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Behaviour Policy

A Guide for Parents and Carers

This policy is underpinned by our school motto and our core values, so that pupils become wise, courageous learners, as well as dignified people of integrity.

"Just and firm of purpose"

The motto of Archbishop Edward Ilsley, and the motto of our school

Our Core Values

Wisdom • Courage • Dignity • Integrity

From September 2026

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Archbishop Ilsley Catholic School is committed to maintaining high expectations for how pupils behave, both in lessons and around the school, so that we remain a calm, safe and orderly community. This policy explains our school rules, our consequence system, and how we work in partnership with parents and carers to support good behaviour.

Our School Rules

Every pupil is expected to:

- Be Ready — with the right equipment, uniform and attitude, prepared to learn in every lesson.
- Be Safe — looking after ourselves and each other, in and out of the classroom.
- Be Respectful and Kind — showing courtesy and care for every member of our community.

Positive recognition always comes first: praise on Class Charts, phone calls home, and awards in assembly.

Our Shared Language

> *"The kindest thing we can do is hold your child to account and give consequences when they make a wrong choice. Behaviour is a choice, and every child deserves clear boundaries that create a safe and calm school."*

Before Any Consequence

In every lesson, pupils always have two chances to put things right before a formal consequence is given:

- Reminder — a quiet prompt with take-up time, giving space to make the right choice. No consequence is issued at this stage.
- Warning — a clear, final chance with take-up time before any consequence: an opportunity to reset, refocus and show resilience.

The Consequence System

Where a pupil chooses not to meet our expectations after a reminder and warning, a clear and consistent ladder of consequences applies. Each step is recorded and communicated to parents via Class Charts, so that patterns can be spotted early and the right support put in place.

Our Right to Set Same-Day Detentions

Under the Education and Inspections Act 2006, teachers have the legal authority to require a pupil to attend a detention — including a same-day detention held at break, lunchtime or after school — without needing the parent's consent. The school is not required to give 24 hours' notice, and same-day detentions are used deliberately so that the consequence follows quickly and remains meaningful.

Before setting a detention, staff will always take account of:

- the pupil's age and any special educational needs or disability;
- any known religious requirements; and
- whether the pupil can reasonably get home safely afterwards — though a parent finding this inconvenient is not, on its own, a reason to cancel a detention.

A same-night detention will only be rolled over to the following day where the school receives medical evidence confirming the pupil was unable to attend — for example, a medical appointment card, prescription, or other written confirmation. Without medical evidence, a missed detention will be treated as non-attendance and escalated in the usual way.

Where a parent objects to, or refuses to cooperate with, a same-day detention — for example by refusing to allow their child to stay, or instructing them not to attend — the detention remains a lawful sanction and the pupil is still expected to attend. The school will always notify parents beforehand with a Class Charts notification, but a parent's refusal to cooperate does not cancel a detention that has been properly and reasonably set. Where a pupil does not attend as a result, this will be treated as a further breach of the behaviour policy and may lead to the next stage of the consequence system.

Class Charts is the means by which the school notifies parents of the reason for a detention. Please refer to the Class Charts notification for this information; school office staff will not be able to offer further explanation of the reason for a detention on the day.

What Might Lead to a Consequence?

C1 Behaviours

A C1 (20-minute same-night detention) may be given for any of the following:

- Incorrect uniform

- Eating in lesson
- Littering
- Poor conduct in line up
- Two late marks to lesson
- Use of a mobile phone or earphones
- Not ready to learn with correct equipment in lesson, including PE kit or technology equipment, knowledge organiser, planner, pencil case, or exercise book
- Missed homework
- Late to school (before 9.15am)
- Mobile phone seen/heard (Phone will be confiscated and returned after detention for parents to collect from 3.15pm)

Please note this is not an exhaustive list.

C2 Behaviours

A C2 (40-minute same-night detention) may be given for any of the following:

- Two separate C1 detentions in a day
- Defiance
- Dangerous behaviour within the school environment
- Impolite response to staff
- Late to school – U Code (After 9.15am)
- Three late marks to lesson

Please note this is not an exhaustive list.

C3 Behaviours

A C3 (60-minute same-night detention) may be given for any of the following:

- Three separate C1 detentions in a day
- One C1 detention plus one C2 detention in a day
- Faculty removal from lesson
- Coursework failure (a missed deadline)
- Failure to attend a C1 or C2 detention the previous day
- Persistent lateness (over three late marks including tutor time)

Please note this is not an exhaustive list.

Every pupil is entitled to lessons free from disruption. Where a pupil is causing significant disruption, they will first be reminded, making clear why their behaviour is a concern and what they must do to improve it. If behaviour does not improve, the pupil will be removed from the lesson to work in a nearby classroom, and this will result in a same-night C3 (60-minute) detention. Removal from a lesson is a serious sanction, and will only be used once other strategies have been tried, unless the behaviour is serious enough to warrant immediate removal.

