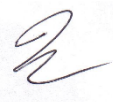


Behaviour and Relationships Management Procedures

Ellesmere Port Catholic High School



Approved by:	Mr J Coucill, Chair of Governors 
Lead of Review:	Mrs J Jones, Associate Deputy Headteacher
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Each day over 1000 people come together and form our school community. To do that, good order and high standards of behaviour must be the norm and every single person – student, parent, teacher, and support staff – carries a responsibility for ensuring that our school is an outstanding learning community. We cannot accept behaviour, which falls below the high standards we expect and which prevents others from learning or threatens their happiness and security.

School rules cover the following key areas using a trauma informed lens:

1. Respect and relationships

Everyone has the right to be treated decently and fairly by all others in the school community. We must acknowledge that positive working relationships will not form if respect is not earned.

2. Responsibility

No person, child or adult, must act in a way, which might cause distress, injury or inconvenience to others.

3. Rights

All staff and students have the right to learn and the right to teach. It is the responsibility of all students, staff and parents to ensure effective teaching and learning takes place.

4. Resilience

Students are expected to attend school regularly and punctually. All absences must be covered by an explanatory note. Home circumstances that may affect attendance or progress should be report to school so students can be appropriately supported.

5. Readiness

All students must conform to school uniform requirements. Any temporary variation must be covered by a letter from parents. Students are expected to arrive in school with the correct equipment to ensure they are ready to learn.

At EPCHS everyone is part of a community in which everyone has a responsibility to promote a safe, secure and supportive learning environment.

High expectations

These are set in stone and are expected of all students. We would like these to be emphasised repeatedly as a priority by all staff.

We expect students to:

- Be on time for school and not to leave school without permission
- Look after our school by keeping it clean and tidy
- Treat visitors, staff and other students with courtesy and respect
- Take pride in themselves and in our school's reputation
- Try their best at all times, and to be positive
- Be in lessons during lesson times, or have a signed planner explaining the reason
- Wear correct school uniform without jewellery or make-up, and with a coat, not a Hoodie. (Please check at the start of each lesson or form time and act accordingly)
- Bring the correct equipment to school every day including a ruck sack bag
- Mobile phones are not to be seen or heard (if they are they will be confiscated)

We expect staff to:

- Be punctual to enable a prompt start to the lesson
- Complete a register on Arbor at the start of every lesson
- Keep students in the classroom until the lesson bell indicates the end of the lesson
- Complete behaviour logs on behaviour management on Arbor to ensure accurate records are kept

If any of the above are not followed by even a minority of staff the job becomes more difficult for others.

Roles and responsibilities in the behaviour and relationships management system

We recognise that effective behaviour management and strong relationships, based upon mutual respect, are the cornerstones of successful schools.

Staff at EPOCHS are united in the belief that it is our duty to keep all students safe, happy and able to learn in a supportive, inclusive environment, where everybody's talents are nurtured. We believe in the importance of encouraging students to behave in a caring, co-operative, self-disciplined and tolerant manner as we prepare them for the future.

The basic premise of the school policy is that all staff are responsible for student behaviour. The following information outlines the roles of different staff in school:

