



**Maria Fidelis**  
Catholic School FCJ

<b>Behaviour Policy</b>	
<b>Committee</b>	Curriculum
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### **The FCJ Schools' Vision**

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

# Maria Fidelis Catholic School FCJ

## Behaviour Policy

### Mission Statement

Maria Fidelis Catholic School FCJ is a learning community ***“growing together, through Christ, with courage, confidence and dignity”***

### Vision Statement

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Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

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### Aims

- To reinforce and develop the uniqueness of each individual in their relationship to Christ, and their neighbour, and to develop a deep sense of responsibility in each of us for other individuals.
- Promote Gospel values and the teachings of the Catholic Church
- Support effective teaching and learning
- Foster mutual respect
- Prepare students for the adult world
- To foster an ethos of positive reinforcement for good behaviour and excellent work.
- To adopt an ethos whereby poor behaviour and work that is below standard results in very clear, consistent and fair sanctions for all.
- Our School’s Policy on Behaviour applies to each member of our school community. The key word is RESPECT - for God, for each other, for ourselves, for the environment, for learning.

### Principles

At Maria Fidelis, we recognise that it is important to understand where a child is in terms of mental and emotional health and staff are dedicated to support the development of every child in our school. It is important that children learn how to manage relationships and are ready for the challenges of adult life and this requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

We want to help pupils to have better self-control so that they can interact and learn in a positive environment for all. We therefore believe that clear expectations for behaviour are imperative to achieve this goal.

## Legal Framework

DfE guidance, 'Behaviour and Discipline in Schools (2016)', has been taken into consideration when producing this policy. It outlines that:

- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

## The School Rules

Our School Rules extend to *in the classroom, around the school and coming to and from school in our school uniform.*

- Arrive to and from school in correct school uniform.
- Follow classroom safety rules.
- Follow all instructions given by the staff of the school immediately.
- Attend all lessons and be on time.
- Have the necessary equipment.
- Stay on task, completing all work and allow others to do the same.
- Be polite and respectful to all including members of the public.
- Respect the environment - put all litter in the bins and only eat in designated areas;
- Keep all prohibited items off school premises (*chewing gum, jewellery, cosmetics, lighters, matches, tippex, vapes, cigarettes or any item the Headteacher deems to be a threat to the health and safety of others; it is very serious to bring in drugs, alcohol, offensive weapons or any item made or adapted for causing or intending to cause harm to another person*).
- Behave in an orderly way on footpaths, streets and on public transport protecting the good name of the school.
- Maria Fidelis Catholic School is a mobile phone free zone. This extends to tablets, smart watches and any other device which may be used to access the internet. Students in Years 7-11 must hand in their mobile phone on arrival to School. Phones will be kept securely until the end of the school day. This will include trips during School hours. If a mobile phone is found on a student during the day, the phone will be confiscated and only be returned to a parent/carer in person.

The well-being of the child is paramount and the school takes steps to ensure reasonable adjustments are made to support children with SEND.

## **Expectations of Dress**

A high standard of personal appearance is expected and anyone arriving at school in non-uniform clothing/footwear may expect to be sent home to change. Hair colour and style must be appropriate for school.

Having a high standard of uniform requires sacrifice on a personal level: we cannot chase fashion. Students are asked to respect this, keeping their preference for a particular trend for evenings, weekends and holidays.

If you are in any doubt, we will supply photos of what is acceptable. As a school, we enforce our rules, as it is unfair to make exceptions for any child. We expect all parents and carers to support us in maintaining standards.

## **Responsibilities**

### **Parent/Carer Responsibility:**

Parents and Carers should take responsibility for the behaviour of their child within and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour by:

- Forming positive home school relationships;
- Signing the *Home School Agreement*;
- Discussing and enforcing the School Rules with their child;
- Responding promptly to communication from school such as letters/telephone calls;
- Attending meetings to discuss their child's behaviour and progress in school.

### **Student Responsibility:**

Students will be expected to take responsibility for their own behaviour by:

- Treating all members of staff, pupils and members of the public with respect;
- Following instructions immediately;
- Being aware of and following the School Rules both in and out of school;
- Understanding that unacceptable behaviour sanctions are a result of choosing to break the School Rules.