C4 Behaviours — Internal Exclusion (Pope Francis Room, Minimum 1 day)

Where a serious behaviour matter occurs, different from those described above, a pupil may receive a C4 consequence: isolation in the Pope Francis Room, separate from their peers, including break and lunch. This is a serious consequence, used only when necessary to protect the ethos of the school and the safety and wellbeing of pupils and staff. Behaviours that may result in a C4 include, but are not limited to:

- Failure to attend a C3 detention
- An accumulation of 2 or more C2 or C3 consequences in a day
- Refusal to go to a faculty timeout
- A serious breach of school rules, such as open and persistent defiance to a member of staff, including walking away from a member of staff
- Unresolved uniform issues
- Dangerous and/or disrespectful behaviour
- Rudeness to staff
- Foul language, including gestures, in the presence of adults
- Persistent lack of respect towards peers
- Disobedience or defiance
- Refusing to hand over an item for confiscation eg phone, vape or other prohibited item
- Using a phone to record on site
- Bullying, including cyberbullying
- Derogatory language
- Leaving a lesson without permission, while remaining on site
- Unauthorised absence from lessons

- Inappropriate use of social media which brings the school into disrepute

A pupil will remain in the Pope Francis Room if the expectations of that room are not met. Please note this is not an exhaustive list.

C5 Behaviours — Internal Exclusion (Pope Francis Room, Minimum 2 Days)

A C5 consequence is a minimum of two days' isolation in the Pope Francis Room, used for the most serious behaviours, including:

- Being off-site without permission, or truancy
- Racist, biphobic, homophobic, transphobic, or disability-related comments
- Unwanted physical contact
- Sexualised language
- Stealing
- Vandalism
- Smoking or vaping on the way to or from school
- Physical aggression towards another pupil
- Repeated use of phone to record in school
- Repeated bullying incident

Because of the serious nature of a C5 consequence, parents will be required to attend a meeting at school before the pupil is reintegrated into the school community. A pupil will remain in the Pope Francis Room if the expectations of the room are not met, and until a parental meeting has taken place.

Banned Items and Confiscation

Screening and Searching: What's the Difference?

Screening and searching are two distinct legal powers, and we may use either depending on the situation:

- Screening is a general check applied to some or all pupils, regardless of suspicion — for example, walking through, or being checked with, a metal detector (an arch or wand) on entry to the school. It does not involve physical contact and is used to reassure pupils, staff and parents that the school is taking active steps to keep everyone safe.
- Searching is targeted at a specific pupil. Staff can search a pupil's outer clothing, bags, coat pockets, or locker with the pupil's consent for any item banned by school rules. Where a member of staff has reasonable grounds to suspect a particular pupil has a prohibited or banned item, they can search that pupil without consent, in line with the Education Act 1996, the Education and Inspections Act 2006, and the DfE's Searching, Screening and Confiscation guidance.

A search will be carried out by a member of staff of the same sex as the pupil, with another member of staff present as a witness. Pupils will not be asked to remove anything beyond outer clothing such as coats, hats, and scarves. All searches are recorded and parents are informed, regardless of what is found. The law protects staff from liability for loss of, or damage to, a confiscated item, provided they have acted lawfully and in line with this policy.

If a Pupil or Parent Refuses to Cooperate

Screening and searching are lawful school powers, and do not depend on a pupil's or parent's agreement:

- If a pupil refuses to be screened, the school may refuse to allow that pupil onto the premises until they cooperate.
- If a pupil refuses a search for which staff have reasonable grounds and lawful authority, a senior member of staff, such as the Principal or a member of the Senior Leadership Team, can still carry out the search in line with this policy and DfE guidance. Parental objection does not prevent a lawful search from taking place.
- Refusal to cooperate with a reasonable request to screen or search will itself be treated as a serious act of defiance under our consequence system, in addition to any sanction arising from the item found.

Seclusion

Schools also have the power to seclude or isolate a pupil from their usual peer group as a disciplinary consequence — as reflected in our C4 and C5 isolation stages — provided this is reasonable, proportionate, and used to protect the safety and wellbeing of pupils and staff. Any use of seclusion takes account of a pupil's age, understanding, and any special educational needs or disability. Our use of reasonable force is set out separately, later in this policy.

What Happens if a Banned Item is Found

If a pupil is found with a banned or prohibited item, it will be dealt with as set out below:

Item	Action When Confiscated
Mobile phone, smart watch, headphones, earbuds, or similar device	Confiscated; kept and returned in line with the escalating timescales set out in our Mobile Phone Policy. Mobile phones and similar devices are never

	disposed of. Phones should be collected by parents from reception from 3.15pm.
Sweets and energy drinks	Confiscated; not returned, in line with our approach to healthy behaviour.
Water pistols or other water-based toys	Confiscated and disposed of.
Low-cost novelty toys, gadgets or trinkets (for example, fidget toys, squishies, slime, or novelty keyrings)	Confiscated and disposed of.
Bandanas, balaclavas, or latex gloves	Confiscated and disposed of.
Cigarettes, e-cigarettes/vapes, shisha pens, tobacco, or filter papers	Confiscated and disposed of.
Knives or other weapons (including imitation)	Handed to the police.
Metal hair combs or sharpener blades	Confiscated and disposed of.
Lasers or laser pens	Confiscated and disposed of.
Alcohol	Confiscated and disposed of.
Illegal drugs	Handed to the police.
Other substances not believed to be controlled drugs	Handed to the police or disposed of.
Stolen items	High-value items handed to the police; low-value items returned to their owner.
Any item reasonably suspected of being used, or likely to be used, to commit an offence, or to cause injury or damage	Returned to parents or disposed of; handed to the police if it is an illegal item or an offence has been committed.

This list is not exhaustive. The school accepts no responsibility for the loss of, or damage to, any item brought onto site, whether or not it is banned under this policy. We work closely with West Midlands Police as part of our safeguarding arrangements, and will always involve them where an item found is illegal or where an offence may have been committed.