- **Learning Support Department** - assess students and put strategies into place to support them. Deploy Learning Support Assistants to provide support accordingly. LSAs play an important role in assisting those students with behavioural problems, as well as those with learning difficulties.
- **Cover Supervisors** - promote effective learning and deal with low-level disruption in accordance with the school policy. Seek support from classroom teacher or subject leader for more serious misbehaviour.
- **Classroom Teachers** - maintain classroom discipline in accordance with school procedures, monitor home learning, home liaison for low-level issues and set detentions accordingly. Seek support from the Subject Leader for more serious and persistent issues.
- **Form Tutors** - monitor behaviour, including form tutor report if necessary, and detentions, home liaison for low-level issues, set initial detentions for punctuality, and work with the Head of Year to decide appropriate courses of action. **Daily uniform and equipment checks in form time.** Provide Pastoral Leaders and SLT with relevant data on a regular basis.
- **Subject Leaders** - maintain discipline in subject area, run departmental detentions, home liaison for low-level issues and support staff as necessary. Refer serious or persistent issues to the Head of Year.
- **Pastoral Leaders** - support form tutors, class teachers and subject leaders when a range of strategies have been tried. Monitor students who are persistently causing disruption, pick up serious issues, investigate incidents, issue reports when necessary, liaise with the Inclusion and Diversity, Progress Team, Department and external agencies regarding interventions and regularly communicate and meet with parents. Refer more serious issues to **SLT**. Work on intervention behaviour strategies with identified key students. PLs will also produce and analyse attendance and behaviour data. PLs assist in the production of the Pastoral Data Breakfast meeting reports as well as assisting with parent's evenings. PLs are the main duty staff outside at lunchtime and coordinate Late Gate detentions, SLT detentions and Inclusion Room support.
- **Student Services Officer** – supports staff by issuing letters for confiscated items, coordinates first aid and requests for behaviour support through the alert system, issues required uniform items, temporary planner pages, contacts home requiring forgotten items such as PE kit and is on hand all day to offer support to students.

- **Attendance Officer** – supports staff and students by monitoring daily attendance and punctuality, updates records and initiates follow on actions. Provide attendance and behaviour data on a regular basis. Poor attendance can have a significant impact on engagement, behaviour and progress.
- **Senior Leadership Team (SLT)** - support the Pastoral Team and subject areas by monitoring any challenging students, supporting staff across the school through the 'on call' system, refer students to the inclusion room, support Pastoral Leaders with serious issues, liaise with Behaviour Support personnel (LA and other alternative providers) and inform staff and SLT colleagues of good practice and review systems regularly.
- **The Governing Body** – to provide support and challenge to the school in terms of specific cases, policies and record keeping.

Classroom Expectations

Classrooms are for learning, so students must:

- Arrive at their lessons on time
- Enter the classroom in a quiet and orderly manner
- Get out their books and equipment
- Listen carefully when someone is talking and follow teacher instructions
- Never chew during lessons
- Always try their best and be positive about their own achievements and those of other students.

Classroom Management

It is extremely important that individual staff take responsibility for behaviour in their own classroom and take these initial steps. Support is there for when these steps are ineffective, but students' behaviour is more likely to improve in your classroom if these initial steps are followed:

- Well planned lessons promote good behaviour. If lessons have challenge, pace and a good working relationship, then good behaviour will usually follow.
- Be punctual and ready to meet and greet your class using their first name. This encourages them to be on time and sets a good example. This also allows students to enter the classroom and start to complete the settler whilst you are meeting students at the door. This forms part of our drive for relentless routines by staff.
- See that all your work is prepared and that you have all necessary materials ready.
- Expect exact obedience. When you say 'stop writing' or 'pens down', see to it that **ALL** students put their pens down at once. Praise students who respond quickly, first attention for best conduct.
- Try to avoid repeating orders, instructions or warnings, otherwise some students will take no notice of the first time warning.
- Try to cultivate a quiet voice to support our pillars of practise – calm and consistent adult behaviour.
- Do not teach through noise.
- Do not lay your hands on students at all.
- Remember that an interested and engaged child is less likely to misbehave.
- Try to see that in as many lessons as possible the student is called upon to be active and do something him/herself.
- When commenting on students' work, give praise as freely as constructive criticism.
- Make use of randomisers to ensure all students participate in questions.
- Do not punish collectively when you cannot find the actual culprit. Not only is this unfair, but it tends to lose you the goodwill of co-operative students.

