

Saint Martin's Catholic Academy



Behaviour Policy

*'Knowing the best that has been thought
and said and knowing that we are loved by God'*

Approved by:	Jim Connolly	Date: 15/11/22
--------------	--------------	----------------

Last reviewed on:	October 2022
-------------------	--------------

Next review due by:	October 2023
---------------------	--------------

This policy is founded upon Saint Martin's Catholic ethos in which all members of the community are valued for the contribution, which they can bring for the good of the whole. As a Christian community, we believe that kindness and love are the greatest virtues, if we expect one thing of our pupils, it is that they are kind, compassionate and caring to others.

"Love your neighbour as yourself. 'There is no other commandment greater than these.'" Mark 12:31

These characteristics should develop and grow through their time at Saint Martin's. It is therefore expected that these virtues will be exhibited through exemplary behaviour; this will be the normal standard and that all students will display '**Kindness, charm, manners and politeness**' to each other and staff at all times. As a school community, we explicitly teach our pupils these skills. We are uncompromising in the expectation that all students will adhere to these standards. We expect all students, whatever background or personal circumstances a child may have, to be impeccably well mannered and behaved.

These expectations are underpinned by our Christian understanding that human beings fail, and that forgiveness and reconciliation are fundamental components of human relations.

"Instead, be kind to one another, compassionate, forgiving one another, just as God in Christ also forgave you." Ephesians 4:32

We set high expectations because we want all our pupils to develop the habits which will enable them to become exceptional people. We set these standards, especially for those who might struggle the most to meet them; we do this because we care and want all children to have the advantages in life that characteristics of charm, manners, self-discipline, and a natural flowing virtue will afford. We do not ascribe to the 'soft bigotry of low expectations', as this lets down the most disadvantaged in our community.

We, therefore, set high expectations and insist that all pupils to adhere fully to these; even low-level disruption will not be tolerated, as all students are entitled to have their learning environment protected – to allow some students to disrupt lessons would be to allow some students' educational rights to be sacrificed. This would not be in keeping with our Christian ethos. As such, all students are expected to take responsibility for their poor behaviour and accept any sanction politely.

If there is an issue about the justice of a sanction, or the veracity of the reporting of the original incident, then the student in question needs to address this respectfully at an appropriate time, and with an appropriate person.

Parents/carers who choose to send their child to Saint Martin's implicitly accept that we have exceptionally high standards of behaviour and are expected to support the school. We consider the role of a parent/carer essential in ensuring their child follows the school's rules, is well-mannered and kind to other members of our school community. While this policy aims to incorporate the wide range of behaviours and scenarios that can present themselves in school this is not always possible. The Principal will be the final arbiter so such scenarios.

To this end, a Home-School Agreement has been developed which clearly sets out the expectations of the Academy and is located in their planners. Parents and carers are expected to take responsibility for the behaviour of their child(ren) both inside and outside of Saint Martin's.

Attendance

It is expected that anyone who is well enough to be at Saint Martin's Catholic Academy will attend. However, we appreciate that people become ill at some point and may need to take time off from the Academy as a result. If this is the case, then it is expected that the parents/carers will make a telephone call to the school **(before 0900 on the first morning of illness and each morning thereafter until their child/ren return/s).**

Only in 'Exceptional Circumstances' may annual holiday be taken during term time and prior permission is required from the Principal. (A form to apply for this can be requested from the Office.) In the case of prolonged sickness, the school can provide work for the student to complete at home. Otherwise, all work missed, either through sickness or holiday, must be copied up, as the impact of sustained absence will jeopardise the student's progress.

For more information on attendance, see specific policy.

