



Written by:	Mr C Corrigan
Date:	2 <sup>nd</sup> September 2023
Checked by:	Mr C Clinton
Date:	13 <sup>th</sup> September 2023
Approved by:	Governors
Date:	20 <sup>th</sup> September 2023
Next Review date:	September 2024

# **Behaviour, Rewards and Discipline Policy**

## **Including policy for action on bullying**

## **Mission statement and the ethos of Archbishop Ilsley Catholic School**

Archbishop Ilsley's behaviour, rewards and discipline policy has been formulated around two very famous lines from the gospels: 'Let your light shine' (Matthew 5.16) and 'Love one another as I have loved you' (John 15.12). Our ethos rests on everyone looking after everyone in our school community, always thinking of others, working hard and making the most of our God-given talents.

### **Formation of this document**

The basis of this document has followed government guidance that can be found here: <https://www.gov.uk/school-discipline-exclusions>

This document has been written collaboratively by the following stakeholders:

- Senior leaders
- Staff – including the teacher, Heads of Year and Heads of Department
- Pupils via our 'Pupil Parliament'
- Our parent group

Thus through democratic process, this document has been edited, refined and redrafted so the following aims can be achieved:

### **Aims**

1. To teach pupils how good behaviour leads to success;
2. To promote and reward good behaviour;
3. To be clear, sensible and proportionate;
4. To be clear for pupils to understand and follow;
5. To be easy for staff to apply;
6. To teach pupils consequences for their actions.

As part of St Teresa of Calcutta MAC, Archbishop Ilsley is committed to developing the full potential of every individual. Unsafe practices are challenged and we are opposed to anything that threatens the physical, emotional, spiritual or intellectual well being of our pupils. We have a well-established mantra: Be Ready. Be Safe. Be Respectful & Kind.

Our policy is firmly rooted in the Jesuit values. Through the creation and application of our policy it is our aim at Archbishop Ilsley Catholic School that all pupils will become:

- Compassionate and Loving
- Faith-filled and Hopeful
- Eloquent and Truthful
- Learned and Wise
- Curious and Active
- Intentional and Prophetic
- Grateful and Generous
- Attentive and Discerning

## **Rewards**

At Archbishop Ilsley Catholic School, we go above and beyond to recognise and reward the achievements of our pupils. The following is a list of some of the rewards we use with our pupils:

- Positives on Class Charts – awarded by all staff for a range of reasons including outstanding effort, outstanding achievement, service to the school, kindness towards others and consistent meeting of school expectations
- SPIRIT tickets – awarded in lessons for pupils who demonstrate the Ilsley SPIRIT
- SPIRIT badges – awarded in assembly for pupils who consistently demonstrate the Ilsley SPIRIT
- SPIRIT awards – a £10 amazon voucher for winners. Draws are made in assemblies
- Character card award prize draws – vouchers, confectionery, free food, equipment and ‘pizza and movie’ afternoons once every half term
- Reward trips and visits
- Books
- Praise postcards – sent by staff to individual pupils
- Praise phone calls from staff

## **Application:**

At Archbishop Ilsley Catholic School there should always be a focus on reward as well as sanction. This policy will be applied in the following ways:

- Balance between Sanction and Reward. Positive rewards driven by Year Point System. Pupils will be acknowledged for achievement and effort. Pupils will receive individual rewards and collective rewards as part of their Year.
- Pupils will be supported in managing their own behaviour.
- Bullying is dealt with quickly and appropriately with sensitivity to the individual nature of each reported case.
- Documentation of behaviour inside the classroom will be applied using Class Charts and our Management Information System (Bromcom).
- Documentation of punctuality to lessons and behaviour outside of the classroom (e.g. corridors and playground) will be applied via using ‘Character Cards’.

## Character Cards

As well as educating pupils academically and spiritually, we also aim to build character, so they are equipped to deal with life in the 21<sup>st</sup> century. We have created a bespoke SPIRIT Programme which aims to teach the following attributes:

S Self-regulation

P Perseverance

I Integrity

R Resilience

I Industriousness

T Teamwork

Outside of lesson, staff will reward pupils for exhibiting these attributes and will record instances on our new 'Character Cards'.

