



# Behaviour Policy

June 2021

**Respect for the dignity of each individual is at the heart of our mission**

**At Cardinal Allen Catholic High School, we aim to create a sense of order and self-discipline for pupils, which reflects the Christian values and ethos of the school.**

**“Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Its correct direction is equally crucial, and should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself, except haphazardly. School leaders should rightly aim to influence student character and attitudes in order to help students flourish as learners and individuals and members of communities”**

*Tom Bennett Independent Review of Behaviour in Schools 2017*

## INTRODUCTION

Cardinal Allen’s staff aim to create a sense of order and self-discipline for their pupils, which reflect the Christian values and ethos of the school. The duty of caring works both ways and in return the school asks for and expects a high standard of courtesy and behaviour at all times. The school accepts that such formation is present in all aspects of its life - the approach to every task, every aspect of teaching and learning, and every form of order, discipline and control, every relationship. The school adopts a restorative approach to behaviour management.

The following sections are a written statement of the general principles covering all the relevant issues that affect pupils and their parents.

## 1. THE PRINCIPLES

**1.1** The Governing Body believes that good behaviour in all aspects of school life is necessary to enable effective teaching and learning to take place. It therefore seeks to create a caring and learning environment in the school by:

- creating a sense of good order and self-discipline characterised by fairness and justice;
- promoting self-esteem, a proper regard for authority, and positive relationships based on mutual respect;
- ensuring fairness of treatment for all and encouraging a consistency of response to both positive and negative behaviours;
- providing a safe environment free from disruption, violence, bullying, and any form of harassment;
- encouraging a positive relationship with Parents and Carers to develop a shared approach in the implementation of the school’s policy and procedures.
- encouraging pupils to focus on being ready to learn.

**1.2** It is important to recognise that this policy relates to:

- all activities organised by the school for pupils both during and beyond the school day including all extra-curricular activities and educational visits;
- the period when pupils are in school uniform and making their way to and from school;
- the rights of pupils and staff to use modern media without fear of embarrassment or bullying;
- the right of school staff not to be subjected to harassment at any time in their professional or private lives.

## 2. THE ROLES AND RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY

- 2.1 The Governing Body will establish, in consultation with the Headteacher, staff and parents, this policy for the promotion of good behaviour and keep it under review. It will ensure that:
- it is communicated to pupils and their parents;
  - the expectations are clear;
  - it is non-discriminatory.
- 2.2 The Headteacher is responsible for:
- promoting good behaviour and discipline in line with this policy;
  - drawing up this written statement, and any accompanying documents, which will include the making and enforcing of rules to:
    - promote self-discipline and proper regard for authority;
    - encourage good behaviour and respect for others;
    - prevent bullying;
    - ensure that standards of behaviour among pupils are acceptable;
    - regulate pupils' conduct;
    - ensure that punishments are in proportion to offences and enable pupils to make reparation when appropriate;
    - explain the arrangements for pupils to report bullying and how staff will investigate them.
- 2.3 The Staff are responsible for ensuring that the policy and the Rewards and Behaviour System are followed. It is important that all staff recognise the need for the policy to be followed rigorously. Staff must **Insist, persist and be consistent** in their discipline.

*“Pupils need to know that the rules will be upheld consistently. Every time you decide to let a school rule slide, you are actively undermining your colleagues”.* David Didau

- 2.4 Our Parents and Carers naturally take responsibility for the behaviour of their children both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- 2.5 Our pupils are expected to take responsibility for their own behaviour and to be fully aware of the school's policy, its procedures and its expectations. Pupils will also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported to the school's staff.

## 3. THE ROLE OF THE TEACHER

- 3.1 Our School wants to be a place where our pupils are self-disciplined. It is recognised that young people need to have the ability to tell the difference between right and wrong and that they will want to explore the limits of what constitutes either good or unacceptable behaviour. It is the role of the teacher to help them come to an understanding of where these boundaries are.