Uniform and Appearance

All students are expected to appropriately wear the full Academy uniform from the moment they leave their home in the morning until they arrive home in the afternoon. Students are representing the Academy at all times and should be proud to be part of the Academy community. Any student bringing the Academy into disrepute by not adhering to the uniform policy will receive sanctions:

- If students are not in full uniform they will not be able to attend lessons. They will work in the inclusion unit until the correct uniform is brought to them, or they will be sent home to change.
- Students wearing incorrect footwear will either be sent home, or work in the inclusion unit until the correct shoes are brought to them.
- Students wearing make-up will be expected to remove it - any student not complying with this request will be sent home.
- Students wearing nail varnish will be expected to remove it – any student not complying with this request will be sent home.
- Any student who repeatedly offends against the uniform policy for the same action, e.g. the top shirt button is undone, will usually on the second occasion receive a detention

A separate list of uniform is sent home every year in the student planners and is available on the school website:

Girls

Skirt - Black full pleated skirt - knee length. Please allow for growth during the academic year. **SKIRTS MUST BE NO HIGHER THAN JUST ABOVE THE KNEE**

Boys

Trousers - Black, academy type, loose fitting.

Shirt - White with collar

Socks – Black only (not sport/trainer socks)

Boys & Girls

Academy Blazer

Tie - Academy colours

Jumper - Black V-neck jumper (optional)

Shoes - PLAIN BLACK LEATHER, ACADEMY TYPE, patent leather shoes are also acceptable. MUST BE POLISHABLE. Black Trainer style shoes are not permitted at all.

Blouses and shirts must be tucked in at all times. Ties done up properly. Blazers worn always unless permission is given to remove.

Jewellery - of any description may not be worn in school, including earrings and other piercings. Stretchers should not be worn even in holiday time as the holes they produce will be an obvious health and safety issue when in school. Watches may be worn.

Hair styles- Extremes/unconventional hairstyles including unnatural colours and extreme differences between lengths are not permitted, no tram marks and nothing less than a No 2 haircut is permissible.

The Principal will be the final arbiter of what counts as 'extreme': Students will be reminded regularly during assemblies.

Make up – No make-up, tinting of eye brows and eye lashes is not allowed. False nails or nail varnish should not be worn, students will be asked to remove them.

Saint Martin's values and recognises the diversity of cultures, religions and disabilities of its students and will take a sensitive approach when this affects dress requirements.

Should parents/carers have genuine difficulty in providing full uniform, the Principal will be happy to discuss the matter in confidence and we are committed to encouraging a good quality second hand market for uniform.

Equipment

Most occupations require the workers to have equipment of some description and Saint Martin's Catholic Academy is no exception. All students should be equipped to work every day with a pencil case containing black/blue pens, pencils, a pencil sharpener, an eraser, a ruler, a green pen and a scientific calculator. Other equipment may be specified for specialist lessons. It disrupts a lesson and the learning of others if students are not fully equipped and consistent lack of working equipment will lead to demerits and sanctions. Items may be purchased from the Academy shop before the start of the day and at lunchtime.

Behaviour in lessons

The purpose of Saint Martin's Catholic Academy is to help all members of the community to grow and develop personally, academically and spiritually. Anyone who prevents another from this happening will be reprimanded as shown in the 'Rewards and Sanctions' appendix. There are occasions when it is acceptable for students to discuss their work in lessons, but the majority of lessons should typically be silent and always respectful. Poor behaviour choices steal learning from others and will not be tolerated.

Behaviour around the Academy

With narrow corridors and sometimes 800 people moving around at the same time, it is essential that everybody **walks, in single file and keeps to the left**. Pushing does not aid movement around the Academy and can result in accidents. It is not conducive to a working atmosphere for any member of the community to shout and be noisy around the Academy. There is also a one-way system in the Saint Louis block and the Cloisters to ensure order and safety. Any student found to be breaking these rules will receive demerits.

Behaviour Outside of the Academy

The behaviour policy extends to bus journeys to and from Saint Martin's Catholic Academy. In other words, students are required to uphold the same high standards expected whilst on school premises. If students do not behave appropriately on school transport (including the minibus) then sanctions, which may involve bus bans, will be awarded. The decision to ban a student from the bus for a fixed period will be taken by the SLT only and once every other avenue has been explored.