### How the Character Cards work

Form teacher issues all pupils in their form a Character Card;

Pupils write their name on the front of the card;

Pupils carry them in their front blazer breast pocket;

When staff witness pupils displaying good character, as described by SPIRIT, they sign the left hand side of the card using a pen;

Cards will be checked daily by form the teacher;

When a pupil has received 6 positive logs, they should give their completed card to their tutor captains. The cards will then be taken down to the 'swap shop' in O'Donnell Hall where a member of staff will deposit it into the rewards box;

Prizes could include vouchers, confectionery or 'pizza and a movie' afternoon; The pupil will then be issued with a new card by the member of staff in O'Donnell Hall;

Practical examples of displaying 'good character' could include the following:

- Promoting the Catholic Life of the school;
- Helping a member of staff (holding doors open, carrying items, rearranging classroom, etc.);
- Helping fellow pupils (especially those who are isolated or alone);
- Being polite (modelling STEPS);
- Being role models;
- Picking up litter;
- Staying after school and helping at events;
- Representing and being ambassadors for the school;
- Cooperating with staff;
- Supporting the ethos of the school.

Conversely, when pupils do not follow this behaviour policy around the school and make poor choices, staff will sign the right hand side of the card. Practical examples of poor choices include:

- Being more than 5 minutes late to the start of the lesson (time will be derived by the second bell) unless it is after break and lunch (in which time they will be expected to be punctual to the start of the lesson);
- Having a hood up inside;
- Wearing a hat inside;
- Not using appropriate language amongst friends (swearing);
- Using a mobile phone during the school day;
- Wearing air pods or other ear/headphones;
- Wearing excessive jewellery;
- Littering;
- Pushing in corridors;
- Shouting in corridors;
- Reckless or rough behaviour on the playground or inside the school building (defined as anything that could potentially cause harm).

If a pupil accrues 6 negative logs, they will be issued with a senior leadership team (SLT) detention after school on a Friday.

Pupils will also be issued with a detention if they forge a signature, steal a card, refuse to hand over their card to a member of staff when requested, or lose their card.

#### **Systems to support this policy:**

- Tutoring is structured in a form group system. Each tutor group has a tutor who supports pupils. Tutors are at the centre of the school's behaviour policy. Tutors should be the first port of call for parents. Tutors have daily conversations with pupils about their behaviour for learning.
- Each Year or 'Year' is led by a Head of Year. The Head of Year has the responsibility for the strategic and operational leadership of their Year and are frontline staff in terms of dealing with pupils and families.
- The school has a designated attendance officer to support Heads of Year and tutors in improving attendance.
- Other key workers in the school include a Pupil Support Centre Manager, a school nurse and a Family Support Worker.
- STEPS: pupils are taught to display good manners at all times: use Sir/Miss; say 'Thank you'; say 'Excuse me'; say 'Please'; and Smile.
- SHAPE: pupils are expected to: speak in full Sentences; with the Hand away from your mouth; Articulate; Project their voice; and if possible, make Eye contact with the person to whom they are speaking.

