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Behaviour and Positive Recognition Policy

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29: 11

Codicil documenting changes from previous year		
Date	Page	Note of revision
10th December 2025	6	‘Every Second matters’ initiative and the focus on good punctuality.
10th December 2025	7	Clearer guidance on sanction for not wearing correct uniform
10th December 2025	10	Extra information about the basis of the permanent exclusion

Mission Statement and the Ethos: Archbishop Ilsley Catholic School

At the heart of our curriculum is teaching our young people to let their light shine as they live out Christ’s call to:

‘Love one another, as I have loved you.’

We believe all pupils should learn about the ‘best that has been thought and said’ through the lens of Christ. We aim to provide a broad, balanced and challenging curriculum for all rooted in the gospel values. This is so they can appreciate with wonder and awe the beauty in the world and uphold human dignity as responsible citizens of the future, who live out our British values and Catholic Social Teaching.

It is our aim to establish the highest possible standards of behaviour at Archbishop Ilsley Catholic School. We want the school to be a warm, caring, friendly and happy school where learning can flourish.

Aims of this policy

To encourage a whole school approach to behaviour in order to create the most effective conditions for teaching and learning.

To manage pupil behaviour as effectively as possible in order to:

- develop pupils’ ability to exercise self-control;
- encourage pupils to take responsibility for, and be accountable for, their own actions;
- raise pupils’ awareness that actions and choices have consequences.

To promote firm and decisive action against all forms of bullying in order to ensure the happiness, safety and general well-being of all members of the school community.

To ensure that at all times staff feel supported in their efforts to maintain high standards of behaviour and to teach effectively.

To provide pupils with opportunities to demonstrate positive abilities and attitudes and to reward them for their efforts.

As part of St Teresa of Calcutta MAC, Archbishop Ilsey is committed to developing the full potential of every individual.

Where this policy uses the word 'parent', it should be read as inclusive of carers and any other person with parental responsibility.

Our School Rules: Be Ready, Be Safe, Be Respectful and Kind

Expectations of Staff

As members of the staff team at Archbishop Ilsey, we will root our relationships in the teaching of Jesus Christ. We aspire for all members of our community to be **wise, courageous learners** and **dignified people with integrity**; we teach reconciliation, we forgive, we move forward together. We are responsible for positively influencing the good behaviour of pupils around us and de-escalating situations where possible.

All staff will:

- Create and sustain a positive, supportive and secure environment;
- Maintain a strong focus on building positive relationships with pupils;
- Focus on positive aspects of pupil work and behaviour and reward pupils as appropriate;
- Apply the school's sanctions fairly, consistently, proportionately and reasonably;
- Model high standards in terms of attitude, commitment, respect and good manners. Staff should never resort to humiliation, shouting, over-reacting, sarcasm and/or blanket punishments.

Recognition and Rewards for Good Behaviour

We want to ensure that each pupil feels valued as an individual made in the image and likeness of God, with unique gifts and talents. Our recognition and rewards system provides opportunities for all pupils to be rewarded for positive behaviour and attitudes.

1. Immediate verbal praise.
2. Daily positives on Bromcom
3. Praise phone calls
4. Wise and Courageous Learner Postcard.
5. Dignified person with integrity Award Postcard.

Expectations of Pupils

All pupils have a right to a positive learning environment, free from disruption. The behaviour of pupils is vital in contributing to the creation of a happy and positive atmosphere where pupils have high quality learning experiences and are given the opportunity to excel.

Behaviour in class

We expect all pupils to:

- Arrive at lessons on time
- Follow instructions from staff, first time, every time
- Complete the work set by staff as well as you can
- Listen carefully when the teacher or another person is talking
- Respect others, do not swear, shout or disrupt the lesson in any other way.
- Use all equipment sensibly and safely. Mobile phones must not be used: see separate policy.
- Do not eat or chew in class
- At the end of the lesson pack away quietly and wait for permission to leave.