### **Staff Responsibility:**

The School takes responsibility for:

- Setting high standards for work and behaviour as per teacher core standards;
- Being fair and consistent in the implementation of the School Rules;
- Treating students as individuals and with respect;
- Forming positive Home-School relationships and communications;
- Responding promptly to communication from parents including telephone calls and letters.

## Positive Behaviour System for Students

This is based on the 3 principles of consistency, clarity and accountability:

Consistency	– everyone will follow the same system
Clarity	– expectations of behaviour are clear to you at all times
Accountability	– YOU are responsible for YOUR behaviour

## Rewards

At Maria Fidelis, we promote good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between staff and students. We have a range of options and rewards to reinforce and praise good behaviour.

The **Merit System** aims to reward students for excellent behaviour throughout each half term. As students gain merits, they are rewarded according to our behaviour pyramid. Students receive different rewards when they reach different thresholds.

Pupils may also gain merits for the following:

- Positive marks recorded on Arbor
- Excellent effort for homework
- Outstanding contribution to class
- Excellent Contribution to the school
- Being helpful

Rewards on our performance pyramid include the following:

- Congratulatory phone calls home
- Postcard home
- Item from the canteen
- Certificate
- Film screening
- Headmaster's lunch
- End of Year trip

The decision to allow pupils to take part in rewards day will be made by the Senior Leader in charge of each key stage and a child's behaviour over the course of a half term will be taken into consideration.

The Merit Boards in school are updated each half term so students can see how they are performing. Students who retain 100 merits each half term will be rewarded with an own clothes day and/or a trip out of school each term.

We recognise that many of our students make significant contributions to the school in a variety of ways. We have a number of other strategies that run alongside our merit system which encourage students to live out the FCJ values. Below are some examples of these:

Each month a student is nominated for a Jack Petchey Award. Students are given this award for being examples to others. They may be recognised for a single action, such as helping a member of the public, or for consistently demonstrating values of kindness, decency, consideration for others and respect.

For World Book Day, teachers nominate students to receive a free book in recognition their efforts to improve their literacy skills and enthusiasm for reading.

Students get rewarded at the end of each term in a rewards assembly. Rewards are given for 100% attendance, improvement in academic achievement in different subjects, effort and behaviour.

Year 11 is a particularly stressful year, so every week in assembly, a small award is given to the student with the most positive comments. This had led to a huge increase in the number of positive comments and students are keen to see how they have done each week.

In addition to this, individual teachers recognise the efforts made by students by phoning parents and sending postcards home.

## **Mobile Phones**

Students in Years 7-11 must hand in their mobile phone on arrival to School. Phones will be kept securely until the end of the school day. This will include trips during School hours. If a mobile phone is found on a student during the day, the phone will be confiscated and only be returned to a parent/carer in person.

## **Conduct in the Classroom**

In class, make it as easy as possible for everyone to learn and for the teacher to teach. This means:

- Arrive on time with everything you need for each lesson.
- Remember to pack your bag the night before and refer carefully to your timetable to ensure you have the right books and equipment for each day.
- Listen carefully and follow teachers' instructions at all times.
- Begin and end the lesson in a courteous and orderly way and throughout the lesson behaving in a sensible and considerate manner
- Be respectful to the Catholic ethos of the school, including making the sign of the cross where appropriate.
- Help each other when appropriate and with the teacher's permission.
- Never eat food or sweets or have drinks other than water in the classroom. Exceptions may be made in the case of medical requirements; permission for these should be sought from the Head of Year.
- Aim to do the best work you can in class.
- Record homework properly in your journal and homework diary and completing it to the best of your ability. Remember that if you fail to do homework or if you complete it badly, you miss the opportunity to learn.
- Never leave the classroom without the permission of a teacher.
- Look after all your items of equipment carefully.

- Do not bring expensive items and make sure you have your initials on your calculator. The school cannot be held responsible for losses, so please do not leave money, bus passes etc in unattended bags or blazers.
- If your lesson is a practical and taking place in the gym, laboratory, technology room or art room, follow the health and safety guidelines indicated by your teacher and wear the proper school kit or protective clothing.