Eating and drinking in the Academy

Eating and drinking should only take place in the dining room and other designated eating areas around school. Students are not allowed to drink in lessons unless specified by staff. No fizzy drinks are allowed in the Academy. Students may re-fill water bottles from the Water Aid points at the start of the day, break and lunch times. It is expected that each individual will be responsible for his or her own litter in order that the school should be a pleasant place for all and students will be given 'Litter duty' if caught littering. Chewing gum is banned and an automatic after-school detention is administered for any student breaking this rule.

Mobile Phones

Mobile phones are an integral part of the modern world and we know that the majority of students will own a mobile phone. They can be a useful tool for parents/carers outside of school to keep in touch with their children outside of school hours. At Saint Martin's, students must turn their mobile phones off once they arrive on school premises and ensure they are placed in their lockers until the end of the day. (If a student has forgotten their locker key, they can hand their phone in to the main reception for safekeeping.) There are rare circumstances where subjects may require students to have their phones (e.g. certain food technology lessons). **Apart from such explicitly teacher-authorised circumstances, there will be a full-compliance approach to the rule regarding the storage of phones in school.** If this rule is breached, phones will be **confiscated for a minimum of 24 hours** and must be collected by a parent/carer. **Repeated breaches of the rule will see the setting of an after-school detention alongside a lengthening of the period of confiscation** (48hrs for the second breach, a week for the third breach and three weeks for any and every subsequent breach – confiscation periods may be longer than specified here if they are required to overlap a weekend/holiday period, such as when a 2nd breach occurs on a Friday).

Bullying

However innocent it might seem to the bully, bullying **will not be tolerated under any circumstances**. We operate a strong Anti-Bullying agenda and encourage an ethos of openness in which anyone who feels that he or she is being bullied should feel free to report an incident to any adult at the school. All incidents will be taken seriously and in the first instance will be dealt with in a spirit of 'no blame'; parents/carers will be kept informed of such incidents. The Anti-Bullying message is displayed in classrooms and corridors all around the school, whilst there is a copy in each student's planner and is the basis for many assemblies. Any proven cases of bullying will be punished severely whilst also giving the student time to reflect on their actions. Bullying now includes peer on peer abuse within the new KCSIE legislation sept 2018, incorporating the real impact of social media and prevalence of cyber bullying. If this has any impact in school, then we will sanction in line with our behaviour and anti-bullying strategy.

Please see separate policy for more specific details.

SEND Behaviour

We have the same high standards for all students at Saint Martin's. However, reasonable discretion will be shown to SEND students and other students who fall into the "disadvantaged" category where minor non-compliance is linked to a diagnosed condition (e.g. a student diagnosed with ADHD who is staring out of the window would, in the first instance, be given a reminder to focus rather than immediately being issued a behaviour point). When adding demerits, staff are expected to include additional comments so that a greater understanding of the behaviours may be ascertained and therefore identify support to address difficulties. **Staff discretion is advised when awarding demerits so that individual difficulties and circumstances are taken into account while still aspiring to highest expectations.**

Adjustments for students with an EHCP (behaviour policy)

As with all students on the SEND register, reasonable adjustments are made for students with an Education, Health and Care Plan (EHCP). These adjustments can include (but are not exclusive to):

- extra adult provision
- giving (where appropriate) extra time to allow compliance with instructions
- mentoring
- highlighting behaviours that may be unintentionally disruptive and explaining that they need to stop rather than immediately issuing a behaviour penalty for them
- allowing (where appropriate) extra time to complete tasks
- issuing a 'time out' card

If a student's EHCP identifies them as suited to mainstream education, it is important that adjustments do not become so numerous as to deprive the student of a genuine mainstream education experience. Should the level of adjustments required to enable a student to have an effective education become excessive, it is likely that there are non-mainstream, specialist providers with resources and expertise far better suited to the needs of the student. Our approach to discipline reflects this: all students who attend St Martin's Catholic Academy are expected to meet a certain minimum standard of behaviour, and all students – having been identified as suited to a mainstream education experience – are subject to the same sanctions procedures when this standard is not met (see appendix items *Summary of behaviour intervention phases* and *Weekly behaviour point sanctions*). Some adjustments may be made in terms of the time and day that a sanction is served, but ultimately all students are subject to the same sanctions procedure. Any student with an EHCP who displays signs of being unable to meet our mainstream school's behaviour standards due to a diagnosed condition will have their EHCP reviewed to see whether they are still deemed suited to a mainstream school environment.