## Expectations of Pupils: Be Ready. Be Safe. Be Respectful and Kind

1. We want pupils to look smart and be proud to attend Archbishop Ilsley. They should be ready to be successful in lessons. Therefore, pupils are responsible for amending any uniform or equipment issues and should be prepared for their school day.
2. By wearing our uniform, pupils are representing our school and we hope they will be proud to do so. All pupils are expected to be fully compliant with the uniform policy and are responsible for ensuring that their uniform is correct. The school will apply appropriate sanctions where pupils are not compliant: please see the uniform policy for more information.
3. To be successful in lessons, all pupils will require certain equipment: all pupils must have a clear pencil case containing pens, pencils, ruler, rubber, sharpener and a green pen to support peer and self-assessment. Coloured pencils or other items such as highlighters are optional. All pupils must have a planner. Both pencil case and planner should be on the desk during every single lesson and tutor period. Pupils may have a clear bottle with plain water on their desks during a lesson (unless a department stipulates that this would be a health and safety concern – e.g. Science or IT).
4. Prohibited items: the following are not allowed inside the school building: -  
Trainers (defined as anything with a sports logo on or footwear that cannot be polished)
  - a. - Hoodies, hooded sweat shirts or similar (anything with a hood that is not a coat – as defined by Head of Year or SLT)
  - b. - Energy drinks
  - c. - Fizzy drinks
  - d. - Excessive amount of sweets, chocolates, crisps
  - e. - Fashion accessories
  - f. - Jewellery not compliant with our uniform policy (including any ear, nose and/or tongue rings)
  - g. - Acrylic nails, false eyelashes and/or nail polish
  - h. - Hats and caps
  - i. - Leather, denim, fur or suede coats
  - j. - Laser pens
  - k. - Cigarettes, lighters or matches
  - l. - Nicotine products - e.g. vapes, shisha pens or electronic cigarettes - Illegal drugs – e.g. cannabis including ‘edibles’
  - m. - Weapons or ‘bladed article’ – e.g. knives, screwdrivers, Stanley knives, corkscrews, anything containing a blade
  - n. - Imitation weapons – e.g. pellet guns
  - o. - Alcohol
  - p. - Stolen goods
  - q. - Pornographic images (including images or videos contained on mobile phones)
  - r. - Fireworks
  - s. - Anything that has been, or it is likely to be used to cause injury or commit an offence.

***Please note if pupils are found with pornographic material or indecent images of a child (any person 18 years old or under) they will be confiscated and an investigation will follow. Relevant referrals will be made to outside agencies such as West Midlands Police and Birmingham Children's Trust. Mobile phones will be seized as part of the investigation.***

5. Behaviour in lessons: pupils must be ready, safe, respectful and kind at all times. Pupils must arrive promptly to all lessons and should enter the classroom in a quiet and orderly fashion. They are expected to follow all instructions from staff and to focus on their work at all times. During the lessons pupils can earn behaviour points which will be tracked.
6. Disruption will be dealt with through a staged system and staff will remind pupils of the expectations they must meet, in order to ensure that the pupil understands they are not meeting the expectations of the school. Should a pupil fail to be compliant, they can be removed from the classroom and an appropriate sanction will be issued.
7. Weekly tutor, Head of Year or senior staff reports: pupils may be placed on report as a form of sanction or to monitor aspects of behaviour.
8. Persistent disruption/behaviour consistently causing concern: parents/carers will be informed and school will apply appropriate sanctions. These sanctions may include detention, loss of social time in school, being banned from trips and visits, use of internal isolation, fixed-term and/or permanent exclusion.
9. Pupils will also be sanctioned for failing to complete homework/study practice.
10. Mobile phones: our rationale for not allowing pupils to use their mobile phones is that we want to control what they see when they are being educated at school. Our mantra is: 'mobile phones should not be seen and not heard' - pupils are permitted to bring mobile phones into school but they should be switched off and placed in the internal blazer pocket or school bag between 8.40 a.m. and 3.15 p.m.
11. Use of computer equipment: our IT systems are expensive but we want all pupils to have access to them. Therefore, pupils must obey all school rules related to the use of ICT. Typing or sending anything to upset another pupil is unacceptable and is treated the same as if it was done face to face. Pupil usage is monitored in school. **Please note that school is not responsible for the pupil's use of social media. Allowing children to use social media and the policing of what they do on there is the responsibility of parents. School will only intervene if an issue occurs which is harming the safety, welfare or education of a pupil in school.**
12. Code of conduct: pupils are expected to 'Be Ready, Be Safe, Be Respectful & Kind' at all times. If a group of pupils are found to be acting in a manner that is causing, or is likely to cause, intimidation or distress to other pupils or staff, or if a group of pupils refuses to engage in resolving issues, then any number of pupils in that group will be held responsible and appropriate sanctions will be imposed.
13. Bullying: Please see appendix 1.
14. Behaviour in the community: pupils dressed in Archbishop IIsley Catholic

School uniform are representing the school. If a pupil behaves in a way that brings the reputation of the school into disrepute whilst in the community, sanctions will be applied. This includes behaviour on public and school buses.