## **Moving Around the School**

Move quietly and in a considerate and controlled way about the school. Some of the corridors are narrow and everyone must exercise care particularly at changeover of lessons and coming in off the playground. This means:

- Always walk on the left in corridors and on the stairs.
- Move quickly and quietly between lessons
- Do not slide down bannisters
- Never run, chase, barge or shout.
- Be careful with your bag so that it does not knock against anyone.
- To reduce the risk of this happening do not wear your bag on your back in congested areas or when lining up outside a classroom or on the stairs for lunch. Being ready to help by opening doors, standing back to let people pass and generally showing patience, good manners and courtesy.
- Do not delay getting to lessons. If you arrive late, you disrupt the learning of the whole group.

## **To and From School**

It is important to make a good start to the day so all students must ensure that they arrive at the school by 8:25 am. When going to and from the school, walk in pairs or small groups for your own security. Good behaviour and conduct outside of the school is just as important as inside. You must always represent your school with pride.

Do ensure you show manners, respect and consideration for all within our local community

## **At Assembly, Liturgies and Mass**

Assembly is the chance for the whole community to pray together and to celebrate achievement. On holy days of obligation, we shall always provide the opportunity for students to attend Mass.

The chapel is a place of worship and must be treated with respect. All students can help to make these occasions special and prayerful. This means: enter the hall/chapel in silence and sit where directed. Listen carefully and quietly, concentrate and do not talk to or distract others. Participate fully by saying the prayers, making the responses and singing the hymns, at all times showing reverence and respect and an appreciation that we are a community of faith.

## **In the Playground**

It is important for everyone to be able to use and enjoy the playground safely. This means:

- Being sensible, careful and aware of other people including the staff on duty.
- No food or drink (other than water) is permitted to be consumed in the playground
- Not indulging in dangerous games or activities which could cause injury or endanger the health and safety of others.
- Not monopolising large areas or interfering in other people's games or taking their footballs or tennis balls.
- Staying calm if somebody accidentally knocks against you or kicks a ball at you.
- If you accidentally knock against someone and/or if your ball accidentally hits someone, always apologise and see if the person is hurt. Call a teacher on duty if any injury may have occurred.
- Any form of rushing is strictly forbidden.
- Gambling of any kind is strictly forbidden as is scrambling for money.

## **In the Canteen at Lunch**

Everyone wants to eat in pleasant surroundings. This means:

- Lining up quietly and not pushing in.
- Eating all food in the canteen and returning trays and plates so that the table is left clean and tidy for the next person.
- Students should tidy their trays and cutlery
- All leftover food, bottles etc., to be put in bins provided.
- Talking quietly and not shouting across tables.
- Following the instructions from all prefects and staff.

## **It Is Your School – Please Respect It**

Keep the school building and grounds clean and tidy so that it is a welcoming place we can all be proud of and feel good about. This means:

- Putting all litter in the bins provided and picking up any litter you see even if you did not personally drop it.
- Glass bottles are a serious risk and are not allowed.
- Keeping walls, doors and all books and furniture unmarked and free of any graffiti or tags.
- Respecting and taking great care of displays of work all around the school.
- Under no circumstances is chewing gum to be brought into school.

## **Respect for Others**

Show respect and consideration for all other pupils and adults including teachers, premises staff, the office staff, the kitchen staff, technicians and visitors. This means:

- There is no excuse for personal, insulting or hurtful comments directed at anyone or members of their family. This includes cussing and swearing.



- There must be no forms of intimidation towards other students including bullying, extortion of money etc.
- All interactions between students are expected to be respectful at all times.
- No interactions of a sexual nature are permitted between students.
- There is no excuse for rudeness, disrespect or insolence towards any member of staff - this includes gestures, body language etc.
- Politely follow instructions from any member of staff at once and without argument.

## **Classroom Sanctions**

The teacher is in charge in the classroom and students are expected to learn. The positive behaviour system has been developed to encourage positive learning habits both inside and outside the classroom.