Working in Partnership With You

Your child's teachers, form tutor and our pastoral team keep you involved through:

- Class teacher — supports learning in every lesson, with updates via Class Charts.
- Form tutor — sees your child every morning and knows them well.
- Head of Year or Head of Department — closer monitoring and encouragement.
- Parental contact — a phone call home to keep you informed early.
- Parental meeting — coming into school so we can plan support together.
- Disciplinary stage meeting — a formal review with senior leaders for repeated concerns.

Home and school working together is how children succeed.

Behaviour Expectations and Pupils with SEND

Following feedback from our most recent Ofsted inspection, we are strengthening our explicit commitment to inclusion: pupils with special educational needs and disabilities (SEND) must be fully included in our school community, and this behaviour policy will never be applied in a way that disadvantages a pupil because of their SEND.

We recognise our legal duties: under the Equality Act 2010, we take all reasonable steps to avoid any substantial disadvantage to a disabled pupil caused by our policies or practices; under the Children and Families Act 2014, we use our best endeavours to meet the needs of pupils with SEND; and where a pupil has an Education, Health and Care Plan (EHCP), the provision set out in that plan will always be secured.

To make this a reality, we will:

- Maintain an accurate, up-to-date SEND register, shared with all staff, so that every member of staff understands the needs and barriers a pupil may face.

- Create an individual provision plan for every pupil with SEND, setting out the specific strategies and adjustments staff should use to support their behaviour.
- Make reasonable adjustments to seating, uniform, sensory environment, or routines, where a pupil's SEND makes this necessary.
- Provide staff training on specific conditions, such as autism, ADHD, and sensory processing needs, so that behaviour is understood and responded to appropriately.
- Regularly review our behaviour and consequence data broken down by SEND status, to actively check that pupils with SEND are not being disproportionately sanctioned.
- Involve the SENDCo before any pupil with SEND reaches isolation (C4 or C5) or suspension (C6), to consider whether additional support or adjustment could prevent further escalation.
- Consider a multi-agency assessment for any pupil with SEND who shows persistent disruptive behaviour, to identify and address underlying unmet needs.

Any decision to sanction, isolate, or suspend a pupil with SEND will always be lawful, reasonable and fair, and will take full account of our duty under the Equality Act 2010 not to discriminate against a pupil because of a disability.

Formal Disciplinary Stages

Where a pupil accumulates a significant number of consequences, or is suspended from school, they will be presented to a formal disciplinary stage meeting. Each stage is led by a more senior member of staff, or the Governing Body, and results in an agreed intervention plan to support the pupil in improving their behaviour:

Stage	Led By	Triggered By
Stage 1	Assistant Head of Year	5 or more C3 detentions, or 2 or more C4/C5 isolation days, or a suspension from school.
Stage 2	Head of Year	Previously attended Stage 1, and 10 or more C3 detentions, or 4 or more C4/C5 isolation days, or a further suspension following Stage 1.
Stage 3	Assistant Principal	Previously attended Stage 2, and 20 or more C3 detentions, or 8 or more C4/C5 isolation days, or a further suspension following Stage 2.
Stage 4	Vice Principal	Previously attended Stage 3, and 30 or more C3 detentions, or 12 or more C4/C5 isolation days, or a further suspension following Stage 3.
Stage 5	Principal	Previously attended Stage 4, and 40 or more C3 detentions, or 16 or more C4/C5 isolation days, or a further suspension following Stage 4. Permanent exclusion will be considered at this stage for the most serious or persistent cases.
Stage 6	Governors (School Standards Committee)	Reviews any decision to permanently exclude a pupil, and considers parental representations, in line with the Suspensions and Exclusions section of this policy.

There must be an agreed intervention plan in place as a result of every disciplinary stage meeting. These thresholds are indicative: the school may bring forward a disciplinary stage meeting sooner where the seriousness of a pupil's behaviour warrants it.

Suspensions, Permanent Exclusions, Managed Moves and Alternative Provision

Suspension is a serious disciplinary sanction and may only be imposed by the **Principal, or the teacher acting in that role**. It may be used in response to a serious incident or where a pupil's behaviour has not improved following the application of the school's behaviour policy and appropriate support and intervention.

A pupil may be suspended for one or more fixed periods, up to a maximum of **45 school days in a single academic year**. A suspension may also be for part of a school day.

All suspensions will be formally recorded. The school will not use informal or unofficial exclusions, such as sending a pupil home to 'cool off'. Where a pupil is required to leave the school site for disciplinary reasons, this will be treated as a formal suspension and the relevant statutory procedures will be followed.

Parents will be informed of a suspension without delay and provided with the information required by statutory guidance. The school will fulfil all statutory duties concerning the provision of education during a suspension, including the requirement for suitable full-time education from the **sixth school day of a suspension**, where applicable.

The school will seek to support the pupil's successful reintegration following a suspension. Reintegration arrangements will be proportionate to the circumstances and needs of the pupil and will focus on reducing the likelihood of further suspension.

Following a suspension pupils will work from the Pope Francis Centre for a minimum of one day. This is not an additional sanction but rather part of the reintegration process. It is an opportunity to work with a member of the pastoral team to reflect on the behaviour that led to the suspension. It is also to catch up on missed work so the next time the young person will be ready to rejoin at the same point as their peers.

Recording the Reason for Suspension or Permanent Exclusion

Every suspension and permanent exclusion will be accurately recorded using the **current Department for Education school census categories and codes**. Where more than one reason applies, additional reasons may be recorded in accordance with current DfE requirements.

