to lessons</li> <li>• Not properly equipped</li> <li>• Uniform breaches</li> <li>• Low level disruption to own learning</li> <li>• Poor performance in lessons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> C1 Warnings</li> <li><input type="checkbox"/> C2 Behaviour Points</li> <li><input type="checkbox"/> Late detentions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Subject teacher intervention</li> <li><input type="checkbox"/> Tutor intervention</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>• Persistent Stage 1 behaviours</li> <li>• Disruption to others learning</li> <li>• Rare home learning fails</li> <li>• Immature behaviour around school</li> <li>• Failing to follow school expectations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> C2 Behaviour Points</li> <li><input type="checkbox"/> C3 Restorative Detentions</li> <li><input type="checkbox"/> Late detentions</li> <li><input type="checkbox"/> HL2 Detentions</li> <li><input type="checkbox"/> Pastoral Detentions</li> <li><input type="checkbox"/> Loss of social time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Subject teacher intervention</li> <li><input type="checkbox"/> Tutor intervention</li> <li><input type="checkbox"/> HOD intervention</li> <li><input type="checkbox"/> Parent contact</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>• Persistent Stage 2 behaviours</li> <li>• Persistent disruption to learning</li> <li>• Disruption to school life</li> <li>• Dangerous behaviour</li> <li>• Routine home learning fails</li> <li>• Anti-social behaviour around school</li> <li>• Failing to attend school sanctions</li> <li>• Use of Foul language</li> <li>• Truancy</li> <li>• Graffiti/damage to property</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> C3 Restorative Detentions</li> <li><input type="checkbox"/> Late detentions</li> <li><input type="checkbox"/> HL2 Fail Detentions</li> <li><input type="checkbox"/> Extended loss of social time</li> <li><input type="checkbox"/> Pastoral Detentions</li> <li><input type="checkbox"/> On calls</li> <li><input type="checkbox"/> SLT detentions</li> <li><input type="checkbox"/> Community Service</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HOD intervention</li> <li><input type="checkbox"/> Tutor intervention</li> <li><input type="checkbox"/> HOY intervention</li> <li><input type="checkbox"/> Parent contact &amp; meetings</li> <li><input type="checkbox"/> Behaviour Support Team referral</li> <li><input type="checkbox"/> Student Support referral</li> <li><input type="checkbox"/> Attendance Officer referral</li> </ul>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>• Persistent Stage 3 behaviours</li> <li>• Abusive language (incl: swearing at staff)</li> <li>• Bullying</li> <li>• Bringing the school into disrepute</li> <li>• Violent conduct</li> <li>• Fighting</li> <li>• Risk to health and safety of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Any stage 1 to 3 sanction</li> <li><input type="checkbox"/> Internal Exclusion</li> <li><input type="checkbox"/> Suspension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dept. Line Manager intervention</li> <li><input type="checkbox"/> HOY intervention</li> <li><input type="checkbox"/> Referral to Assistant Headteacher</li> <li><input type="checkbox"/> Ed Psych referral</li> <li><input type="checkbox"/> Parent contact &amp; meetings</li> <li><input type="checkbox"/> Anger management</li> <li><input type="checkbox"/> Counselling</li> <li><input type="checkbox"/> CAMHS referral</li> <li><input type="checkbox"/> Probation with Leadership Team</li> </ul>
<b>Stage 5</b>	<ul style="list-style-type: none"> <li>• Excessive and repetitive Stage 4 behaviours</li> <li>• Aggressive &amp; threatening behaviour to staff</li> <li>• Possession of a bladed article</li> <li>• Unprovoked assault</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Any Stage 1 – 4 sanction</li> <li><input type="checkbox"/> Suspension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Referral to Deputy Headteacher</li> <li><input type="checkbox"/> 6-week placement</li> <li><input type="checkbox"/> KS4 College placement</li> </ul>
<b>Stage 6</b>	<ul style="list-style-type: none"> <li>• Significant Stage 1 to 5 behaviours over time</li> <li>• Possession of a controlled substance</li> <li>• Malicious possession of a bladed article</li> <li>• Malicious wounding of a fellow student</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Permanent Exclusion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Supported Transfer</li> </ul>

\* This is a non-exhaustive list

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 3: Interventions

The school will use a range of interventions, as listed, to help any student remedy their behaviour choices. Some additional interventions might include:

### **Stage 1 – 3:**

- Form tutor or Head of Year report – student will be given some bespoke targets to focus on over a 2-week period initially.
- Subject Report - student will be given some bespoke targets to focus on over a 2-week period initially.
- Head of Year Report- student will be given some bespoke targets to focus on over a 2-week period initially.
- Head of Department Report - student will be given some bespoke targets to focus on over a 2-week period initially.
- ASPIRE Report – a motivational report that acknowledges demonstration of improved attitude and character around school.
- SLT Report
- Intervention with the Behaviour Mentors, Pastoral Managers or another member of the Pastoral Team.
- Tutor mentoring – targeted intervention by tutor to include fortnightly review meetings
- Counselling
- Referral to outside agencies/multi-agency assessment
- Personalised curriculum plan
- If a student is on the SEND register, report to the SENCO or Deputy SENCO
- One to One mentoring sessions

### **Stage 4:**

Probation periods will be put in place by members of the Leadership to any student who has been suspended. This entails a fortnightly review meeting with the member of leadership team and a follow up meeting with parents within 4/6weeks.

### **Stage 5:**

Six-week placement: This would involve the student attending another local school for 6 weeks. This provides respite for the home school, an opportunity for the student to review their behaviours in an alternative setting and a chance to reflect on whether the student truly values their place in their home school.

Alternative Provision placement: these are used sparingly (predominantly in KS4).

### **Stage 6:**

Supported Transfer – These are 12-week placements at another school. These are put in place as an alternative to permanent exclusion. If the placement is successful the new school will take the student on roll.



# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 4 – Expected Behaviour in the School

### **At the start of the lesson, students are expected to:**

- Follow the Sharp Start principles
- Arrive on time to the lesson, calmly, quickly and in a sensible manner – using the digital clocks located on the school site for guidance
- Enter the classroom quietly and sensibly and sit in the designated seating plan seat
- Remove coat, bag and place on the back of the chair/floor (This will differ in practical lessons and science)
- Place the personal organiser and class equipment on the desk
- Put the date, learning outcome and 'classwork' into the exercise book and get ready for Rapid Recall
- Answer the teacher during the register – Yes miss or Yes sir
- Complete the work in silence until the teacher gives directions to talk

### **In every lesson, students are expected to:**

- Sit up and pay attention
- Listen carefully, tracking those that are speaking
- Have all necessary equipment
- Remain in the seating plan seat unless directed otherwise
- Complete the work to the best of their ability at all times
- Follow instruction, first time, every time
- Behave appropriately so everyone can learn
- Be prepared to answer questions and ask questions

### **At the end of the lesson, students are expected to:**

- Remain seated until instructed otherwise
- Pack all personal belongings into bags
- Stand behind their chair when instructed to do so by the teacher
- Wait to be dismissed and then walk calmly and quietly to the appropriate exit
- Use the correct entrance and exit to all blocks

### **Behaviour around side, students are expected to:**

- Treat everyone with respect, consideration and courtesy
- Queue in the canteen politely
- Not take food or drink out of the canteen
- Use the rubbish bins provided
- Follow the 'no hands' policy and be respectful of others' personal space
- Treat the school environment with respect
- Stay in the relevant zones for the year group
- Use the toilets in your Year group zones
- Not enter any classrooms unless given permission.
- Address adults as 'Sir' or 'Miss'

# Cardinal Newman Catholic School Behaviour for Learning Policy

- Use you manners and always say 'please' and 'thank you'
- Use IT facilities responsibly – all accounts in school are monitored.

# Cardinal Newman Catholic School Behaviour for Learning Policy

## Appendix 5 – Home/School Contract

***Our mission is to ensure that Jesus Christ is made known to all our students by placing Christ and the teachings of the Catholic Church at the centre of all our students' lives.***

*It is the responsibility of all our community to ensure that good behaviour is shown in school and in our local community. At Cardinal Newman Catholic School, we strongly believe that it is not acceptable for learning to be disrupted and that all students have the right to learn in a calm and purposeful environment, that all of our community should strive to meet our ASPIRE values.*

### **As a parent/carer, I agree to:**

- See that my child attends school regularly, on time, in the correct uniform and properly equipped for all lessons (pencil case with pens, ruler, calculator, pencils and a reading book etc.)
- Make the school aware of any concerns or problems that might affect my child's work or behaviour
- Notify the school each day by 9.30am of any absence
- Ensure holidays are not arranged during term time
- Ensure medical and dental appoints are scheduled out of school hours wherever possible
- Support the school's policies and guidelines for behaviour and bullying
- If rules are broken, I accept the sanctions of the school – these may include detentions, school environment work or extra school duties
- Ensure my child completes homework by checking and signing the student personal organizer each week
- Attend all consultation evenings and any other necessary meetings for my child's benefit.