- 3.2 The Elton Report stated that:

*“Our evidence suggests that pupils live up or down to their teachers' expectations”*

It is therefore important that all staff set high standards in their dealings with pupils and that **all staff** take on the responsibility for discipline within the school. The following guidelines are given for working with pupils:

- be **consistent** in your dealings with all pupils;
- be punctual to lessons and be organised once you are there. Expect your pupils to do the same;
- ensure that there is a good pace to your lesson. Do not give your pupils the chance to become bored;
- treat all pupils with respect and expect the same from them;
- be rigorous in applying the Class Stages Process;
- ensure that pupils are reminded of the “Stages” system on a regular basis;
- have a sense of humour.

## 4. THE SCHOOL'S CODE OF CONDUCT

- 4.1** In order that our pupils have an understanding of the sort of behaviour expected from them, the School has a Code of Conduct which applies equally to all pupils:
- to understand that the school is a place for work and learning to occur in a quiet and civilised manner. This recognises the rights of other people to work without interruption and distraction;
  - to behave at all times in an orderly manner paying due courtesy and respect to other members of the school, to visitors and the general public;
  - to show respect for other people's property, the school and its environment;
  - to work to the best of one's ability.
- 4.2** This Code is displayed in form rooms and on the school corridors. Pupils are reminded of the Code at regular intervals.
- 4.3** Within our school we want to embed outstanding behaviour and expect pupils to be "ready to learn" each and every lesson. Our pupils should:
- Be PUNCTUAL
  - Be POLITE
  - Be PREPARED
  - Be PROUD

To maintain good order and prepare pupils for the wider world of work the following rules MUST be constantly reinforced by all staff:

- No eating and drinking on corridors
- No Chewing gum – SLT Detention
- Trainers not to be worn in school (except during PE and /or Drama lessons)
- No dropping of litter – SLT Detention
- No hoodies to be worn in school
- Phones MUST BE switched off before entering the school grounds i.e. before leaving the pavement and entering through the school gates, and handed in to the office. Phones MUST NOT be switched back on until the pupil has left the school grounds.
- If late to Form Period or lesson, a pupil should knock on the classroom door, enter and explain the reason for lateness.

## 5. THE WAYS IN WHICH THE SCHOOL ENCOURAGES GOOD BEHAVIOUR

- 5.1** The School uses the following examples to reinforce positive behaviour and to recognise the efforts of its pupils:
- Parents and Carers are asked to sign a 'Home-School Agreement' on admission indicating that they support the school's efforts in the education of their child;
  - extra-curricular activities and educational visits provide opportunities for pupils to enrich their education;
  - form representatives, sports representatives and School Council meetings give pupils the opportunity to express their opinions about aspects of school life;
  - pupils are encouraged to think of others in need by raising money for charitable causes such as the annual Bishops fund, CAFOD, etc.;
  - Year 9 and Year 11 pupils act as mentors for younger children in order that their help can be sought with problems such as bullying and friendships. Pupil mentors receive training and are supported by staff.
- 5.2** A positive attitude and an 'encouragement' philosophy are recognised as being more effective in managing pupils' behaviour than merely punishing pupils. The School uses the following rewards so that pupils see the value of good behaviour and therefore learn from their experience:

- Verbal Praise: Every opportunity should be given to congratulate pupils on their effort/behaviour. It is important to be sensitive in recognising that pupils can be embarrassed about receiving praise in front of a class. Praise is sometimes best done privately;
- Points may be awarded for:
  - A particularly helpful act/Kindness
  - Excellent effort/attitude towards a piece of work or homework
  - Acting on feedback effectively
  - Improving a grade/level in a subject
  - Collaboration/Sharing
  - Perseverance/Excellent Concentration/On Task
  - Excellent contribution to an extra-curricular activity
- Competition amongst Houses for points accumulation is seen as a positive way of encouraging pupils to gain points;
- Assemblies: These are used to praise pupils, recognise good effort and celebrate achievement. An Awards Assembly takes place each October to celebrate attainment, achievement and attendance;
- Letters, postcards and telephone calls home: Personal contact can be made on a departmental basis and reported to the Progress Leaders to recognise high standards of effort and/or achievement;
- Letters of Commendation: Letters can be sent home from the Head of School to recognise high standards of effort and/or achievement across a range of subjects or for the contribution of a pupil towards the school community;
- Work Displays: Every opportunity is taken to display work, both within the classrooms, and on notice boards around the school;
- Referral to Senior Staff: when a child has worked with a high standard of effort and/or achievement the pupil can be referred to Curriculum Leaders, Head of School, Senior Leadership and Headteacher for special praise.