- Only very exceptionally allow a student out of the room to visit the toilets and never more than one student at a time except when absolutely necessary. Please use the toilet pass and record on Arbor which students use the pass. Students with a medical toilet pass also need to be recorded if the pass is used.
- Be sure that it is you that decides where students sit. Follow your data rich seating plan and ensure this is available for any cover staff.
- Do not teach sitting down. Few good teachers do this, for you cannot command and observe the whole class.
- Check in good time at the end of a lesson that all necessary materials have been returned.
- As a rule do not stand students outside in the corridor. This should only be used as a strategy to allow students to “cool off” for 5 minutes only.
- All teachers have the occasional behaviour issues. Do not hesitate to consult your colleagues when this happens and use the alert system if necessary.
- Outdoor clothing should not be worn in classrooms, and bags should be placed on the floor and not on desks, benches, or tables.
- A student arriving late must have a note explaining their late arrival and this must be recorded on Arbor by the teacher.

Practical Ways of Improving Classroom Management Skills

Behaviour is the outcome of many factors. We have no control over some of these. We do have some control over the classroom environment and a lot of control over classroom management.

An Audit of your Classroom Environment

Take a step back and think about the environment you teach in:

- Is the classroom safe?
- Is equipment easily accessible?
- Is furniture arranged to best effect?
- It is too hot / too cold?
- Is the lighting right?
- Is there enough ventilation?
- Is there ease of movement in the room?
- Where can students store their belongings?
- Is there sufficient space?

An Audit of your Classroom Management

- Are you on time to your lessons?
- Is your voice clear?
- Is good behaviour noticed and acknowledged- first attention for best conduct?
- Are small achievements recognised- first attention for best conduct?
- Do you act as a role model for desired behaviour- calm and consistent adult behaviour?
- Is the work differentiated?
- How is peer/adult support used?
- Do you use all your room space?
- Who decides where students sit and why?
- Are there established routines for entry/exit, distributing/collecting materials, gaining teacher attention? Relentless routines.
- Use the Pivotal strategies

Some General Principles: *These would apply in most classroom situations.*

Clarity – teachers knowing what they expect from students and communicating this clearly. Check that students know what they have to do and whether they can do it. Teaching behaviour in small steps and rewarding success is useful initial strategy. Some students, who are immature for their age in most aspects of their developments including behaviour, will require modified expectations and opportunities to practice.

Consistency – when students are regularly commended for the same behaviours they become clear about what is expected of them. Consistent small sanctions are also more effective in changing behaviour than more severe, occasional punishments.

Staying **Calm** – this includes not taking students behaviour as a personal threat, keeping the emotional tone of the interaction low (quiet but firm voice, moving at a measured pace, not invading personal space), using 'I' statements rather than 'you' statements, being aware of personal tolerance levels and seeking support from colleagues as appropriate.

Focusing on the **Positive** – acknowledging success in behaviour by attention, discreet praise and rewards is helpful.

Some Behaviour 'Tips'

- Look at seating in the room
- Try associating the target with good role models
- Praise in public (if appropriate) – reprimand in private (if possible)
- Planned ignoring of low level disruption may be useful as a short term strategy for some students, however this should not be the 'norm'
- Catch students being good and praise ('well done for...' is better than 'good')
- Use proximal praise (praise someone near target who is producing the required behaviours)
- Give instruction then move away – assume instructions will be carried out. This gives them time to comply. Don't demand instant obedience
- Emphasise that students have a choice – be clear about the consequences if they don't do as asked
- Get down to their level to speak to the student regarding issues of poor behaviour
- Use a calm, quiet voice
- Ensure the student is aware of what they are doing wrong and the outcome if they choose to continue
- Don't make empty threats
- If confrontation seems likely try to diffuse the situation
- 5 – 10 minutes DT at break or lunch can be just as effective as 30 minutes after school
- Ideally, a restorative conversation to mend a student/teacher relationship is better and more effective than a detention
- Inform parents and Pastoral Leader about improvements in behaviour
- Try to ensure a 'fresh start' every day
- **Protect self-esteem** – condemn behaviour not the student
- Concentrate on primary behaviours – try to ignore secondary behaviours. Play things down not up. Don't try to 'get to the bottom of it' there and then
- Be consistent – all students (especially those with EBD are quick to take advantage of inconsistent handling)