The DfE suspension and permanent exclusion reason codes are:

Code	DfE reason
PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse / threatening behaviour against a pupil
VA	Verbal abuse / threatening behaviour against an adult
OW	Use or threat of use of an offensive weapon or prohibited item
BU	Bullying
RA	Racist abuse
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

The reason recorded will reflect the behaviour that led to the decision to suspend or permanently exclude. The school's internal behaviour descriptions or consequence codes do not replace the appropriate DfE reason when formally recording a suspension or permanent exclusion.

The school will use the **current DfE coding framework in force at the time** should these categories subsequently be amended.

Off-Site Direction and Alternative Provision

Where interventions or targeted support have not been successful in improving a pupil's behaviour, the school may consider **off-site direction**.

Off-site direction is a statutory mechanism through which a pupil is required to attend another education setting **temporarily for the purpose of improving their behaviour**. It is not a suspension or permanent exclusion, and the pupil remains registered with their home school.

An off-site direction may involve a time-limited placement at alternative provision or another mainstream school. Depending upon the individual needs and circumstances of the pupil, the placement may be full-time or may combine time in alternative provision with continued mainstream education.

Before an off-site direction begins, the placement will be carefully planned and a proposed maximum period will be identified. Parents will be provided with the required information and the placement will be kept under regular review. The governing body/trust will fulfil its statutory responsibilities in relation to the direction.

The purpose of an off-site direction will be to support improvement in behaviour and successful education, rather than to circumvent the statutory suspension or permanent exclusion process. Off-site direction will not be used as a means of removing a pupil from the school roll.

Where a pupil has an Education, Health and Care Plan, the school will ensure that the relevant statutory requirements are followed and the local authority is appropriately involved.

Managed Moves

A **managed move is a permanent transfer to another mainstream school**. It will only be considered where the move is in the pupil's best interests and where the pupil, their parents and the receiving school agree to the move.

A managed move is **permanent from the outset**. Archbishop Ilsley Catholic School will not use 'trial managed moves', 'trial admissions' or similar arrangements. Where a temporary placement at another school is required for the purpose of improving behaviour, the appropriate mechanism is off-site direction.

Parents will not be pressured into agreeing to a managed move. The school will work collaboratively with the pupil, parents, receiving school and other relevant professionals to ensure that any proposed move is properly planned and genuinely in the pupil's best interests.

A managed move may, where appropriate, follow the successful review of a time-limited off-site direction placement.

The school will maintain and report the required information relating to managed moves in accordance with current DfE requirements.

Permanent Exclusion

Permanent exclusion is the most serious sanction available to the school. The decision to permanently exclude a pupil may only be taken by the **Principal, or the teacher acting in that role**, and will be taken in accordance with statutory guidance.

A decision to permanently exclude a pupil will normally only be taken:

- in response to a **serious breach or persistent breaches** of the school's Behaviour Policy; **and**
- where allowing the pupil to remain in school would **seriously harm the education or welfare of the pupil or others in the school**.

The decision will be based on the individual circumstances of the case and the Principal will consider the evidence available, applying the civil standard of proof — **the balance of probabilities**.

The school will comply with all statutory requirements concerning notification of parents and relevant bodies, the provision of education, governing body consideration, independent review and, where applicable, Special Educational Needs expert involvement.

Pupils with SEND, Additional Needs and Other Vulnerabilities

The school will consider whether a pupil's Special Educational Needs and/or Disability or other relevant needs contributed to the behaviour for which suspension or permanent exclusion is being considered.

Where appropriate, the school will consider whether reasonable adjustments have been made and whether additional support, intervention or alternative strategies are required. The school will have due regard to its duties under the **Equality Act 2010** and the **Children and Families Act 2014**.

The existence of SEND does not prevent a suspension or permanent exclusion where this is lawful and appropriate, but the school will ensure that relevant needs and circumstances have been properly considered as part of its decision-making.

Cancelling a Suspension or Permanent Exclusion

The Principal may cancel a suspension or permanent exclusion where permitted by the statutory framework and before the governing body has met to consider whether the pupil should be reinstated.

Where an exclusion is cancelled, the school will comply with the current statutory requirements for notifying relevant parties, recording the cancellation and recording any sessions of education actually missed.

Safeguarding Against Unlawful Exclusion and Off-Rolling

The school will not use suspension, alternative provision, off-site direction, managed moves, reduced timetables or other pupil-movement arrangements as a means of circumventing the statutory exclusion process.

A pupil will not be sent home for disciplinary reasons without a formal suspension being recorded. Parents will not be encouraged or pressured to remove their child from the school roll as an alternative to the school following the appropriate statutory process.

Managed moves and off-site direction will only be used where they are appropriate, in the pupil's best interests and in accordance with the relevant statutory framework.

Behaviour Outside of School

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

We expect a pupil's behaviour to meet our school expectations whenever 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. The use of defamatory or intimidating messages or images, inside or outside of school, will not be tolerated.

Appropriate consequences will be put in place to ensure pupils do not bring the school into disrepute.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent a pupil committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. This reflects DfE guidance on the use of reasonable force, and the school's public sector equality duty set out in Section 149 of the Equality Act 2010.

Force is generally used for one of two purposes: to control pupils, or to restrain them. Control can mean either passive contact (for example, standing between two pupils, or blocking a pupil's path) or active physical contact (for example, leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to anyone the Principal has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour, or the consequences it is intended to prevent. Reasonable force is used only when immediately necessary, and only for the minimum time necessary, in order to prevent a pupil from:

- Committing a criminal offence;
- Injuring themselves or others;

- Causing damage to property, including their own; or
- Engaging in any behaviour prejudicial to good order and discipline at the school, whether in a classroom or elsewhere.