15. As a school we will set a detention as a sanction. Detentions set by staff can last between 10 and 30 minutes and, as per government guidance, we do not have to provide advance notice or a reason for the detention
16. Senior staff detention: Friday 3.15 – 4.15pm. Pupils will be placed in SLT detention by either a member of SLT or a Head of Year. Advance notice will be given for a senior staff detention.
17. On Call Removal from a lesson is a last resort or emergency only. A member of staff is on designated 'on call' duty. If 'on call' has been used as a last resort following intervention at classroom teacher and department level, an appropriate sanction will be put in place depending on the reason for the 'on call'.
18. Punctuality detention: pupils who are late to school will be placed in detention. Further lateness will result in more sanctions and parents/carers will be invited into school to attend a meeting.
19. Managed moves: a managed move is an arrangement where a pupil attends another school on a trial basis. During this time the pupil remains on roll at Archbishop Ilsey Catholic School. There are a number of reasons why a pupil may be sent on a managed move and they are often used as a way of providing a pupil with a 'fresh start'. If a managed move is successful, the pupil may be taken on roll at the new school or may remain dual registered with both schools.
20. Isolation room: Heads of Year and SLT are the only staff who have the authority to place pupils in isolation. Isolation is a short-term sanction and is issued when pupils are not compliant with our rules or expectations. The school's decision is final. Pupils may also be placed in isolation if they have been removed from a lesson for disrupting learning. Pupils will lose social time or be expected to stay at the end of the school day if they are removed from a lesson.
21. List of possible sanctions and interventions:
  - a. Classroom teacher level
  - b. Department level
  - c. Head of Year intervention
  - d. Community service in school or local area
  - e. Monitoring reports
  - f. Teacher detention
  - g. Break or lunchtime detention
  - h. Senior staff (SLT) detention
  - i. Internal exclusion
  - j. Internal exclusion (including a start time of 11am and an end time of 5pm) - External exclusion
  - k. The Hub intervention
  - l. Head teacher's disciplinary and contract
  - m. Governors' disciplinary and contract
  - n. East Birmingham Network support and education providers - Permanent Exclusion



22. We want pupils to take responsibility for their actions and understand consequences. If a pupil fails to attend a detention set by their teacher, the relevant Head of Department will be informed. It is at the Head of Department's discretion whether they re-sit the detention or are placed in isolation. They could be issued with an SLT detention on Friday after school. If a pupil fails to attend a detention without explanation, they will be placed in isolation for a period of reflection on cause and effect, consequences and taking responsibility for our actions.
23. The school endeavours to contact all parents regarding incidents of behaviour that are considered to be more than minor infringements. Please note that in a large school it is not always possible to deal with an incident instantly. As a school, we endeavour to resolve issues as soon as possible and in the best interest of school, home and ultimately the pupils.
24. Searching: safeguarding is our highest priority. Therefore, if a pupil is suspected to have any of the prohibited items listed above, they will be searched. The Head Teacher has delegated this authority to the Senior Leadership team and Heads of Year. A pupil's dignity must be considered so the search will be conducted in a private place. Two members of staff will usually be present and where possible they will be of the same sex (or sex assigned at birth). Searching is carried out in line with DfE guidance which can be found here: <https://www.gov.uk/school-discipline-exclusions/searches>
25. Screening: as safeguarding is our highest priority and in order to protect all pupils, as a school, we frequently work with West Midlands Police and use a metal detector in a proactive way to screen for prohibited dangerous items such as bladed articles. We carry out this screening on a half-termly basis and pupils
- a. are selected at random. Screening and searching is carried out in line with DfE guidance.
26. Vandalism: we want all pupils to have respect for themselves, others and our school. If a pupil contravenes this and is guilty of vandalism, there will be serious consequences. If a pupil or group of pupils is/are witness to the vandalism of school property, they will receive a suspension. Pupils have also been made aware of 'joint enterprise' whereby they could be implicated by being present when vandalism occurs. Parents/carers will be billed for the cost of repairs. The pupil will not be permitted to attend any trips or out of school events until it is paid.
27. Truancy: if pupils are not in lesson during their five period day, they are not learning. In order for pupils to be successful, we want all pupils to be in lessons. It should be a rare occurrence for a pupil not to be in lesson. As part of our SPIRIT education, we also want pupils to self-regulate and get to lessons on time. Truancy can be defined as a pupil (or a group of pupils) not being in lesson more than ten minutes after the lesson has begun without good reason, and if this is the case, pupils will be issued with a senior staff detention after school on Friday.