Behaviour around school

We expect all pupils to:

- Walk around the school site sensibly and quietly
- Treat the school environment, including toilets and shared areas, respectfully
- Be polite at all times, including during assemblies, showing respect to other people and their property
- Follow instructions from staff, first time, every time
- Wear their school uniform correctly at all times
- Ensure their mobile phone is turned off (see separate policy).

- Make sure that banned substances, including vapes, cigarettes and alcohol, are never brought into school.
- Respect each other's personal space and not be 'hands on' around school or in the playground (this would include 'playfighting')

We also expect pupils, as representatives of Archbishop Ilsey Catholic School, to model positive behaviour and respect the surrounding community when travelling to and from school. If we suspect that a pupil has arrived under the influence of a banned substance, professional judgement will be used by senior staff to safely send pupils home.

General Issues Related to Behaviour

- **Pupils leaving classrooms:** Pupils should not be out of lessons unless they have written permission from a member of staff.
- **Use of toilets:** Pupils should use the toilets before school and at break times. It is not normal procedure to allow pupils to use the toilet during lesson times. Toilet passes may be issued in certain cases; parents may contact the school, in order to discuss this with the school nurse or a senior leader.
- **Inappropriate uniform:** Please see separate uniform policy.
- **Prohibited items:** The following items are not allowed in school:
 - Weapons of any description or an item intended to be used as a weapon
 - Bladed articles
 - Laser pens
 - Stolen property
 - Vapes, cigarettes, tobacco, alcohol or illegal substances
 - Lighters, matches, fireworks
 - Pornographic material
 - Materials linked to extremism or hate crime
 - Aerosols, nail polish, chewing gum
 - Energy or fizzy drinks

Other items may be confiscated by staff if they pose a risk to the health and safety of staff and pupils, or if they disrupt the smooth running of the school.

All prohibited items will be confiscated, and illegal items or stolen property will be handed over to the Police.

Searching and Confiscation

At times it may be necessary to arrange a search of a pupil's property. The school follows all guidance in the Department for Education document 'Searching, Screening and Confiscation; Advice for schools (July 2022).

Sanctions and Consequences for poor behaviour

In line with the aims and purpose of this policy, sanctions will be issued for behaviour that falls below our expectations. The **Sanctions and Consequences flow chart at the end of this document** outlines the sanctions issued for misbehaviour, both in and out of lessons, together with examples of infringements.

In lessons, the procedure for issuing sanctions is as follows:

C1: verbal warning.

C2: verbal warning and logged on Bromcom.

For both C1 and C2, the pupil is given the chance to modify their behaviour.

C3: If the pupil's behaviour does not improve, a C3 detention (20 minutes, same day) is issued. The pupil is then expected to stay in class and modify their behaviour.

If the pupil's behaviour does not improve, the teacher will move to a **C4: removal** from classroom. The pupil will be escorted to another classroom where they will be expected to work for the rest of the lesson. A C3+ detention will be issued (60 minutes with notice). If the pupil is defiant and/or dysregulated, the senior leader 'on call' will escort the pupil to the **Refocus Room**.

For unacceptable behaviour out of lessons (see flow chart), a C3 or C3+ detention will be issued. C3 detentions, which last for 20 minutes, are held on the same day, with parents being informed through Bromcom if their child is in detention. We feel that it is important for pupils to understand that the consequence of certain actions is immediate. **C3+** detentions, which last for 60 minutes, are held weekly and are issued for more serious breaches of the school's policy. All detentions are supervised in the Main Hall. Every pupil in detention is expected to carry out retrieval practice in silence for the duration of the detention. Failure to meet standards in detention will result in an escalation of consequences, for example, issuing an additional detention for the following day. Parents will be informed by text message and can view the behaviour details via the managing information system.

Restorative conversations will be held with pupils following C1, C2, C3 and C3+ sanctions.