Pastoral support

Form tutors are the first point of contact for students and parents/carers and will assist with the behavioural issues of their tutees.

In support of our Behaviour Policy, Saint Martin's Catholic Academy has a Pastoral Support Officer (PSO) with specific responsibilities. The PSO helps students overcome barriers to their educational success, these can range from home life issues, emotional turmoil and social problems.

Duties of the PSO include providing pastoral support for all students, meeting all new students to the school and assisting with the behaviour under the guidance of the relevant SLT member. The role also includes supporting, mentoring and counselling students who have, for example, been excluded from mainstream classes or they are underachieving in their academic levels. The PSO supervises the internal exclusions and will be provided with work by the subject teachers. In some cases, a need for ongoing support and counselling may be identified.

The PSO will advise those staff who need to know when behaviour difficulties are due to family/external circumstances e.g. bereavement, illness, imprisonment; within any legal restrictions or data protection regulations.

Wellbeing advisor

We have also recently appointed a Wellbeing advisor due to the increase in problems with emotional health and mental health. This staff member runs regular support sessions with these students to counsel them through whatever issues they may be struggling with. Chatty art sessions are also running at lunchtime for any vulnerable students and the Wellbeing Office is a 'safe zone' for students if they are unable to cope for any reason. The wellbeing advisor is also trained to liaise and communicate with any external agencies, including Social Services, SLF and CAMHS.

Appendix 1

Behaviour Management Procedure

ARBOR Behaviour Log

The aim of this policy and procedure is to help tweak a student's behaviour to be better and better. Demerits do not necessarily translate as bad behaviour as students may receive these for organisational or homework issues. We constantly look to help each student to improve and the regular, consistent feedback given through the Arbor procedure achieves this.

In order to effectively track and support the behaviour of students over time all staff use the ARBOR Behaviour Log. This allows instant recording of behaviours- both positive and negative so that praise and direction can be given where necessary in an efficient and effective manner. Records of both positive and negative behaviour will be put on ARBOR. The class teacher or member of staff must record the incident in ARBOR using the drop-down tabs provided.

Each type of behaviour, both positive and negative is allocated a points value - points vary according to the magnitude of the behaviour. We attribute themes to our points system which are based around our core values, beliefs and behaviour traits which we feel essential to student success.

1-2 demerits are for low-level behaviour only. These should be given for behaviour by students that would need tweaking and may be displayed in lesson, form time, assembly or during non-structured time such as break and lunch. If no sanction is set for these points, they will be logged as unresolved, with all unresolved points tallied at the end of the week and sanctions issued should the total reach five or more.

3-5 demerits are for more serious and/or persistent behaviours. These can be given for student behaviour that requires immediate sanction or action and can be displayed in any context by a Saint Martin's student. These should be logged by the member of staff as resolved with an appropriate sanction set and logged. Any necessary follow-up work with the student will be completed by the appropriate member of staff (e.g. pastoral officer; head of year etc.). If a student disrupts the learning in a lesson or fails to follow the teacher's instructions, then they will usually be removed and a sanction given (typically a same-night detention).

When unresolved demerits are tallied at the end of the reporting week, any student who has accrued 5 or more will be given a sanction and the severity of this will depend on how many demerits they receive. Typical sanctions given include lunchtime detentions, after-school detentions and extended days.

The purpose of monitoring and evaluating student behaviour is to identify unacceptable behaviour by students and then work together as tutors, teachers, middle leaders and SLT to help individuals change their behaviour, allowing them to reach their potential and focus on their learning. It also provides an overview that can quickly and easily highlight potential issues.

This thematic approach allows tutors, heads of year and other school leaders to have a clear view of the positive and negative behaviour of students over time, and develop strategies/proactive interventions to support our students based on the analysis of these patterns through each term.