Some 'Positive' Ideas for Departments

- Targeted/focused subject report cards

- Brief meeting with HOD when behaviour is good/improving
- Time out cards (as part of larger strategy)
- Positive behaviour contracts
- Self-monitoring schemes
- Peer monitoring schemes
- Positive letters/postcards home
- Departmental detentions at break and after school

Don't be afraid to try something out. We can't change behaviour overnight, so give it a few weeks to work.

If it didn't work change it or try something else or even ask the PL, SENCO, Behaviour Support team for advice. **Finally** Keep some evidence of what you tried and what happened.

The Referral System

Classroom incidents

All incidents of challenging behaviour must be logged on Arbor. If this behaviour is repeated it should be reported to the Subject Leader. If the behaviour is a serious breach of the 5 R's then this should be emailed to the Pastoral Leader.

Students MUST NOT BE:

- a) Sent to the PASTORAL OFFICE during lessons.
- b) Placed outside the classroom for any amount of time.
- c) Staff should use the alert system if help is required.

Incidents of poor behaviour should also be followed up using the staged approach to behaviour. All of this should be logged on Arbor.

Non-Classroom Based Incidents

If a member of staff witnesses an incident out of the classroom then this needs dealing with immediately by the staff member who witnessed the breach.

For relatively minor incidents, it is hoped and expected that the teacher involved would:

- Identify the student concerned (student photographs are on the network)
- Speak to the student involved
- Issue a sanction such as a break time delete detention if it is felt necessary

More major incidents need dealing with immediately. In this case, the Pastoral Leader or a member of SLT should be contacted via the Student Services.

Referral to Pastoral Leader

Pastoral Leaders will start to intervene when a student meets some of the criteria below:

- A significant amount of behaviour points
- A student has figured on the call out log a number of times
- A student has been referred by two or more Heads of Subject
- A concerning number of fixed term exclusions/stays in Internal Exclusion

Pastoral Leader will then put in place a detailed and co-ordinated Intervention Programme for a student which may involve some of the strategies below:

Possible Interventions

- Key worker/mentor/counselling-regular contact
- Steps taken to share 'what works' with the student (e.g. meetings of subject staff to share effective strategies or observation of student followed by a report of successful strategies to staff)
- LSA support in specific lessons liaise with SENCO
- Change of class/tutor group/teaching set
- Other modification in the student's timetable e.g. dropping one or more GCSE subject
- Part-time work experience/LINK college course/early college placement
- Peer mentoring/buddy system/'Circle of Friends'
- Timetabled small group/one to one input on 'emotional literacy'/anger management/assertiveness skills/SEAL activities
- 'Differentiated' report cards/monitoring sheets e.g. a 'good news' positive report card with an agreed reward for a number of positive comments
- Rewards for meeting SMART targets, e.g. extra computer time, letters/post cards/emails to parents, negotiated treats at home/credits, merits, certificates etc.
- Referral to SENCO re access to supported study area
- Art/music therapy
- Attendance at clubs/support during unstructured times
- Exploration of referrals to other agencies e.g. YOT, CAMHS etc.
- Referral for the behavior pathway
- Literacy Support
- Link with Mental Health Worker
- School Nurse
- Learning mentor work in English and Maths
- Intervention staff work with student on attitudes – is there a set programme/guidance
- Form tutor mentoring
- Behaviour support plans
- D of E
- Time of day analysis
- Analysis of CAT scores / reading ages / English levels
- Attendance issues resolved through EWS involvement
- Use of pupil premium funding?
- Focus on their future/careers advice
- Mental health questionnaire
- More work at home – parental engagement and use of the VLE
- Round robins to identify issues
- Quality assurance of first quality wave teaching

There is no guarantee that a Pastoral Leader is able to modify a student's behaviour. A Behaviour Support Plan (BSP) should then be completed and a member of SLT will monitor the student for a set number of weeks.