For serious breaches of the behaviour policy, a pupil may be referred to **Internal Exclusion** where they will be expected to work for a period of one to five days, with different social times (break and lunchtime) to the rest of the school.

Our policy on **mobile phones** is detailed in a separate document. Mobile phones may be brought into school but must be **switched** off and placed in pupils' bags while on the school site. Use of mobile phones on site will result in confiscation.

There is a separate **Anti-Bullying Policy**, which sets out our procedures for identifying and dealing with issues related to bullying. We have a zero tolerance approach to bullying of any kind and will take action in all cases.

Sanctions and Consequences for poor punctuality

Good punctuality is a focus for the school as it has numerous benefits. Historically, some pupils displayed poor punctuality and therefore the school is working hard to eradicate this culture and highlight the many benefits and outcomes of good attendance and punctuality. We have a 'every second matters' initiative.

The procedure for issuing sanctions is as follows:

C3: Late once

C3+: repeated lateness

Sanctions and Consequences for not wearing correct uniform

Pupils are expected to wear correct school uniform at all times; this includes PE kit for PE lessons. Details can be found in our separate **Uniform Policy**. Infringements of uniform - including the wearing of false nails/eyelashes, trainers, and/or hoodies, as well as untidiness (no tie, untucked shirt, rolled-up skirts) will be recorded on Bromcom and the pupil will be asked to correct their uniform. The school often performs on the spot random uniform checks. The sanction for not adhering to this policy is usually an immediate 5-10minute break or lunchtime detention. If a pupil has three infringements within a week, a C3 detention will be issued. If a pupil refuses to follow the requests of a member of staff when challenged regarding uniform, this will be treated as defiance and a C3+ detention will be issued. School will always attempt to provide items of uniform to remove barriers.

Suspension and Exclusion

In cases of extreme behaviour, the Headteacher may take the decision to suspend or exclude a pupil from school. The school follows all guidance outlined in the Department of Education publication 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023)'. Please refer to this publication for further details.

The Government supports Headteachers in using suspension and exclusion from school as a consequence where warranted but we recognise that suspension should be used only where appropriate and that permanent exclusion is a last resort. No suspensions and exclusions will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We take steps to access local support services, such as Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

Department for Education guidance states that 'Only the Headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds.' A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Whilst suspension and exclusion may be an appropriate sanction, the Headteacher will, following investigation, assess whether any contributing factors may have led to the incident/s of poor behaviour e.g. bereavement, mental health issues or bullying.

Where practicable, all those with parental responsibility will be involved in the suspension and exclusion process.

Fixed Term Suspension

A fixed term suspension is when a pupil is suspended from school for one or more fixed periods of time and must remain at home. A fixed period can also be for part of a school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

We aim to make a suspension the shortest time necessary to ensure minimal disruption to the pupil's education, whilst being mindful of the seriousness of the breach of policy. The Headteacher's decision on this is final.

A fixed-period suspension cannot be extended or converted to a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed term suspension may be issued to begin immediately after the first period ends; or a Permanent Exclusion may be issued to begin immediately after the end of the fixed period.

The following are examples of cases where the decision to suspend a pupil **may** be taken:

- Physical assault against a pupil or a member of staff
- The use of social media to bring the reputation of the school into disrepute
- The inappropriate use of mobile devices and related technologies
- Verbal abuse/threatening behaviour against a pupil or a member of staff
- Persistent Bullying
- Racist abuse
- Sexual misconduct
- Persistent disruptive behaviour
- Persistent disregard for the school's rules
- Malicious allegations against school staff
- Theft
- In possession of alcohol or other banned substances
- Under the influence of alcohol, drugs or other substances.
- Deliberately setting off the fire alarm
- Acts of vandalism (NB: We will always seek costs for damage done)

This list is not exhaustive. The Headteacher may issue a Fixed Term Suspension for other circumstances which they believe to be of similar severity to those listed above.