**Please note: some incidents in school will result in an automatic fixed-term or permanent exclusion. These incidents include violence, bringing weapons or illegal substances onto the premises, verbal or physical abuse of staff and**

bringing the reputation of the school into disrepute. This is not a comprehensive list and the school reserves the right to exclude pupils on a fixed-term or permanent basis based on the context and circumstances surrounding an incident.

We expect parents to support us in our efforts to maintain good discipline in school. Parents are reminded that staff at school have a right to, and are entitled to, dignity, respect and courtesy in their workplace. Parents or carers who do not respect this right could be banned from the school site and reported to the police.

### **APPENDIX 1: POLICY FOR ACTION ON BULLYING, PEER-ON-PEER ABUSE AND CYBER BULLYING**

Archbishop Ilsley Catholic School is a Catholic community with positive working relationships between pupils. Bullying is a behaviour that causes distress and this is unacceptable at Archbishop Ilsley Catholic School. In our eyes all of our pupils are equal, regardless of race, faith, gender, ability and background.

#### **What is bullying:**

Bullying can be defined as 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally'. It is the repetition of the hurtful behaviour that constitutes bullying.

The main types of bullying are:

- Physical bullying – e.g. hitting, kicking, taking of personal belongings
- Verbal bullying – e.g. insults, persistent unkind comments, harassment
- Indirect bullying – e.g. deliberate spreading of rumours or gossip, denigration of character, harassment through indirect sources
- Cyber bullying – e.g. sending insulting/threatening messages either directly or indirectly through text messages, other messaging forums and/or social media. Cyber bullying happens when a person or group uses the internet to threaten, tease, upset or humiliate someone.

In all cases, we seek to act quickly to resolve any issues deemed an incident of bullying.

#### **How bullying is dealt with at Archbishop Ilsley Catholic School:**

Any report of bullying will be taken seriously and dealt with in an appropriate manner. The approach is always on supporting all parties and seeking a positive outcome for all, based on forgiveness and compassion.

Some of the strategies we use at Archbishop Ilsley Catholic School are as follows:

- Restorative meeting between the victim and the pupil demonstrating bullying behaviour

- Coaching conversations with the pupil demonstrating bullying behaviour  
Individual meetings with the families of the victim and the pupil demonstrating bullying behaviour
- Support the victim – e.g. time in Pupil Support Centre, meeting with school counsellor.
- Support for the pupil demonstrating bullying behaviour – e.g. behaviour course in the Pupil Support Centre, meeting with the school counsellor
- Change of band or timetable or other logistical arrangements in support of one or both parties
- Application of school sanctions such as detention or loss of social time  
Sanctions such as isolation, fixed-term or permanent exclusions where all other options have been exhausted
- Pupils can report bullying to a trusted adult in school or through Toot Toot, an online platform. Toot Toot is monitored by the pastoral team.

Please note that school cannot be held responsible for the behaviour of parents and carers who cause issues outside of the school premises. We would advise parents and carers that if they are experiencing bullying or harassment from another parent or carer to contact the police.

Whole school approach to discourage bullying:

At Archbishop Ilsley Catholic School we believe that there should be a pro-active approach to discourage pupils from bullying behaviours. Some of the strategies we deploy to discourage bullying are:

- Delivery of anti-bullying lessons through tutor time
- Staff training on how to report bullying and how to encourage positive relationships between pupils
- Education through the curriculum and in other activities – e.g. assembly on what constitutes acceptable social behaviour
- Staff model acceptable social behaviour and how to converse with others in a respectful manner
- Staff challenging behaviour that is not seen as safe, respectful or kind  
Assemblies and tutor time activities on how to stay safe online and use social media/internet appropriately without causing harm to others.