Force will never be used as a punishment. Whether it is reasonable to use force, and to what degree, also depends on the age and understanding of the pupil, and whether they have special educational needs or a disability.

Self-Defence or an Emergency

All staff, including Teaching Assistants, lunchtime supervisors, administrative staff and site management, have the right to defend themselves from attack, provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency — for example, if a pupil is at immediate risk of injury, or at the point of inflicting injury on someone else — any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a pupil who is known to need physical restraint, as indicated in that pupil's individual support plan.

When Reasonable Force Might Be Used

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way that disrupts a school event, trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom, where allowing them to do so would risk their safety or lead to disruptive behaviour. This may include leading a pupil by the arm out of a classroom.

Malicious Allegations Against Staff

Making a deliberately false or malicious allegation against a member of staff is considered an extremely serious breach of trust and the school's expectations of behaviour. Such actions can cause significant distress to staff and disrupt the school community and will not be tolerated under any circumstances.

When an allegation is found to be malicious following a thorough investigation, the school will take proportionate disciplinary action. This may include a formal warning, loss of privileges, internal sanctions, or, in serious or repeated cases, suspension or permanent exclusion.

The school will ensure that the affected staff member is supported appropriately, and that any disciplinary process is conducted fairly, consistently, and in line with this policy. All pupils are reminded of their responsibility to act honestly, respectfully and with integrity in all matters relating to staff and the wider school community.

Bullying

What is Bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Types of Bullying

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. race, faith, gender, sexual orientation, gender identity, disability).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Bullying is recognised by the school as a form of child-on-child abuse. It can cause severe and adverse effects on children's emotional development.

Unkindness vs. Bullying: unkindness typically refers to single acts of a hurtful nature, whereas bullying is characterised by its repetitive nature and intention to cause harm.

Our Aims

- Ensure all pupils understand what bullying is and the impact it can have.
- Educate pupils about the impacts of bullying and the importance of empathy and kindness.
- Promote awareness through assemblies, workshops and classroom discussions.
- Empower pupils to speak up against bullying, whether for themselves or for another pupil.
- Provide a supportive environment where pupils feel confident to report bullying, and ensure every report is taken seriously and dealt with promptly.
- Apply consistent and fair consequences, and intervene with both the victim and the perpetrator.
- Involve parents and the wider community, maintaining open and honest communication with families.

Raising Awareness and Support

Content on bullying runs through a number of curriculum areas across the year, including PSHE, Religious Studies, Catholic Social Teaching and assemblies, using age-appropriate materials and activities to explore empathy, respect, diversity and the effects of bullying — including role-play and scenario-based activities. Pupils are also taught about cyberbullying and responsible online behaviour, including how to stay safe online and seek help if targeted. We run regular campaigns such as Anti-Bullying Week, and use posters and newsletters to keep the whole school community aware.

We have supervised 'safe spaces' within school where pupils can go if they feel threatened or need to talk to a trusted adult. Every pupil has a trusted adult — their form tutor as a starting point — along with a wider pastoral team including a pastoral lead, Head of Year, a link Designated Safeguarding Lead (DSL) and a link member of the Senior Leadership Team.

Pupils can report concerns confidentially using the TootToot app, monitored by a trained member of staff, as well as by speaking directly to a trusted adult. We also run peer mentoring and buddy systems, and train pupil mental wellbeing ambassadors to support positive behaviour. Pupil feedback is used to review and improve our anti-bullying approach.

Responding to a Bullying Allegation

Allegations of bullying are always taken seriously and dealt with quickly — never dismissed or downplayed as 'banter' or 'horseplay'. We follow an eight-stage approach:

Stage	What happens
1. Disclose	A pupil or parent discloses a concern or allegation of bullying, either directly to staff or via the TootToot app.
2. Record	Staff record the disclosure as 'alleged bullying' on Class Charts. The Head of Year is notified immediately and decides on any immediate measures needed to keep the pupil safe and supported.
3. Investigate	The Head of Year, supported by the Pastoral Team, investigates. Parents are notified that an investigation is taking place, with open communication maintained throughout.
4. Decision	The Head of Year decides whether the behaviour meets the definition of bullying.
5. Response & Outcome	If not bullying, the Pastoral Team supports the pupils involved (new evidence returns the case to Stage 3). If bullying is confirmed, the DSL logs and completes the investigation, treating it as a case of child-on-child abuse; external agencies, including the police, may be involved in serious cases. Parents are notified of the outcome.
6. Monitor	A period of close monitoring follows, with its form and length agreed in advance and informed by pupil voice.
7. Review	A review is carried out at the end of the monitoring period, and parents are notified of the outcome.

8. Outcome	The case is closed with no further action; an additional period of monitoring is applied; or, if monitoring raises new concerns, the case returns to Stage 3.

Possible Outcomes and Interventions

Outcomes and interventions are decided case-by-case by the DSL and senior leaders, and may include:

- Mediation — facilitated sessions between victim and perpetrator, with consent, aiming to resolve conflict and build understanding.
- Training on empathy and awareness — helping the perpetrator understand the impact of their actions and modify their behaviour.
- Loss of social time — restricting the perpetrator's free time to protect the victim.
- Isolation / Refocus / Reset room — temporarily removing the perpetrator from the general school population.
- Suspension — as a last resort, to ensure the safety of other pupils and provide a clear consequence.

Support for the Victim

Support is also decided case-by-case, and may include:

- Pastoral Lead — emotional and practical support, including regular check-ins.
- Peer support — help and guidance from the peer support team.
- Family Support Worker — bespoke support for the pupil and their family over 6–8 weeks, with ongoing monitoring.
- External agencies — additional counselling or professional support where needed.