Reports

The following reports may be used:

1. Form tutor report card
2. Subject report card
3. Pastoral Leader report card
4. SLT Behaviour intervention report

Reports are usually put in place due to -

Inappropriate Challenge

Answering back
Impolite tone of voice
Arguing
Questioning authority
Failure to follow instructions

Personal standards

Untidy
Make up/hair issues
Jewellery
No school shoes

Low Level Disruption

Tooting (talking out of turn)
Shouting out
Getting out of seat
Smirking
Any other distracting behaviour

Insufficient Work

Poor presentation
Tasks not finished
Tasks not attempted well

Lack of Equipment

Bag
Pen
Pencil
Ruler
Planner

Behaviour Support System

The key element of our behaviour support system is behaviour and relationships management through Arbor. All staff must ensure that ALL incidents of challenging behaviour are recorded on Arbor. This should be seen as a priority as it enables action to be taken to address the problem.

Behaviour management through Arbor is then used to:

- a) give the Pastoral Leaders and Subject Leader an accurate and up to date record of the students' behaviour
- b) give parents an accurate and up to date record of their son/daughter's behaviour at a meeting in school
- c) provide supporting data for proposed interventions and referrals
- d) provide data for use of exclusion meetings and for outside agencies
- e) activate the appropriate actions re-Staged Approach to Behaviour

Achievement Points

All staff should be encouraged to use the positive side of Behaviour Management and award students' points for good work praise cards etc.

Rewards

At EPCHS, we believe that all students should be rewarded for the contributions they make to their form group and year, the school and the wider community, and we thoroughly enjoy celebrating success. We have outstanding students and rewards should always be given out more frequently than consequences.

Rewards that are available for subject teachers and form tutors to distribute are:

- Teacher praise
- Postcards home
- Phone calls home
- Letters home
- Rewards trips

These should be recorded through achievement side of Behaviour Management.

We have frequent achievement assemblies, in which all staff can nominate students for congratulations for various different achievements.

Postcards can be sent to parents to inform them of exceptional effort or work. Staff can write a brief comment and pass to the office for posting. These are very well received and are appreciated by parents especially if posted ready for a weekend arrival.

Rewards trips are arranged as incentives for good attendance or good work throughout the year.

The Classroom Consequence System

Every member of the school community has a responsibility to respect **THE RIGHT TO LEARN** and **THE RIGHT TO TEACH**.

Where a student falls short of our high expectations they can expect:

Steps	Actions
1. Redirection Pre-staged approach	Gentle encouragement, a 'nudge' in the right direction, small act of kindness, PIP+RIP, proximity, eye contact, body language etc.
2. Reminder Pre-staged approach	A reminder of the expectations of 5R's delivered privately wherever possible. Repeat reminders if necessary. Deescalate where reasonable and possible and take the initiative to keep things at this stage.
3. Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4. Internal Exit	At this point the learner will be referred internally to another designated room for the remainder of the lesson which will be a fresh start. All internal referrals must be recorded on Arbor.
5. Reparation	A restorative meeting should take place at the end of the school day. If the reconciliation is unsuccessful the member of staff should call on support from their line manager who will support the reparation process.
6. Formal Meeting	If the behaviour of the learner does not change a formal meeting will be setup with the teacher, learner and a member of SLT. This will be recorded on Arbor with agreed targets which will be monitored over the course of two weeks on subject leader report.

SLT 'on call'

Very serious incidents, such as foul and abusive language towards staff or violence, will be referred straight to the member of SLT 'on call'. All members of SLT will have allocated 'on-call' periods in their non-contact time.