Our Character Education Programme and Values drive our behaviour policy. These characteristics have been developed with all stakeholders and research base.

Character Education, which encompasses PSHE and RSE, gives pupils the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare them for life and work in modern Britain.

The Character Programme will embrace the challenges of creating happy and successful young adults. Pupils will acquire the knowledge that will enable them to make informed decisions about their own and others' wellbeing, health and relationships, and to build their self-efficacy. Pupils will also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. This subject can support young people to develop resilience, to know how and when to ask for help, and to know where to access

support.

High quality, evidence-based and age appropriate teaching of this subject will help prepare pupils for the opportunities, responsibilities and experiences of adult life. It will also promote the spiritual, moral, social and cultural, mental and physical development of pupils, at school and in society. The Character Programme will help pupils to interact properly with their teachers and fellow pupils, turning their classroom into a better learning environment.

The Character Education Programme will greatly help pupils with their academic subjects as well. Self-regulation and integrity are some of the core values taught in character education. With these, pupils will learn how to focus on their studies, and

11

more importantly they will develop the drive that will make them want to do well in their academic subjects.

The programme is delivered on a rolling basis for an hour each fortnight to all year groups. The programme is bespoke to the school and was written by school staff, with input from pupils, parents, carers, staff and members of the local community.

#### **Peer-on-peer abuse, including sexual abuse:**

OFSTED has published its review of sexual abuse in school and colleges and the DfE has also published a guidance document regarding sexual violence and sexual harassment between children in schools and colleges.

OFSTED's view is that schools should act on the assumption that 'even where school and college leaders do not have specific information that indicates sexual harassment and online sexual abuse are problems for their children and young people, they should act on the assumption they are'. We will adopt this approach and the advisory document from the DfE will be used to inform staff training and further curriculum development.

At Archbishop Ilsley Catholic School, we have a comprehensive RSE policy and curriculum, which explains our approach to dealing with some of the issues raised in the report from OFSTED. Please see this policy for further details, which is published on our school website. In addition to this, the school's Character Education also addresses some of the issues raised in the published documents.

Any reports or allegations of sexual abuse will be dealt with swiftly and in the appropriate manner, with any relevant parties and/or stakeholders informed. Please read our Safeguarding policy for further information.

The school has a large team of designated safeguarding leaders. The name of the lead DSL is Mr D Corrigan.

## APPENDIX 2: FREQUENTLY ASKED QUESTIONS

### **What happens if a pupil is late for school?**

*If a pupil is late to school, they receive a 5-minute break time detention as a consequence. This will be served in the Head of Year (sign posted 'Head of House Office') office.*

### **What is the process when a pupil is late?**

*8:00 – the gate at Holy Souls opens. This is the pupil entrance (Victoria Road is for parents, visitors and sixth formers only). A member of SLT will have a pen and 'late sheet' on a clipboard. Between 8:00 and 8:40 the teacher will greet pupils.*

*From 8:40 until 9:10 – the pupil is late. Their name will be recorded.*

*Registers close at 9:10. Pupils arriving after this time will have to enter via Victoria Road, sign using Inventory and will be signed in as arriving 'after registers close'.*

*Any pupil that is late. gets a slip - to serve a detention in the Head of Year/Head of House office at break time. A text message goes home to inform parents of their child's lateness.*

*If a pupil receives 3 lates in a week, they will serve an SLT detention on a Friday.*

### **What happens if the pupil is not in correct uniform (i.e. wearing trainers) or has broken the uniform policy (i.e. wearing false nails)?**

*In this instance, the school will endeavour to lend the pupil the correct uniform. If this is not possible, the pupil will attend lessons as normal, but will spend break and lunch in the Character Centre. This is not a punishment but we do not want other pupils to engage in 'copycat' behaviour and also think the rules are flexible.*

**What happens if the pupil does not attend the break time detention? If they fail to attend that detention, they will receive a 30-minute detention the same evening.**