Pupils will be awarded 5 points at the beginning of each term and can earn more points for positive behaviour, excellent work and contributing to the wider-life of the school. Badges will be awarded to pupils when they reach 30 points. Each term, the top 25% of pupils in each year group will be entered into a prize draw

- 5.3** The School will continue to look at further ways of rewarding pupils for displaying positive behaviour such as school trips, an invite to the Prefects' Prom, etc.

## **6. DISRUPTIVE, INAPPROPRIATE BEHAVIOUR**

- 6.1** At times some pupils behave in an inappropriate way and this affects others in the school community. The following sections describe the range of behaviour, which the school sees as being inconsistent with the Code of Conduct.

- 6.2** The School recognises that some misbehaviour is simply inappropriate and undesirable but that others are more serious as well as other instances that are very serious. The following lists give examples of the different degrees of seriousness. They are not intended to cover all types of unacceptable behaviour.

### **6.3** Examples of inappropriate behaviour

- |                        |                                    |
|------------------------|------------------------------------|
| • Interrupting teacher | • Lack of homework                 |
| • Name calling         | • Eating in class                  |
| • Attention seeking    | • Poor uniform / appearance        |
| • Avoiding work        | • Failure to attend detention      |
| • Foolish behaviour    | • Lack of equipment **             |
| • Wasting time         | • Chewing gum *                    |
| • Uncooperative / rude | • Late to school (up to 9.05am) ** |
| • Poor punctuality     | • Dropping litter *                |

\* **SLT Detention** is given for these infringements from 3.05pm – 4.00pm.

\*\* A same day detention is given for these infringements from 3.05pm – 3.30 pm.

#### 6.4 Examples of more serious misbehaviour

- Hitting another pupil
- Being rude to a teacher
- Graffiti
- Lying
- Spitting
- Swearing at a pupil
- Giving out cigarettes
- Refusal to comply
- Using games / websites without permission
- Persistent lack of homework
- Truancy from lessons
- Aggression
- Failure to attend two detentions
- Talking in internal exam
- Leaving classroom without permission
- Accessing inappropriate websites
- Arguing with staff
- Selling goods e.g.
- Rude in front of visitors

#### 6.5 Examples of extremely serious misbehaviour

- Having a mobile phone (separate policy)
- Bullying (separate policy)
- Vandalism
- Verbal abuse towards a member of staff
- Theft
- Racist remarks
- Pornography
- Disruption in an external exam
- Homophobic remarks
- Refusal to go to the Inclusion Room ‡
- Smoking
- Leaving school without permission
- Constant truancy
- Cyber bullying
- Gross misconduct on a school trip
- Continual lying if guilty
- Taking photos/ videos in school
- Extortion
- Fighting
- *Carrying an offensive weapon*
- *Arson*
- *Setting off fire alarm (5 day exclusion)*
- *Gross misuse of ICT facilities*
- *Using / possession of drugs*
- *Physical abuse of staff*
- *Inappropriate sexual touching/behaviour*

NOTE: *The behaviour described in italics is regarded as most serious and will be punished accordingly after investigations have taken place.*

‡ This will result in a pupil incurring a Fixed-Term Exclusion

It is ultimately the Headteacher's discretion to make a final decision on the seriousness of this behaviour and hence the consequence.

### 7. MALICIOUS ALLEGATIONS

Pupils that are found to have made malicious allegations against any member of staff are likely to have breached school behaviour policies. If an allegation is shown to be deliberately invented or malicious, the Headteacher will take appropriate disciplinary action, which could include a fixed term or permanent exclusion, as well as a referral to the police if there are grounds for believing a criminal offence may have been committed.