### **As a student, I agree to:**

- Attend school regularly and be punctual at all times
- Wear the correct uniform with pride, and bring the correct equipment to all lessons e.g. pencil case, reading book, personal organizer in a school bag
- Be polite and respectful at all times
- Complete all work to the highest of standards – both class work and homework
- Respect the school environment and keep the school free from litter etc.

**I agree to this home/school contract and the school rules laid out in the information provided by the school.**

Parent/Carer(s):.....Student: .....Date:.....

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## Appendix 6 – Power to search, confiscate and screen

Headteachers and staff authorised by them (at CNCS this is member of the Leadership team) have a statutory power to search students or their possessions, where they have reasonable grounds for suspecting that a student may have a prohibited item. A prohibited item would include anything illegal or are being used contrary to school rules. A designated member of staff may, in the presence of a witness, search a student or their belongings, for prohibited items without the students' consent if they are believed to be in possession of the student. The member of staff conducting the search must be of the same sex as the student being searched.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- 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 the property of, any person (including the student).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

### Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way

### Screening

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

At Cardinal Newman Catholic School, a wand would be used if staff suspected a student to be in possession of a prohibited item.

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- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

- Any member of school staff can screen students.

2 Section 89 of the Education and Inspections Act 2006 for all maintained schools, PRUs and NMSS and the Education (Independent School Standards) (England) Regulations 2010 for academy schools and alternative provision academies

3 Section 3 of the Health and Safety at Work etc. Act 1974

## **Also note:**

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.

- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

## **Searching with consent**

### **Schools' common law powers to search:**

- School staff can search students with their consent for any item.

## **Also note:**

- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

- Schools should make clear in their school behaviour policy and in communications to parents and students what items are banned.

- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

## **Searching without consent What the law says: What can be searched 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, 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.

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## 1. Can I search?

- Yes, if you are a head teacher or a member of school staff and authorised by the head teacher. (At CNCS this is members of Leadership, Safeguarding and Pastoral Teams)

## 2. Under what circumstances?

- You must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.
- There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

## 3. When can I search?

- If you have reasonable grounds for suspecting that a student is in possession of a prohibited item.

### Also note:

- The law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.

## 4. Authorising members of staff

- Headteachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A headteacher can require a member of the school's security staff to undertake a search.
- If a security guard, who is not a member of the school staff, searches a student, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the student.

## 5. Training for school staff

- When designating a member of staff to undertake searches under these powers, the headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

## 6. Establishing grounds for a search

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- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to suspect that the student is concealing a prohibited item.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases, as they get older.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

## **7. Searches for items banned by the school rules**

- An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and publicised by the headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – advice for headteachers and school staff' via the link under Associated Resources.
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the headteacher must publicise the school behaviour policy, in writing, to staff, parents and students at least once a year.

## **8. Location of a search**

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.
- The powers only apply in England. During the search

## **9. Extent of the search – clothes, possessions, desks and lockers**

### **What the law says:**

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

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- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

## **Also note:**

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

## **10. Lockers and desks**

- Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present.

- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

## **11. Use of force**

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

- Separate advice is available on teachers' power to use force – see Associated Resources section below for a link to this document

After the search

## **12. The power to seize and confiscate items – general**

### **What the law allows:**

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

### **Also note:**

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.



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- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## 13. Items found as a result of a 'without consent' search

### What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate but this should not include returning it to the student.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- **Fireworks** found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds **an item which is banned under the school rules** they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- **Any weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

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## 14. Statutory guidance on the disposal of controlled drugs and stolen items

- It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
  - In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
  - Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
  - With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

## 15. Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
  - In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
  - If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
  - If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
  - All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety

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Also note:

- Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

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## Appendix 7 - Use of Reasonable Force

(The below is guidance set out by the Department for Education; Use of Reasonable Force (2014))

### What is reasonable force?

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and staff authorised by the Headteacher can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by the school rules.

### When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- Staff will use force for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### Schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves **or others** through physical outbursts.

### 18 Action in Self Defence or in an Emergency

Everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a student was at immediate risk of injury or on the point of inflicting injury on someone else any authorised staff would be entitled to intervene.

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.