A clear focus on these good learning habits and a positive attitude to learning is the key to the right start every day at Maria Fidelis and the foundation for future success.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm – all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences – a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices – remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Following this up with immediate and clear sanctions is also important to ensure students do what is required each day.

## **Unsatisfactory Behaviour**

Whilst actively encouraging and rewarding good behaviour, the School's Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when students wilfully ignore the rules of conduct. In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve her/his behaviour in future.

The recording of unsatisfactory behaviour is therefore considered important and helpful.

### **i. Recording of Unsatisfactory Behaviour**

If a Behaviour Policy is to be effective, every concern must be logged in Arbor in the Behaviour Log section. It will ensure:

- that a pattern of behaviour is recognised;
- that the Pastoral Team will be aware when intervention is warranted, thus avoiding more serious consequences;
- that abnormal behaviour patterns are observed, which may be an indication of underlying factors.

Appropriate action may then be taken, including but not limited to exclusion, based on a complete set of supporting material.

## **ii. Various ways of recording unsatisfactory behaviour**

It is important that staff familiarise themselves with the various ways of recording unsatisfactory behaviour and undertake to record it promptly and systematically. Accurate records are a necessary basis for considered decision-making and formulating the most appropriate response(s) to a given situation.

a) Phone calls may be used to inform parents of unsatisfactory behaviour. A record of any contact with parents should be recorded in the Behaviour Log in Arbor.

b) Behaviour Log (Arbor): Repeated poor behaviour, or a change in pattern of behaviour giving rise to concern, should be recorded on Arbor, in the Behaviour Log. If an incident is considered serious or if a pupil is displaying inappropriate behaviour or having difficulties throughout the curriculum, Form Tutors should inform the Head of Year. This will trigger monitoring of the pupil and investigation into the possible causes of the behaviour. This will not always involve disciplinary action.

## **Procedures For Dealing With Serious Disciplinary Problems**

A serious incident is one in which a student is openly challenging the authority of a member of staff with sustained rudeness or other unacceptable behaviour, making it impossible for the teacher to continue with the lesson or posing a threat to the safety of other students or staff. Should a member of staff encounter a serious disciplinary problem within a lesson, staff should use the on-call system, through Arbor. The relevant member of staff on the learning walk will then be contacted and come to the class. The student will be removed from the lesson. The member of staff concerned must follow up by recording the incident in Arbor.

## **Sanctions Route**

We make every effort to ensure that rules are maintained as consistently as possible, but we do take considerations such as SEND and other contextual factors into account when making decisions about using sanctions. We are also aware that sanctions may not be equally effective with all groups of students and so discretion must be used.

Detentions are issued when students do not follow the school rules.

Parents/carers will be informed by email.

Students must attend the detention on the same day or, if issued in the afternoon, the following day

Failure to attend a detention will result in a longer detention at the end of the week and/or a Saturday detention.

Students receiving 20 behaviour points will be monitored closely and their parents informed. If they receive further behaviour points, they will face further interventions such as behaviour reports, & sessions in the St Ignatius Centre.

### **The St Ignatius Centre (Student Discernment Centre)**

Students may be placed the St Ignatius Centre as a result of a serious misdemeanour or part of a planned intervention to help them avoid exclusion from school. There will be a range of interventions in place to address the social, emotional and physical well-being of students and help them reintegrate back into the main school; these include:

- Mentoring
- Counselling
- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning;
- Enabling children to take responsibility for themselves and their actions
- Reflect on negative incidents as an opportunity for learning
- Support for students and families around attendance and punctuality
- Restorative justice
- Peer-to-peer support,
- Collaboration with teachers

St Ignatius Staff will also provide training and support to teachers through the school to ensure quality provision. This training will focus on strategies for behaviour management, motivating students and restorative practice. St Ignatius staff will also identify and develop links with local services to support families.

Referral to the St Ignatius Centre will be to help students identify where they have gone wrong and it is intended to avoid an exclusion. Parents/carers will be informed of a referral either by letter or telephone. If the referral is planned then students will be expected to report to reception at 9.00am and they will be taken there by a member of staff.