### 8. PUPILS' CONDUCT BEYOND THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will discipline a pupil within the terms set out in section 10 below for:

- any misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity;

- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the school.
- Using social media in a negative way towards people they know through school.
- misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school;
  - poses a threat to another pupil or member of the public;
  - could adversely affect the reputation of the school.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher as outlined in section 11 below

## 9. PROHIBITED/BANNED ITEMS, SEARCHING AND CONFISCATION

**9.1** The school has a statutory power to search pupils or their possessions, with or without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited or banned item.

**9.2** Prohibited items which may be searched for:

- knives or weapons                      alcohol                                      illegal drugs
- stolen items                                fireworks                                    tobacco and cigarette papers, E cigarettes
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

**9.3** Banned items: the Governors have also decided that lighters, mobile phones and any item capable of taking a photographic image / recording or connecting to the internet are banned items which may be searched for. Mobile phones may be brought to school but they **must be** switched off before arriving on school premises i.e. before entering through the school gates, and they must be handed in to the main school office for safekeeping during the course of the school day.

**9.4** If a member of staff suspects a pupil has a prohibited / banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in section 10 below.

**9.5** When searching a pupil, two members of staff should be present and the one carrying out the search should be the same gender as the pupil being searched, 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. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search.

**9.6** 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.

## 10. THE WAYS IN WHICH SCHOOL DISCIPLINES PUPILS FOR INAPPROPRIATE BEHAVIOUR

**10.1** It is acknowledged that at times pupils do not behave in an appropriate manner. When this occurs the school expects its pupils to show remorse for their actions and to make reparation for their mistakes. The emphasis is placed on the pupil to take responsibility for her or his actions.

**10.2** The Classroom Stages System is to be used by ALL members of staff to ensure good classroom order and for effective teaching and learning to take place. It is important, however, that before the “Stages” Process begins, teachers give pupils the chance to correct their behaviour. Strategies to deal with this could include:

- Visual cue (nod of the head, raising of the eyebrows, eye contact, hand signal, etc.);
- Quiet reminder of the task and requirements of the lesson;
- General class reminder of behaviour rules;
- Praise, encouragement and motivation;
- Giving a time limit for a task;
- Making pupils aware of the ‘bigger picture’ and what the task is leading to.

### **The Stage Process**

#### **Stage One:**

If a pupil does not correct his/her behaviour or is not engaging with the work the pupil will be issued with a Stage 1 warning. It is often wise to explain what behaviours you do want. Teachers will use the exact words *“this is a Stage 1”*.

*No consequence for the pupil at this stage.*

#### **Stage Two:**

If unsatisfactory behaviour continues, a Stage 2 warning is issued, again using the words *“this is a Stage 2”*.

*No consequence for the pupil at this stage.*

#### **Stage Three:**

If there is still no improvement, the pupil will be moved to another seat in the classroom or asked to step outside for a couple of minutes. An opportunity will then be taken to speak quietly to the pupil, saying *“this is now a Stage 3. Remember \_\_\_\_\_, if your behaviour continues to disrupt learning/you do not put more effort into your work, you will have to be removed to work in another classroom”*.

*Incident is logged on SIMS by the class teacher.*

#### **Stage Four - Removal:**

If there is no improvement, the pupil should be removed from the classroom and sent to a designated ‘buddy’ for the remainder of the lesson with the ‘removal worksheet’ which must be completed. The pupil should return to the class teacher after the lesson with their work and an apology.

*Incident is logged on SIMS by the class teacher and a detention slip is sent to the school office. Pupil will receive a behaviour detention with SLT which will finish at 4pm. A letter will be sent home by the school office.*

#### **Stage Five - Referral:**

If the pupil does not co-operate/behave in the new classroom, they will be referred to the Inclusion Room.

If a pupil is sent to the Inclusion Room, they will complete a full day until 4 pm. If they have been sent after P1, they will complete the outstanding time on the following day. A phone call home will be made by the Inclusion Room Co-ordinator and a letter will also be sent. This will also be recorded on SIMS.