Further Support and Information

Parents, carers and pupils can also find help and guidance from:

- Anti-Bullying Alliance — www.anti-bullyingalliance.org.uk
- Childline — www.childline.org.uk
- Family Lives — www.familylives.org.uk
- Kidscape — www.kidscape.org.uk
- NSPCC — www.nspcc.org.uk
- Young Minds — www.youngminds.org.uk
- Childnet (cyberbullying) — www.childnet.com
- UK Safer Internet Centre — www.saferinternet.org.uk

Any concerns about bullying should be raised with your child's form tutor or Head of Year in the first instance. Our approach also has regard to DfE guidance on preventing bullying (see links below).

Statutory Guidance and Further Reading

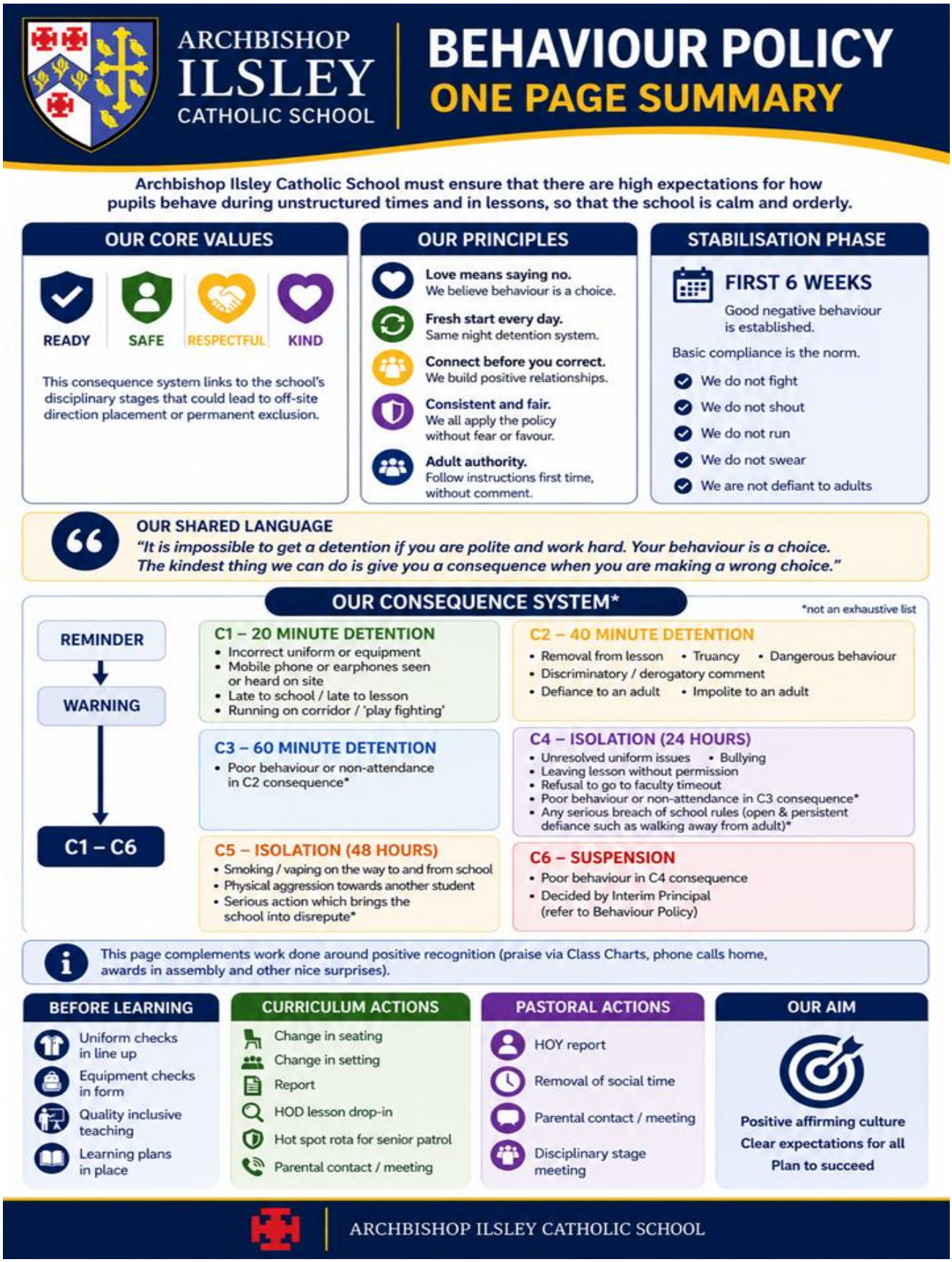
This policy has regard to the following Department for Education guidance:

- Behaviour in Schools: advice for headteachers and school staff
- Behaviour and discipline in schools: guidance for governing bodies
- School suspensions and permanent exclusions (includes the statutory guidance in force from 26 July 2026)
- Alternative provision: Arranging Alternative Provision — a guide for local authorities and schools
- Preventing bullying — DfE guidance for schools