### **What happens if a pupil doesn't the break time detention?**

*If they fail to attend that, the pupil will miss their break and lunch the following day. They will either spend this time in isolation or the Character Centre. A Senior Leadership (SLT) detention or a longer period of time in isolation may be required if the issue persists - the pupil needs to understand the importance of punctuality and be responsible for their own punctuality.*

### **What happens if a pupil gets removed from a lesson?**

- This is a serious breach of school rules. This will only be used as a last resort and only after the teacher have given the pupil incremental warnings.*
- The teacher will give the pupil a reminder of the school rules,*
- The teacher will give the pupil a verbal warning,*
- Then a consequence e.g., moving seats, a minute outside the classroom,*
- The threat of 10-minute detention at break/lunch/after school.*
- If the pupil does not respond to this warnings of the teacher, the pupil will be removed from their lesson as they are preventing teaching and learning.*
- The pupil will still continue with their work, but they will lose the privilege of*

*gaining knowledge from their teacher.*

*• A removal can be within a department, or, if a Senior Leader is called, they will be taken to the 'Character Centre' to reset and regulate their emotion. • They will automatically lose their social time, or have a 20-minute detention after school.*

*• 'On calls' are tracked daily - if this becomes a growing concern, parents will be invited in for a meeting to discuss their child's behaviour.*

### **Do Heads of Year hold their own detention?**

*All Heads of Year hold year group detentions. Teachers are not required by law to give notice or ask permission of parents to award a detention and keep pupils after school.*

<https://www.gov.uk/school-behaviour-exclusions>

*However, parents will receive a notification if a pupil is being kept back after school, as courtesy, for anything over 30 minutes.*

*If the pupil is put in a Head of Year detention, there is always a valid reason for it - please trust the Head of Year or member of the Leadership Team.*

<b>Head of Year 30 MIN DETENTIONS - HoY to complete - Day and Location</b>						
Day	Y7	Y8	Y9	Y10	Y11	6th
WK1	Thursday	Thursday	Monday	Wednesday	Tuesday	
WK 2	Thursday	Thursday	Monday	Wednesday	Tuesday	

**What is the Character Centre and when would a pupil be sent here?** *The Character Centre is an area of the school where pupils can learn to self-regulate their emotions and get support.*

*It is a place pupils can go to if they feel they need to report any issues such as bullying, issues in classes, friendship issues or whatever worries they may have in school. Pupils will also be taken here if they receive an 'On Call' from a classroom to support pupils continuing their work, while helping them to understand why they had to be removed from a classroom and prevent it happening again. A detention will always be set with an 'on call' removal:*

- 1. break or*
- 2. lunch time, or*
- 3. 20 minutes after school.*

*When pupils are in the Character Centre, they always place their phone in the safe, and collect it at the end of the day.*

*The Character Centre is a supportive environment; it is a triage for pupils.*

### **What is the Hub and when would the pupil be sent here?**

*The Hub is an area of the school where pupils can go who may be anxious or worried about*

certain aspects of school life. The Hub is a calm and quiet environment, where pupils can gain support and work in a smaller setting if required.

Pupils who may have poor attendance and struggle with school can have an option to work here to help build resilience and overcome any barriers they may have in a less stressful environment, until they are ready to return to mainstream lessons.

Pupils can access this space at social times also.

### **What is the SEN base and when would the pupil be sent here?**

The SEN base is where a team of specialist staff are based to support any pupils who may have a Special Educational Need. Pupils can access this at social times, and they may well have timetabled lessons in the SEN base delivered by specialists.

### **What is isolation and when would the pupil be sent here?**

Isolation is used when there has been a serious breach of school rules, or disrespect shown by a pupil.

Isolation is a classroom where pupils will work independently on work set by the teacher. If a pupil does not support our school rules of 'Be ready, be safe, be respectful and kind', then Isolation may be the next action required to help support the pupil.

Pupils will only be allowed to work back in classrooms if they successfully pass their day in isolation by demonstrating good manners and doing the required amount of work. If this is not the case, the day will be repeated.