**IMPORTANT POINT:** If a pupil argues back at any point during the stages, they will immediately be moved onto the next stage.

In some cases the poor behaviour of a pupil may warrant placement in the Inclusion Room and the School Levels System will be implemented if a pupil's behaviour does not improve. (See Page 9)

The intention with this system is to deal with the indiscipline and then manage the pupil's behaviour in such a way that he or she achieves the required improvement. The involvement and support of the pupil's family will always be sought.

**10.3** The School recognises that if the misbehaviour continues to be repeated this can:

- constitute a Special Educational Need in itself;
- be indicative of a learning difficulty;
- be indicative of lack of appropriate social skills;
- be indicative of emotional upset related to circumstances either in school (e.g. bullying) or out of school e.g. abuse, bereavement, family turmoil.

Concerns about continuing misbehaviour may warrant the pupil being placed on the school's SEN register at the SEN support stage. Pastoral Support Plans can be effective in supporting pupils with serious misbehaviour issues. A referral to the School Nurse, CAMHS or the McKee Centre are other ways in which pupils can receive support to correct their misbehaviour.

**10.4** Major disciplinary problems, persistent misbehaviour are the concern of the School's Senior Leaders including Assistant Headteachers, Deputy Headteacher and Headteacher, and the School Levels System will be implemented as and when necessary. (See Page 8)

**10.5** In extreme cases, or where the pupil shows persistently that he or she is unwilling to make the required improvement, the Headteacher will consider whether or not the pupil should be formally excluded from school for a fixed period.

**10.6** When a pupil is responsible for a serious criminal offence - e.g. assault, harassment, theft of personal or school property, racism, a drug related incident - the school may wish to involve the police who could suggest that a member of the Youth Involvement Team (YOT) become involved with the pupil. The pupil's family would be advised of the meeting and invited to attend.

**10.7** Victims of serious criminal offences are also advised of their right to report the matter to the police.



LEVELS	TRIGGER	ACTIONS
1	Five x Stage 4s.	One day in the Inclusion Room.
2	Three days in the Inclusion Room <b>OR</b> one serious incident.	One day in the Inclusion Room and parents called in for meeting with the Pastoral Assistant.
3	Three further days in the Inclusion Room <b>OR</b> one serious incident.	One day in the Inclusion Room and parents called in for a meeting with the Head of School. Pupil may be placed on Behaviour Report and a Pastoral Support will be written.
4	Three further days in the Inclusion Room <b>OR</b> one serious incident.	One day in the Inclusion Room and parents called in for a meeting with the Head of School and the SLT Link for that Year Group. Pupil may be placed/stay on Behaviour Report and Pastoral Support Plan will be reviewed and amended as necessary. A Fixed Term Exclusion may also be considered at this point.
5	Three further days in the Inclusion Room <b>OR</b> one further serious incident.	One day in the Inclusion Room and parents called in for a meeting with the Head of School and Assistant Head of Pastoral. Parents and pupils will be required to sign a Behaviour Contract. Pupil may be placed/stay on Behaviour Report. A Managed Move and Fixed Term Exclusion will be discussed and considered at this point. Parents informed that a Permanent Exclusion could happen if the pupil reaches Level 6.
6	Three further days in the Inclusion Room <b>OR</b> one further serious incident.	Time in the Inclusion Room and parents called in for a meeting with the Headteacher. The Pastoral Support Plan and Behaviour Contract will be reviewed. Managed Move or Permanent Exclusion considered.
<b>NB</b>	Five x Stage 3s.	Pupils who are given five or more Stage 3s in a week will complete a Senior Leaders' Detention. It will be recorded on Class Charts as a Stage 4.