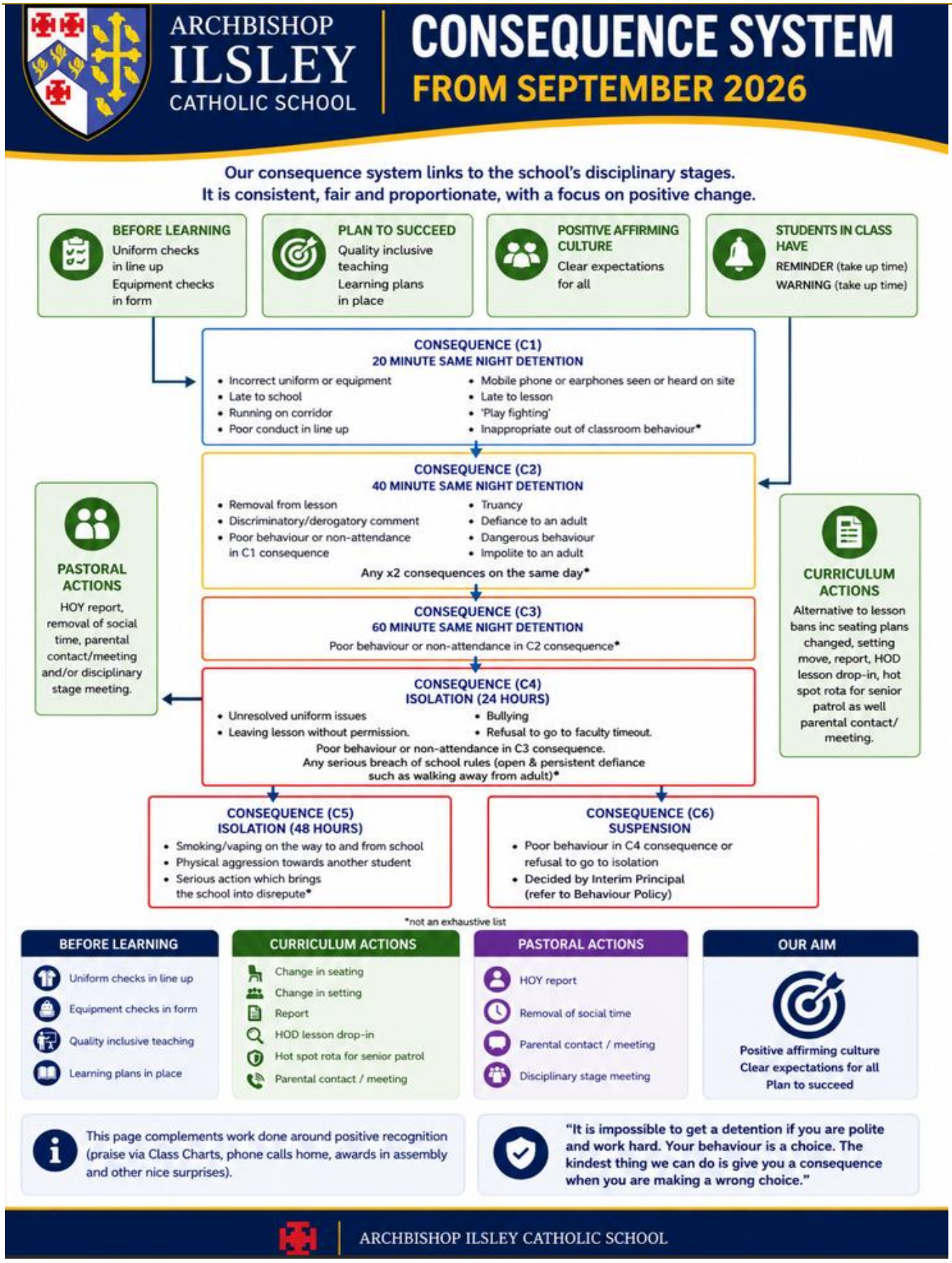
Our Aim

Our aim is a calm, orderly and safe school where every pupil can achieve their best. We ask parents and carers to support this by reinforcing our expectations at home, discussing our shared language with your child, and contacting your child's Head of Year with any questions or concerns about behaviour.

Appendix A: Behaviour Policy — One Page Summary



Appendix B: Consequence System — From September 2026



Appendix C: Internal Truancy Strategy — One Page Summary

ARCHBISHOP ILSLEY CATHOLIC SCHOOL
INTERNAL TRUANCY STRATEGY
ONE PAGE SUMMARY

Archbishop Ilsley Catholic School must put systems in place to reduce the number of pupils who repeatedly miss lessons.

KEY PRINCIPLES

Students being on site does not mean they are safe.
We must always know precisely where they are.

Learning time matters.
Every second out of lesson increases the disadvantage gap.

Attendance in every lesson narrows the disadvantage gap.
A great school is built by choice.

From this point forward our students need to be in their classrooms with their expert teachers for as long as possible.

PREVENTION
THROUGH EFFECTIVE SCHOOL MANAGEMENT

- Registers always completed within the first 5 minutes.
- Line up at the start of the day for an effective start.
- Time stamped slips given to students when arriving late.
- Any member of staff not teaching stays in the corridor until all students are in classrooms.
- Simple, shared language repeatedly used by all adults.
- Tightly managed and limited toilets. Adults must collect & return students to classrooms.
- Toilets always locked during changeover and lesson time.

MONITORING
THROUGHOUT THE DAY

- Every teacher greets students on their door – one foot in the classroom and foot out on the corridor.
- After register, any missing students are logged via "Missing from Lesson Log" on Class Charts.
- Every member of support staff has a position for changeovers. 100% commitment (if not perfection) is the expectation.
- No member of staff walks past a student out of lesson without a positively framed interaction.
- No passes given to students unless formally recorded on their Learning Passport.
- Missing from lesson feed monitored, cross-checked against CCTV & intervention lists every lesson by Senior Patrol.