There will be an opportunity for students to reflect on the issue and repair the relationship with the class teacher.

All students who attend the St Ignatius Centre, whether planned or reactive, will leave at 4.00pm. Mobile phones must be handed in at the beginning of each day and they will be held securely until 4.00pm.

Any pupil who refuses to engage with the St Ignatius Centre may be excluded and would complete their intervention the following day.

### **Around the School including to and from School**

- Lateness to school results in a late detention that same day at lunch time if a student arrives between 8:30 and 9:00. If a student arrives after 9:00 they will be issued with an hour detention which will take place after school.
- Students will be sent home for wearing incorrect uniform or being in possession of non-uniform items (see uniform policy) and asked to leave at home items of clothing that are non-uniform items. They are expected to return to school immediately.
- Sanctions will vary according to the degree of the offence, how often the offence is repeated and will range from a detention (including on a Saturday morning for more serious breaches of the Behaviour Policy), to an isolation and/or a fixed term exclusion from school. Inclusion is considered in all instances.
- Students must follow teachers' instructions on entering/exiting building taking social distancing into account, when necessary
- Students are expected to provide own pen, pencil, ruler, calculator and planner to school.
- Toilets to be used during break and lunch and not during lessons (unless it is necessary). Students going to the toilet during lessons causes disruption and is often used as excuse to truant internally.
- If a student breaches any of the above points or deliberately coughs, sneezes or spits at another person then it will be treated as a serious breach of our behaviour policy and appropriate sanctions will be enacted

## **Child on Child Abuse**

All children are capable of abusing their peers and the school treats this as a serious breach of its rules.

*Keeping Children Safe in Education (KCSIE)*, 2021 states that:

'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'.

It also emphasises that the voice of the child must be heard:

'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.'

Child on Child abuse can manifest itself in a whole spectrum of behaviours including, but not be limited to:

- abuse in intimate personal relationships between peers;
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- sharing self-generated indecent images (also known as sexting);
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

### **Objectives for regulating offsite behaviour**

In accordance with the Education and Inspections Act (2006) the same expectations of behaviour are expected of our students when they are recognisable as a member of our school both on and off the school site. Therefore, our objectives are:

- to maintain good order on transport, educational visits or other placements such as work experience or vocational courses
- to secure behaviour which does not threaten the health or safety of students, staff or members of the public
- to provide reassurance to members of the public and thus protect the reputation of the school
- to provide protection to individual staff from harmful conduct by students of the school when not on the site

### **Possible criteria for regulating off site behaviour:**

The school will act reasonably both in relation to expectations of student behaviour, and in relation to any measures determined for regulating behaviour by students, when off the school site. Students representing the school in any way must display exemplary behaviour during lessons and around the school. Students who do not uphold the school rules may be withdrawn from sporting events or other inter-school competitions.

The school will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of misbehaviour.
- The extent to which the reputation of the school has been affected.
- The extent to which the behaviour in question would have repercussions for the orderly running of the school, and/or might pose a threat to another student or member of staff (e.g., bullying another student or insulting a member of the staff).
- Whether the misbehaviour in question was on the way to or from the school, outside the school gates, or otherwise in close proximity to the school.
- Whether the misbehaviour was whilst the student was on work experience, taking part in a further education course as part of a school programme, or participating in a sports event with another school (i.e., when the student might be expected to act as an ambassador for the school), which might affect the chance of opportunities being offered to other students in the future.

## **Very Serious Misbehaviour**

- Persistent disruption to the teaching and learning in lessons.
- Misuse of social media.
- Making a false or malicious allegation against a member of staff.
- Persistent refusal to follow instructions from members of staff.
- Possessing, using, handling, concealing or dealing drugs on or around the school site, travelling to and from school or off-site.
- Bringing banned items into school, including drugs, alcohol, offensive weapons (any item made or adapted for causing or intending to cause harm to another person), imitation or replica weapons.
- Repeated breaches of the School Rules.
- Inappropriate sexualised behaviour such as sexual language and sexual bullying, which can include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching.
- Sexual assault, which is defined as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Sliding down bannisters.
- Swearing, threats or using abusive language to staff or other students either on the school site, travelling to and from school, off-site or during holidays periods.
- Bullying including cyber-bullying.
- Vandalism/theft.
- Fighting / organised wrongdoing.
- Behaviour likely to put the student or others at risk, including setting off the fire alarm/misbehaving during fire practice.
- Smoking / Breach of School's Drug Policy.
- Racist, sexist, homophobic or discriminatory behaviour.
- Any of the above examples done in public, whilst wearing school uniform, thereby bringing the good name of the school into disrepute.