## **11. EXCLUSIONS**

### **11.1 For those at risk of exclusion additional measures could include:**

The school engaging with parents; a change of teaching set or class; curriculum alternatives at Key Stage 4 - including attendance at a further education college or another form of alternative provision; temporary placement in an in-school Learning Support Unit as part of a planned positive programme for pupils; temporary or part-time placement in a Pupil Referral Unit (or with the Pupil Referral Service), where they are able to provide preventative programmes and where it is felt to be more appropriate for the pupil to be away from the school site for a while; a Managed Move / Dual Roll to another school with the consent of all parties involved - this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion; consideration by the Special Educational Needs Co-ordinator (SENCO) of possible interventions within the school; assessment of Special Educational Needs, including possible placement in a special school; allocation of a key worker from within or beyond school such as a Learning Mentor; referral to a specific support service via Children's Services or the Child and Adolescent Mental Health Service (CAMHS)

### **11.2 Power to Direct**

A Governing Body of a maintained school has the power to direct pupils elsewhere for their education under Section 29 and Section 29 (A) of the Education Act 2002, as amended. Under Section 29, the Governing Body of a maintained school may require any registered pupil to attend at any place outside the school premises for the purposes of receiving any instruction or training included in the secular curriculum for the school. Section 29A of the same act allows the Governing Body of a maintained school to require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil. This can be done through the use of a Notice of Direction, which the school issues to the parents of any pupil required to attend elsewhere, in order to ensure everyone involved knows and understands the reason for the direction as well as the exact details of dates and times when the pupil should attend the alternative placement along with information on how and when the arrangement will be reviewed. This is a duty of the Governing Body, who have delegated this responsibility to the Head Teacher.

### **11.3 Removing pupils from a school site**

There are four sets of circumstances in which individual pupils may be required to leave the school site, namely where:

- a) there is sufficient evidence that a pupil has committed a disciplinary offence and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.
- b) a pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances, the head teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- c) for medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances, the Headteacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.
- d) the pupil is given permission by the head teacher, or person authorised by the head teacher, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily - this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence may be counted as an unauthorised absence. In all such cases, the parent must be notified and the absence should be recorded. When making this decision, the child's age, vulnerability, and the parent's availability, will need to be considered. Please refer to the School's Uniform and Appearance Policy for details of the school's very clear expectations.

### **11.4 Permanent Exclusion**

Permanent Exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the School's Behaviour Policy; and where allowing the pupil to remain in school, would seriously harm the

education or welfare of the pupil or others in the school. A decision to exclude a child permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child.

There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) carrying an offensive weapon.

The school will inform the police where a criminal offence may have taken place.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where the head teacher has permanently excluded a pupil for i) one of the above offences; or ii) persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises and where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body or an Independent Appeal Panel to reinstate the pupil.

### **11.5 Fixed Term Exclusion**

A decision to exclude a pupil for a fixed period will be taken on a balance of probabilities, in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention or placement in the Inclusion Room would be considered inappropriate. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, the Headteacher will consider alternative strategies for addressing that behaviour.

## **12. LINKS TO OTHER SCHOOL POLICIES**

The School has developed a number of other policies that relate to pupils' behaviour and conduct:

- Code of Practice for Special Educational Needs;
- Dealing with Bullying;
- Drug Education Policy;
- Race Equality Policy;
- Equal Opportunities Policy;
- Uniform and Appearance Policy;
- No Smoking Policy;
- Restraint of pupils;
- Responsible use of Modern Media.

## **13. ARRANGEMENTS TO MONITOR, EVALUATE AND REVIEW THIS POLICY**

**13.1** The Headteacher's termly report to the Governing Body will include details about:

- rates of pupil attendance and unauthorised absence;
- the number of pupils excluded from school;
- any racially motivated incidents;
- the number of pupils receiving special support from the school.

**13.2** Pupils will be reminded of the Code of Conduct, the Behaviour Policy and the Classroom Stages System at regular intervals.

**13.3** The Policy will be posted on the school web site and will be publicised annually to parents.

**13.4** The policy will be reviewed regularly by the Deputy Headteacher and Headteacher in consultation with the staff of the school in order that any recommendations for development or amendment can be presented to the Governing Body at the next appropriate governors' meeting.

#### **14. RELATED DFE DOCUMENTS**

- [Screening, Searching and Confiscation](#)
- [Exclusion from Schools](#)
- [Behaviour and Discipline in Schools](#)

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