Any intervention with a student should also be logged on ARBOR where appropriate. If a meeting takes place between a student and a member of staff, then they should log this under the 'Initiatives' section of the Behaviour Management page on ARBOR and ensure that a comment is made to support. If contact is made with parents/carers or outside agencies, then this should also be recorded in the Initiatives section.

Centralised Detention System

This creates a more thorough monitoring system that allows for all subject specific and whole school issues to be dealt with.

While sanctions are set in relation to demerits accumulated over a week, this does not preclude staff from setting detentions for individual breaches of rules, expectations or subject-specific patterns of poor behaviour. Staff are authorised to set detentions that can be supervised by either themselves or the overseer of the daily centralised detentions. Such detentions should only be set, however, for breaches that warrant three or four demerits (five-point sanctions should be referred to the HOY or SLT), or for lesser breaches that have been repeated (e.g. repeatedly not completing prep, forgetting food technology ingredients or PE kit). The staff member setting the sanction should record this as a separate incident on the Arbor drop down and register it as resolved. This creates a more thorough monitoring system that covers for both subject-specific and whole-school issues.

Behaviour intervention phases

As students reach certain behavior point thresholds, so certain intervention phases are triggered:

Interventions phases: points thresholds

	Michaelmas Term	Lenten Term	Trinity Term
PHASE 1	50	70	85
PHASE 2	100	120	135
PHASE 3	150	170	185
PHASE 4	200	220	235
PHASE 5	250	270	285
Thresholds rise each term to avoid situations where students who have an intense but short 'bad spell' find themselves trickling to a Phase threshold despite hardly ever collecting enough points to be issued a sanction.			

Summary of behaviour intervention phases 1-3

Student reaches Phase 1 threshold. DD alerts FT+HoY. FT meets with parents to reaffirm expectations and outline tightening sanctions. Record PHASE 1 under Initiatives on Behaviour Management page. DD issues formal letter to parents confirming PHASE 1 completion.



Student reaches Phase 2 threshold, BUT NOT LESS THAN 4 WEEKS AFTER PHASE 1. DD alerts HoY. HoY liaises with SENDCO to conduct a Boxall profile. Profile logged on SIMS system. Findings discussed between SENDCO and HoY. HoY meets with parents who are informed of further tightening of sanctions. Record PHASE 2 under Initiatives on Behaviour Management page. DD issues formal letter to parents confirming PHASE 2 completion.



Student reaches Phase 3 threshold, BUT NOT LESS THAN 4 WEEKS AFTER PHASE 2. DD and PO meet with parents to spotlight the main areas of behavioural concern and discuss strategies for improvement. Record PHASE 3 under Initiatives on Behaviour Management page. DD issues formal letter to parents confirming PHASE 3 completion.

Summary of behaviour intervention phases 4-6

Student reaches Phase 4 threshold, BUT NOT LESS THAN 4 WEEKS AFTER PHASE 3. DD alerts VP. VP reviews behaviour log and decides whether to proceed with a PHASE 4. If so, VP meets with parents to spell out the risk of the student being excluded if significant improvement is not made. Record PHASE 4 under Initiatives on Behaviour Management page. DD issues formal letter to parents confirming PHASE 4 completion.



Student reaches Phase 5 threshold, BUT NOT LESS THAN 4 WEEKS AFTER PHASE 4. DD alerts Principal, who reviews behaviour log and decides whether to proceed with a PHASE 5. If so, Principal instigates meeting with parents and a governor. Principal outlines how the student has not made the required improvements and that a managed move will now be pursued. Record PHASE 5 under Initiatives on Behaviour Management page. DC issues formal letter to parents confirming PHASE 5 completion.



Student's managed move fails. Upon return, student shows insufficient signs of improvement. Principal alerts governors to propose exclusion of student. Extraordinary governor meeting called to review case and make decision. If exclusion confirmed (PHASE 6), governors meet with parents to confirm and explain decision. If exclusion proposal is rejected, measures put in place to limit student's impact on classes.