Staged Approach to Behaviour

Continued disruption which results in further call outs, will be dealt with by Pastoral Leaders, Assistant Headteacher SPDWS and SLT, following the guidance within the staged approach to behaviour document.

Persistent disruption

Staff should deal with persistently disruptive students in the following ways:

- Record all incidents on Arbor and pass on information to the relevant Pastoral Leader
- Refer to the Subject Leader
- Place on subject report
- Issue detentions which increase in length
- Liaise with the Pastoral Leader, who may be aware of wider issues, before phoning home
- Monitoring by Pastoral Leader, to help devise strategies and put interventions in place
- Referral to SEND Department for assessment, if not done previously

Detentions

- This is the most common sanction used in school and it is vital that students attend them
- Detentions can be done at break, lunch or after school
- Staff must record detentions on **Arbor** so that an email message will get sent to parents/guardians to inform them of the detention
- Staff may wish to exercise discretion here and make contact with the parents/carers of certain students to talk through the issue in person
- If an after-school detention is being set, please give parents/carers 24 hours' notice
- Parental consent (usually by means of a phone call) is required if staff wish to keep a student after school on the day of an incident - **'no-notice' after-school** detentions without parental consent are not to be undertaken
- Should parents/carers have a concern about a detention which has been set, they may contact the school. **However, the school's decision on the matter will be final.**
- Students on leadership detentions will be highlighted in red on Fridays registers through **Arbor**

What if students fail to attend detentions?

- This can be avoided if detentions are set following lessons whenever possible. Departments could also have a common detention and 'collection service' if a member of staff is free to do this

- If students fail to attend, it is important to check if they were in school on the day the detention was due to be served. Staff then need to re-issue the detention. The length of the detention **may** be increased - this is discretionary
- Should the student fail to attend a second time, staff need to refer the matter to the Subject Leader
- If the student fails to attend this detention, they should be referred by the Subject Leader for an SLT detention which is held every Friday from 3 – 5pm
- Ongoing patterns of failing to attend detentions will result in further sanctions, such as time spent in the Inclusion Room. It is important that the Pastoral Leader is informed if a student misses a detention so they can monitor this through **Arbor**
- Persistent refusal to attend detentions will result in a fixed-term exclusion.

Isolation Room

If a student's behaviour continues to impact on the learning of others they will spend time in the school Isolation Room. Students attend the Isolation Room between 9.00am and 3.00pm. They complete work, discuss the behaviour issue, and work on strategies to avoid a repeat of that behaviour. Lunch will be taken in the Isolation Room. Their commitment to work is monitored and a record completed in case further interventions are required. When a student is in the Isolation Room, they must receive work for every lesson they should have on that day. It must be sent to the Pastoral Office by the deadline requested and not directly to the Isolation Room. Work will be returned to the relevant staff at the end of the day by the student.

The 'Step Out' arrangement

The school has 'Step Out' agreements with other local schools. Under this agreement, students attend the Isolation Rooms of the respective school as an **alternative** to a fixed-term exclusion. This is used for lower-level breaches of school behaviour policy such as when a student has committed a one-off or sequence of offences which do merit a sanction beyond detention, but not an exclusion from school.

Exclusions

Exclusions will then be sanctioned by the Headteacher or Deputy Head B+A in their absence. Excluded students may require, 're-integration' time in the Inclusion Room, on their return but this is rare. This will be decided by the Deputy Head B+A. If a student is going to receive an exclusion they will be removed from lessons and sent home with a letter asking their parents to attend a meeting. All excluded students **must** attend a re-integration meeting with the Deputy Head B+A and the Headteacher. Following an exclusion, students may be placed on report for at least two weeks to monitor their re-integration. The Form Tutor and any member of staff involved in the incident will be informed of the consequence. Students at risk of permanent exclusion will be required to attend a Governor Panel meeting with their parents.