Pupils who are excluded for more than 15 days in one term, or face regular suspension for repeated offences, are at risk of permanent exclusion and will be required to attend a disciplinary hearing in front of representatives of the Governor Panel.

When we decide on a Fixed Term Suspension, we will:

- Inform parents immediately, followed by confirmation in writing, explaining the reasons for the suspension and how long it will last;
- Provide resources/activities for the pupil for the first 5 days of the suspension;
- Make arrangements for alternative education for a pupil from the 6th day if the suspension is for more than 5 days (or if consecutive shorter fixed term suspensions accumulate to more than 5 days) and we will include the following information:
Provide, if relevant, details of full-time education that has been arranged, including address of the provision, dates and start/finish times;

During the first 5 days of any suspension, the pupil must not be in a public place during school hours and parents are responsible for the whereabouts of the pupil. A parent who fails to comply with this duty without reasonable justification will be committing an offence and may be given a fixed penalty notice or be prosecuted;

We will;

- Arrange a reintegration meeting on the pupil's return to school where all those concerned can discuss the best way forward for the pupil;
- Ensure parents know about their right to make representations about the suspension to the Local Governing Body, how representations should be made and, where there is the legal right to meet with the Local Governing Body to have them consider the suspension, to be represented at that meeting (at their own expense) and to bring a friend.

Permanent Exclusion

A permanent exclusion results in a pupil being permanently excluded from school and not being allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders as soon as possible in such a case.

We will follow the same procedure to decide on and initiate a permanent exclusion as for a fixed term suspension, but where a pupil is not returning to our school, we will not arrange alternative education and instead will take steps to initiate an assessment of the pupil by the Local Authority responsible for their continuing education (from the 6th day after exclusion), so that a long-term re-integration plan for a new placement can be put in place.

We will also draw attention to a pupil's statement of SEND if they have one. The Local Authority must ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their pupil to attend or make representations for a placement in any other school.

The Local Governing Body will meet to decide if the Headteacher's decision to exclude was justified, based on the evidence.

Parents and the pupil will have an opportunity to present their point of view regarding the exclusion and the Local Governing Body will either uphold the exclusion or reinstate the pupil.

Three reasons why a decision may not be upheld:

- 1) Rationale – if the Headteacher did not make a decision that was rationale, sensible or if he was under external and internal influence.
- 2) Legal – if the Headteacher did not follow the guidance issued by the Department for Education entitled ‘School suspensions and permanent exclusions’ <https://www.gov.uk/government/publications/school-exclusion>
- 3) Proportionate – if the Headteacher over-reacted and the offence (or series of offences) was not worthy of a permanent exclusion.

If the permanent exclusion is upheld by the Local Governing Body, parents have the right to appeal to an Independent Review Panel. This panel must be arranged within 15 days of the permanent exclusion (or for suspensions over 15 days) and will be at a time and date convenient to all parties. Parents can ask the school to ask a Local Authority representative to attend but trustees will decide whether they can make comment or just observe.

Where possible, written evidence including other relevant information should be circulated to all parties of an Independent Review Panel at least five days in advance of the meeting. Permanent exclusion is a very rare sanction and should 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 may seriously harm the education or welfare of the pupil or others in the school.

Decisions are made on a case by case basis. Examples of situations which may lead to a pupil being permanently excluded from school include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault
- Consuming an illegal drug on the school site
- Supplying an illegal drug
- Carrying an offensive weapon
- Repeated serious disruptive behaviours.

This list is not exhaustive. The Headteacher may permanently exclude a pupil for other circumstances which they believe to be equal, in terms of severity, to those listed above.