Extra measures to be put in place as students approach behaviour intervention phases 1-3

BUILDING UP TO PHASE 1 – Form tutor conversations about behavior; student recording tips about avoiding behaviour points (should be displayed weekly in form room)



BUILDING UP TO PHASE 2 – Regular check-ins with HoY; work addressing student's main behaviour issues (organisation; prep etc.) set during sanctions; tighter sanctions; targets to help reduce BPs set



BUILDING UP TO PHASE 3 – Boxall findings shared and resultant actions implemented; assigned to PO for mentoring/case study and, if deemed appropriate, a peer mentor; if possible, taster days at another school (all schools can arrange off-site education for up to 2 weeks without parental agreement in response to persistent poor behaviour); SEND review for potential Ed. Psych. referral and/or SEND support; tightest sanctions; relevant outside agency involvement investigated by PO

BUILDING UP TO PHASE 4 – regular check-ins with an assigned staff member; relevant outside agency involvement brought in if appropriate; part-time alternative provision investigated and, if possible, trialed



BUILDING UP TO PHASE 5 – regular check-ins with VP; review of timetable with a view to moving/reducing classes



BUILDING UP TO PHASE 6 – managed move put in place; reduced timetable/hours upon return if managed move fails

Weekly demerit ('behaviour point') sanctions

Breakdown of weekly unresolved Behaviour Point sanctions for 'green' students (i.e. pre-Phase 1)

5-7	<ul style="list-style-type: none">• 15-minute lunch-time detention
8-9	<ul style="list-style-type: none">• After school detention
10+	<ul style="list-style-type: none">• 10-12: one extended day (ED) until 17:00• 13-15: one ED until 17:30• 16-18: two EDs until 17:00• 19-20: two EDs until 17:30• 21+: two EDs until 17:30 + isolation for three lunch-times

Breakdown of weekly unresolved Behaviour Point sanctions for 'amber' students (post-Phase 1/pre-Phase 2 meeting)

5-7	<ul style="list-style-type: none">• 25-minute lunch-time detention
8-9	<ul style="list-style-type: none">• After school detention + one lunch-time isolation (LTI)
10+	<ul style="list-style-type: none">• 10-12: one extended day (ED) until 17:30 + one LTI• 13-15: one ED until 18:00 + two LTIs• 16-18: two EDs until 17:30 + two LTIs• 19-20: two EDs until 18:00 + three LTIs• 21+: As 19-20 plus Saturday morning boot camp

Breakdown of weekly unresolved Behaviour Point sanctions
for 'red' students (i.e. post-Phase 2 meeting)

5-7

- One lunch-time isolation (LTI)

8-9

- After school detention + two LTIs

10+

- 10-12: one extended day (ED) until 17:30 + two LTIs
- 13-15: one ED until 18:00 + three LTIs
- 16-18: two EDs until 17:30 + three LTIs
- 19-20: two EDs until 18:00 + four LTIs
- 21+: As 19-20 plus Saturday morning DT

Appendix 2

Rewards and Sanctions

The successful management of behaviour and rewards is central to the school's ethos of providing an environment within which students and adults can develop good relationships, showing care, respect and consideration for each other within the entire Saint Martin's Catholic Academy community. Our Rewards Policy encourages and rewards students who apply themselves and behave in a commendable way to support the ethos of Saint Martin's as role models and to develop their own potential. We do not feel that monetary rewards help facilitate the development of well-rounded individuals – we want to foster an attitude in students that recognises the intrinsic value of achieving their best at all times for themselves and their futures.

Parents and carers can also log on to our Arbor app system daily to see up-to-date overviews of their child's merits and demerits

A 'good note' can be written in the student planner for something that a teacher would like to be reported home and text messages/emails can also be sent to parents/carers.

Accrued merits over the academic year lead to certificates and prizes.

Each form tutor regularly goes through the individual merits of the tutees, which reinforces the positive behaviours that we wish to encourage and instil in each of our students.

The top achieving students of the week, in each Year group, receive special mention on our 'Wall of Fame', with the highest net achiever in each year group receiving a free snack from our canteen (this was a direct result of our student voice).