WHEN INTERNAL TRUANCY OCCURS

Student missing from lesson
↓
Actively located by Senior Patrol using agreed protocol
↓
Returned to lesson by Senior Patrol and given C1 consequence
↓
If dysregulated, taken to Refocus and given C1
↓
If refuses to return to lesson – parent contacted
↓
If out of lesson more than once in the day – recorded on report, parents contacted and intervention implemented

OUR SHARED LANGUAGE

for staff to unapologetically repeat every single day to students in assemblies, in classrooms and on corridors.

- ***"The best and safest place for you is in your classroom. Your teachers could work in any school in the country. They are here for you and desperate you get 7s, 8s, and 9s. Only by working together can we achieve great things."***
- ***"It is impossible to get a detention if you are polite and work hard. Your behaviour is a choice. The kindest thing we can do is give you a consequence when you are making a wrong choice."***

RIGOROUS REVIEW LOOKING FOR TRENDS

VP / BEHAVIOUR LEAD
- Provide daily report to SLT and pastoral staff.
- Analyse data and identify trends.

SENIOR LEADERS
- Review and manage staff visibility in designated areas.
- Ensure patrol deployment is effective.

HEADS OF YEAR
- Bring daily report to line up and positively remind targeted students.
- Ring home as per policy.
- Meet parents as needed.
- Praise improvement – phone call home.

HEADS OF DEPARTMENT
- Weekly analysis of internal truancy data.
- Place relevant students on report.
- Report weekly to ET, SLT, HOYs and HODs.

HOW DO WE KNOW WHEN THE STRATEGY HAS BEEN EFFECTIVE?

WEEK 2 – Data analysis clearly indicates that all adults are using the relevant logs.

WEEK 3 – All staff are still in their routine positions for all lesson changeovers and are engaging with students.

WEEK 4 – Staff survey indicates over 90% strongly agree that internal truancy has significantly reduced compared to the same time last year.

WEEK 5 – Data analysis clearly indicates all adults are still using the logs. Internal truancy has reduced and policy is followed by leaders.

WEEK 6 – All staff are still in their routine positions for all lesson changeovers and are engaging with students.

ONGOING – Interim Executive Team see "ghost ship" corridors throughout a school day.

READY SAFE RESPECTFUL KIND | ARCHBISHOP ILSLEY CATHOLIC SCHOOL

Appendix D: SEND Suspension flowchart

ARCHBISHOP ILSLEY CATHOLIC SCHOOL

SEND & EHCP PUPIL SUSPENSION FLOW CHART

*A thoughtful, graduated approach — **suspension is always a last resort.***

1 IMMEDIATE SAFETY

Has immediate safety been managed?

- **No** → Implement immediate support / de-escalation strategies and ensure safety, then continue.
- **Yes** → Proceed to Step 2.

2 WHAT LED UP TO THE INCIDENT?

Was there evidence of:

- Dysregulation
- Anxiety / overload
- Triggering event
- Change of routine
- Peer conflict
- Sensory issues

↓ NEXT ↓

3 IS THE BEHAVIOUR LINKED TO SEND / DISABILITY?

- YES → Continue to Step 4
- NO → Continue behaviour investigation using whole-school policy

4 HAVE REASONABLE ADJUSTMENTS BEEN CONSIDERED?

- Are current adjustments in place and effective?
- Could adjustments be adapted or added?

↓ NEXT ↓

5 BEFORE CONSIDERING SUSPENSION — HAS THE FOLLOWING BEEN ATTEMPTED?

REFOCUS	INTERNAL EXCLUSION	DETENTIONS	RESTORATIVE JUSTICE	RESTORATIVE CONVERSATIONS	MENTORING
Refocus strategies	Internal suspension	Time to reflect	Restorative approach	Talking it through	Intervention support

Also consider: faculty / pastoral support, parent meeting, SEND support strategies.

↓ NEXT ↓

6 HAVE ROUTINES / SUPPORTS BEEN PUT IN PLACE?

- Prep for the day (soft landings)
- Safe space / regulation support
- Check-ins / check-outs
- Staff awareness of triggers
- Timetable adjustments if needed

↓ NEXT ↓

7 HAVE WE GATHERED THE PUPIL VOICE?

- Pupil's explanation gathered
- SEND-informed conversation held
- Parent / carer views considered

8 COULD A REASONABLE ADJUSTMENT COMBINE SANCTION + EXPLORATION?

- Can the sanction be combined with support (e.g. mentoring)?
- Could suspension be reduced or avoided with extra support?
- Is there a plan for reintegration and repair?

↓ NEXT ↓

9 HAS ALL EVIDENCE BEEN REVIEWED BY HOY / SENDCO / SLT?

Review all information, plans and adjustments. Ensure compliance with SEND duties and equality law.

↓ DECISION ↓

NO USE ALTERNATIVE INTERVENTION & SUPPORT PLAN

- Implement additional supports
- Adjust strategies
- Monitor and review
- Document and communicate

IS SUSPENSION PROPORTIONATE, NECESSARY AND SEND-COMPLIANT?

YES PROCEED WITH SUSPENSION (LAST RESORT)

- Communicate with parents / carers
- Implement reintegration plan
- Embed reasonable adjustments
- Provide follow-up support and review

EVERY INCIDENT IS AN OPPORTUNITY TO UNDERSTAND, SUPPORT AND HELP OUR PUPILS THRIVE ♥

ARCHBISHOP ILSLEY CATHOLIC SCHOOL

Appendix E: Ladder of Accountability