Restorative approaches

As a Catholic community it is essential that we build upon restorative approaches. After any incident (such as removal, time in the inclusion room, exclusion) there will be an opportunity to change and move forward. A meeting must be held involving the student and member of staff involved in the incident and the Subject Leader, Pastoral Leader or member of SLT, who will be on hand to help rebuild the relationship and ensure there is a clean slate given and an opportunity to move forward. It is essential that the student understands our high expectations and what future choices they need to make.

Parents and Communication

Parents/carers are expected to play a central role in promoting good behaviour – it is not the school's responsibility alone. Parents are encouraged to apply sanctions at home for misbehaviour in school. Staff in the school are here to support all students. The most effective way of ensuring that the young people have the greatest chance of success is by home and school working closely together. The

school's success is built on high standards and expectations and we would especially appreciate parental support on disciplinary issues. We are always willing to discuss incidents and will act in a reasonable manner. **However, the school's decision on issues will be final.**

It is important for schools and parents to work in partnership, with effective two-way communication. Therefore we undertake to:

- Advise parents of any concerns we have in respect of their child's academic progress, attitude, behaviour and welfare.
- Advise parents, in writing when their child is to complete an after-school detention, and to give 24 hours written notice.
- Respond to any concerns parents may have and to offer access to an appropriate member of staff, within 24 hours.
- Advise parents when absence or punctuality gives cause for concern.
- Invite parents to school annually to discuss their child's progress.
- Inform parents of any changes to school policy with regard to behaviour.
- Share information by using their child's Student Planner. The Planner is also for parents' use and we do ask that parents use it to share appropriate information with us.
- Actively promote good personal, community and race relations.

CCTV

The school is partly covered by a network of CCTV cameras. If an incident occurs, and you feel a review on camera would help to clear it up, please refer to the Pastoral Leader. As part of data protection rules parents are not permitted to view the CCTV.

“WHAT TO DO IF”

A student arrives wearing jewellery:

No jewellery should be worn except a wrist watch and one set of stud earrings worn in the lower lobe. This is a health and safety matter so breaches of the rules must be followed up urgently and consistently.

- Ask the student to remove the item, collect it from them and place it in an envelope.
- Seal the envelope and write down the name and form of the student and the date on the front of the envelope.
- Take the envelope to the Student Services where it will be kept in the safe.
- Student Services will log the name of the student in a book.
- Confiscated jewellery can be collected at the end of the day. If issues continue parents will be contacted to make suitable arrangements as items may be confiscated for longer.

If **ALL** staff adhere to this routine, although it may cause some additional work initially, it is anticipated that it will result in less work eventually, as word gets around that we are not going to tolerate the wearing of jewellery.

A student arrives wearing the wrong shoes:

School shoes should be black or brown.

- Form tutors should send the student with a note to Student Services.
- Student Services have a stock of black plimsolls of various sizes and students will be required to wear them.

- If the student refuses, parents will be contacted and they will make the decision as to whether the student goes home to change into correct footwear or stops in school by wearing the plimsolls.

Any other part of uniform is missing:

As with shoes, a note should be provided by the student explaining the reason. Student Services may be able to provide students with a spare tie or even a blazer for a day, but parents should be contacted to explain how they are dealing with the problem. All notes should be counter signed by the Form Tutor or PL. Staff should ask to see the note. Any student without a note should be referred to Student Services as soon as possible.

A student arrives without a bag:

Not bringing a bag to school is often an early sign of a student who is at risk of under achievement. It is a clear indication that the student places little value in learning and that they have no intention of taking any work home. It is in all of our interest to intervene at an early stage to insist that the student brings a bag or provide one if support is needed. Inform the PL who will contact parents.

A student arrives wearing the wrong coat:

The uniform regulations state that a suitable coat should be worn. The following are not suitable:

- Denim jackets
- Hoodies
- Tracksuit tops
- Various jumpers or sweatshirts.