Decisions on Suspension and Permanent Exclusion

When we decide on any kind of exclusion we will:

- Take account of our legal duty of care when sending a pupil home following suspension;
- Establish the facts in relation to the exclusion decision according to the civil burden of proof i.e. on 'the balance of probabilities' (whether the breach more than likely did, or did not, happen) and not the criminal burden of proof, 'beyond reasonable doubt';
- Take care in the process not to discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment and make reasonable adjustments to ensure everyone can participate in the process, including where a difficulty may be due to English not being a parent's first language;
- Communicate without delay in person or by telephone in the first instance to give the parents an opportunity to ask any initial questions or raise concerns directly with the Headteacher;
- Communicate decisions clearly and in writing with all due regard for necessary reasonable adjustments as above and by an appropriate method which might include text message, email, or notice given in person or sent home with the pupil or posted/hand delivered to the last known home address. If a notice is sent home with a pupil, we will consider the need to send a duplicate copy by an alternative method as well or take steps to confirm receipt of the notice;
- Notify the Governor Panel, CSEL of St Teresa of Calcutta Multi Academy Company and Local Authority of any permanent exclusion, any exclusion of more than 5 days or 10 lunchtimes in one term, and any suspension that means a pupil will miss a statutory examination or assessment (including the reason/s for and duration of the exclusion);
- Within 14 days of any request, provide the Secretary of State for education, with information about any exclusions within the last 12 months;
- In the case of a Permanent Exclusion where the pupil lives outside the local authority area in which our school is located, notify the pupil's 'home authority' of the exclusion and reason(s) for it without delay so they can arrange to meet their legal duty to provide suitable full-time education.

Exclusion of a Pupil who has Special Educational Needs

Please see our separate policy on provision for pupils with special educational needs.

Ultimately, the decision to exclude a pupil must be lawful, reasonable, and fair, in particular considering our statutory duty under the Equality Act 2010 not to discriminate against pupils on the basis of protected characteristics, such as disability.

Suspensions and exclusions: the role of Governors

Archbishop Ilsey Catholic School will follow all guidance outlined by the Department for Education with regard to the role of Governors in relation to suspensions and

permanent exclusions, including the role of the Governor panel and, where relevant, the independent review panel.

Off-Site Direction and Managed Moves

Where a pupil's behaviour in school is likely to lead to increased levels of suspension or permanent exclusion, the Headteacher will consider use off-site direction, including alternative provision, and/or a managed move to another school.

Off-site Direction.

Off-site direction is when a governing board of a school requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, pupils must be dual registered.

Managed Moves

A managed move is used to start a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the new school.

Managed moves will be offered to pupils as part of the school's disciplinary early help provision. Clear rationale and evidence for this need will be shared with parents and pupils.

Managed moves that occur will be closely monitored by Governors and school leaders with reviews carried out 6 weeks into placements. By 12 weeks schools will decide whether to take the pupil on roll permanently or close the placement.

Behaviour outside of school

The Education and Inspections Act 2006 gave all schools the power to regulate the behaviour of pupils when they are off the school premises and not supervised by school staff.

It is assumed that pupils' behaviour meets the expectations of the school when they are representing the school off-site. This includes behaviour during activities arranged by the school, such as work experience placements, educational visits and sporting events as well as behaviour on the way to and from school. After school, pupils are expected to make their way home directly and are not permitted to loiter outside school in groups which can lead to anti- social behaviour. Suitable sanctions will be issued for behaviour that brings the school into disrepute.

Social media

Please note that school is not responsible for pupil's use of social media. Allowing children to use social media and the policing of their activity is the responsibility of parents. The school will only intervene if an issue occurs which is harming the safety, welfare or education of a pupil in school. Parents have the right to report abuse via social media or to seek police advice.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school follows all guidance in the Department for Education's publication: Use of Reasonable Force (2013).

Allegations of abuse against staff

Allegations of abuse must be taken seriously. The school will ensure that they deal with any allegations quickly, in a fair and consistent way and in a manner that provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Where, necessary this will include reporting concerns to the Local Authority and Governors.

For further information, please see Part 4 of the publication 'Keeping Children Safe in Education.'