Once pupils enter the Isolation room, they must hand in their mobile phone. This ensures there are no distractions for the pupil to work hard and have a successful day.

### **On what grounds would the pupil be suspended?**

In some cases, the school may suspend a pupil for a fixed period (fixed term exclusion/suspension) if their conduct is deemed to warrant this sanction.

There are three main reasons:

1. They refused to attend isolation. Isolation is the most severe (and rarest) sanction. If a pupil refuses to attend isolation, the school will have no alternative to suspend.
2. Repeatedly poor behaviour – in this case the pupil would not be seen to be responding to lower level sanctions like detentions and Isolation.
3. Serious incidents such as fighting or rudeness to staff.

These are the reasons we have to submit to Birmingham City Council and the St Teresa of Calcutta MAC:

- 1 – PP Physical assault against a pupil
- 2 – PA Physical assault against an adult
- 3 – VP Verbal abuse/threatening behaviour towards a pupil
- 4 – VA Verbal abuse/ threatening behaviour towards an adult
- 5 – OW Use or threat of use of an offensive weapon or prohibited item
- 6 – BU Bullying
- 7 – RA Racist abuse
- 8 – LG Abuse against sexual orientation and gender identity
- 9 – DS Abuse relating to disability

10 – SM Sexual misconduct

11 – DA Drug and alcohol related

12 – DM Damage (vandalism)

13 - TH Theft

14 – DB Persistent disruptive behaviour

15 – MT Inappropriate use of social media or on-line technology

16 – PH Wilful and repeated transgression of protective measures in place to protect public health

### **What is the process for suspension?**

*The pupil will have the opportunity to write a statement regarding the incident that will have led to the decision to suspend. Staff will investigate and will speak to members of staff, check CCTV (where possible) and obtain witness statements from pupils. In some cases, experienced members of the leadership will use their judgment and experience and the 'balance of probability'.*

*Parents will be informed.*

*Parents will then receive a 'classcharts' notification with an attached letter addressed from the Head Teacher outlining the reason for the suspension, the length of time they are required to be away from school, and a reintegration meeting date.*

*This letter will also be handed to the pupil who will be told to pass it to a parent or carer. This is an important part of the pupil taking ownership of their behaviour.*

### **What is the reintegration process?**

*Before a pupil returns to normal lessons, a reintegration meeting will take place.*

*Heads of Year and the Leadership Team feel the reintegration of a suspended pupil is an important process as it is essential that we take the approach of 'partners in learning' with families. It is therefore expected that parents/carers will attend the reintegration meeting to discuss with school staff strategies to be introduced to avoid a repeat of the behaviour that led to the sanction.*

*If a parent/carers cannot attend the meeting, the pupil will stay in the Character Centre or Isolation until this important meeting can take place.*

*Senior staff may decide that the pupils have a phased return to lessons. This means they may only attend one lesson on their first day back at school. They spend the other lessons and social time in the Character Centre or isolation.*

*It is not an automatic right for pupils to be in full circulation on the first day back at school. Some pupils may require a reintegration plan to support this to ensure they are successful and do not receive any more suspensions.*

### **How do staff decide the length?**

*The length is down to the discretion of the school leadership team.*

*As a general rule, the first suspensions will be for 1 or 2 days. However, if the incident is serious, the school reserves the right to increase the length*

*The suspension time will equate to the seriousness of the incident, and can be between 1-5 days, for a total of 45 days a year.*



*If there is repeated suspensions, the amount of days also increases.*

**What happens if the pupil is repeatedly suspended?**

*In extreme situations, the pupil may attend isolation in a neighbouring school.*

*If there is no improvement in the pupil's behaviour, the school may deem it necessary to arrange a 'managed move' where the pupils will attend another school for a fixed amount of time. The rationale for this is to remove any negative influences and give the pupils a fresh start.*

*In rare cases, if a pupil is repeatedly disruptive and have not responded to intervention and support, as a last resort, a permanent exclusion (PEX) may be issued by the Head Teacher.*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181584/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

C. Clinton

Mr Ciaran Clinton  
Headteacher

M Mills

Mrs Mary Mills

Chair of Governors