Once again, we will only solve this problem by consistently following the routine below:

- Ask the student to remove the coat
- Identify the owner
- Take the coat to Student Services
- The student can pick the coat up at the end of the day
- After the first offence a letter will be sent to the parent informing them about the situation

Once again this will cause extra work initially, but if we all stick to the routine then it will become less of a problem

A student is found smoking:

- Identify the student and pass their name to the appropriate Pastoral Leader who will issue a sanction in line with our protocol for smoking
- Record the incident on Arbor
- Parents will be contacted by the Pastoral Leader

A student is found selling goods:

- Identify the student and escort them/pass their name to the appropriate PL.
- The member of staff will then ask the student to empty the contents of their bag. If banned goods are found they will then be confiscated by the PL and the event will be recorded on Arbor

A student is seen using a mobile phone:

Mobile phones are not permitted in school. Parents may wish their child to have a mobile phone in school, however if this is the case, it must not be **seen or heard**. If it becomes apparent that a student has a mobile phone it should be confiscated and taken to Student Services. If a student refuses to hand over their mobile phone contact the appropriate Pastoral Leader or member of Presence. We must all be **consistent** on this policy to ensure fairness. In the first instance, mobile phones will be confiscated for one calendar week, thereafter they will be confiscated for a week at a time.

A student runs away from a member of staff:

Do your best to identify the student:

- Ask other students
- Ask colleagues
- Use photographs (Arbor)
- Locate the student using Arbor

Follow up the incident with the student and use appropriate sanction and where necessary refer to the Pastoral Leader. If the incident happens again inform the Pastoral Leader as soon as possible.

Dining Room Routines

Litter around school is unacceptable. It is unsightly and represents a Health & Safety risk. Much of the litter generated by students is in the form of food packaging. Therefore, all students are encouraged to use the 'think bin' slogan. Litter picking can be used by school as a sanction as a way of community service.

Searching Students

Although staff can legally search students and their possessions *with their or without consent*, staff should always refer a student to be searched to a member of SLT or Pastoral. Staff should never search a student on their own and never search a student of the opposite sex. As a general rule, another adult should be present when a search is conducted and any confiscated items should be labelled with the students name, member of staff involved and the date. A school is authorised to dispose of confiscated items as it sees fit unless it is an illegal item which should always be handed in to the police. Any disposal of confiscated goods should be discussed with a member of SLT first.

Guidance on dealing with racial incidents or gender / homophobic related incidents

Given the far-reaching implications of this type of behaviour, it is important that we deal with the incident and the motivation behind it. The following is an attempt to provide a categorisation of types of incidents.

- Physical assault against a person or group because of colour/ethnicity or gender/sexual orientation
- Derogatory name-calling, insults, jokes and language
- Racist/homophobic graffiti
- Provocative behaviour such as wearing badges or insignia
- Bringing racist/homophobic materials such as leaflets, comics or magazines into school
- Verbal abuse and threats
- Incitement of others to behave in a negative way
- Inappropriate comments in the course of discussion in lesson
- Attempts to recruit other students to racist/homophobic organisations and groups
- Ridicule of an individual for cultural differences or beliefs, e.g. food, music, dress etc.
- Refusal to co-operate with other students because of their ethnic origins or sexual orientation

It is essential that records are kept of racial or homophobic incidents to enable us to identify any patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of harassment.

In the main, this will mean reporting any racial or homophobic incident to the PL or DHT for B+A. The relevant Record Form on CPOMS must be completed as a matter of urgency and must be sent to the PL or DHT for B+A to allow a detailed investigation. Racist and homophobic incidents will be recorded centrally and monitored and where necessary information will be shared with the police. Incidents of this nature can also be recorded on Arbor and CPOMS.

Finally, we must always remember when dealing with any behaviour issues, that we are dealing with young people, each a unique gift from God to this world, each with the potential for great good. The example children live with is the example they are likely to bring to their future role as parents.