Certificates (gold/silver/bronze) are given out at the end of each term for the highest net merit earners in each year group, along with seasonal prizes (e.g. Easter eggs at the end of the spring/Lenten term) for those earning a gold certificate

At the end of year awards evening, each department award a (returnable) trophy to a Year 11 student who has excelled or worked incredibly hard over the three years in that subject.

Sanctions

Our Code of Conduct is recorded in the Student Planner and students are expected to abide by these rules at all times when they are in school uniform i.e. on journeys to and from the Academy, during Academy hours and when on the school site, plus when on trips or outings both inside and outside of Academy hours. The Sanctions Policy is in line with Catholic teaching: recognising our own mistakes, communicating this with another person; the chance to put things right/reconciliation; forgiveness and the opportunity to try again. This is also the essence of restorative justice where there is an expectation to put things right through apology or action.

The over-riding principles of sanctions are:

- they are most effective when applied fairly and consistently by all staff;
- they must be reflective, so that the student knows the reason for the sanction and how to improve their behaviour;
- they should minimise the likelihood of recurrence of the inappropriate behaviour;
- the outcome of a sanction is to ultimately improve the relationship between teacher and student, so that effective learning may take place subsequently.

Range of sanctions (not exhaustive)

Reprimand
Demerits
Community service
Regulated movement
Withdrawal of privileges
Withdrawal of ICT access
Alternative curriculum provision
Extended days
Same night after school detention
Detention
After school detention
On report
Managed move (temporary or permanent)
Bus ban
Internal isolation, followed by a one-hour after-school detention (Ref Exclusions Policy)
Exclusion- fixed term or permanent (Ref Exclusions Policy)

If students breach the Code of Conduct, the most commonly used sanctions are reprimands, detentions or internal isolation. In the case of detentions after the school day, the school has the right to keep students the same day for an Afterschool detention and will communicate with parents/carers immediately so transport can be organised.

On Call System

The 'on call' system is in place for those students who cannot follow classroom expectations and have consistently misbehaved or behaved in a manner that is completely inappropriate or dangerous. The classroom teacher will send a student to the office to ask for the student to be removed and the timetabled member of SLT will take the student and decide on an immediate sanction (usually a same night afterschool detention). This is the responsibility of the SLT member in charge of the on-call during the incident and can be delegated back to the staff member, as long as a clear decision is communicated to the student.

Outside the classroom

Adults on duty are responsible for monitoring the behaviour of students. Any bad behaviour should be reported to the senior member of staff on duty who will deal with it as appropriate. The student may be kept in isolation at break and lunchtimes or until such a time it is felt they are able to behave appropriately and in a safe way for all.

Appendix 3

Extract from DfE Guidance

The right to search: from the updated 'Searching, Screening and Confiscation' Sept 2022

Saint Martin's Catholic Academy will consider a search if;

There are reasonable grounds for suspecting that a pupil is in possession of a prohibited item; any item banned by the school, for which a search can be made, or if the pupil has agreed.

Prohibited items are:

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

Conducting a search

A search will be carried out only by the Headteacher, and those staff authorised by the Headteacher. Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, *pupils have a right to respect for their private life*. In the context of these rights and obligations, we understand and will facilitate a pupil's right to expect a reasonable level of personal privacy,

When exercising our power to search, we will consider the age and needs of pupil being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before carrying out a search, we will ensure that the pupil understands the reason for the search and how it will be conducted, so that their agreement is informed

If a pupil refuses to co-operate, the member of staff will consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If none of these apply, the staff member may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly

If the pupil still refuses to co-operate, the member of staff will assess if it is appropriate to use reasonable force to conduct the search. Such force as is reasonable will be used to search for any prohibited items identified above, but not to search for items which are identified as banned items only in the school rules.

The staff member conducting the search will be the same sex as the pupil being searched, with another staff member present as a witness to the search.

The full document is available at www.education.gov.uk

Please be aware: in addition to the prohibited items listed in the DfE guidance the following items are prohibited at Saint Martin's:

Lighter/matches
BB guns/imitation firearms
Blades
Laser pens
Catapults