This is not an exhaustive list and the Headteacher may deem other behaviour to be a very serious breach of school rules.

Students who do not uphold the school rules may be withdrawn from trips, sporting events or other inter-school competitions

## **Consequences for Very Serious Misbehaviour**

The headteacher and governing board must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

### In the first instance:

- Fixed term exclusion (1-5 days: number of days dependent on incident).
- Parent informed and work sent home.
- Re-entry interview with parent and member of Senior Leadership Team.
- Put on report to the Head of Year for one week.

### In the second instance:

- Longer fixed term exclusion (1-10 days: number of days dependent on incident). From and including day 6 of the exclusion, the school will provide alternative provision on/off site and governors will be informed.
- Parent informed and work sent home.
- Re-entry interview with parent and member of Senior Leadership Team.
- On report to Assistant Headteacher for one week.

### Further instances:

- Longer fixed term exclusion (1 to 45 days). From and including day 6 of the exclusion, the school will provide alternative provision on/off site and governors will be informed.
- Repeated exclusions may identify a pupil as at risk of permanent exclusion. In such cases, a Governors' Disciplinary Panel will be held to review school interventions and draw up a plan of support with the parent or carer to avoid permanent exclusion.
- Parent informed and work sent home.
- Re-entry interview with parent and Headteacher.

## **Permanent Exclusion**

Repeated breaches of the School Rules are likely to affect the well-being of other members of Maria Fidelis Catholic School and will result in recommendation to the Governors for the permanent exclusion of the student concerned.

A single occurrence, depending on its severity, of the following is likely to result in immediate recommendation to the Governors for the permanent exclusion of any student who:

- a) uses, possesses or supplies any illegal drug or drug-related substance on school premises or on the way to and from school and/or instigates consumption of any drug or drug-related substance by any other student;
- b) acts violently or aggressively, either physically or verbally, towards any member of the school's staff either in school, on an off-site activity, on the journey to or from school, or at any other time;
- c) makes a false or malicious allegation against a member of staff;
- d) acts violently or aggressively, either physically or verbally, towards another student or member of the public either in school, on the journey to or from school, or at any other time;
- e) displays unwanted sexualised behaviour towards another pupil or member of staff, including sexual assault;
- f) brings in or is found in possession of a prohibited or offensive weapon likely to cause harm to the school community;
- g) encourages or is seen to be in the company of those who are not members of the Maria Fidelis community and are deemed a threat to the safety of others.

## Appendix I

### Strategies for Improving Behaviour

- Build relationships with parents to get them onside.
- Be as consistent and fair as you can. Do not have favourites and do not single out particular children as they are very sensitive about being picked on. This really matters to children!
- Have clear routines in your class so pupils know what to expect every lesson.
- Where possible deal with behavioural problems yourself rather than pass on to others.
- Practise de-escalation by being in control.
- Use pre-emptive steps to discourage poor behaviour. Hand signals, eye contact and facial expressions can send a clear message.
- Insist on one voice ONLY in the classroom. Phrases such as, “Just waiting for 100%” can be effective in getting everyone’s attention.
- We do not advise staff to write names on the board, as it can antagonise children.
- Try not to let children see that they are irritating you; sometimes they see this as a goal.
- Say what you mean. Telling children to “behave” or “be good” can be too vague, particularly if they have SEND. Explain exactly what good behaviour looks like. For example: “Take out your books and sit quietly.”
- Make sure the pupils understand the expectations and consequences.
- Avoid having distraction in class. Again, SEND children need calm environments and the layout of your room can contribute to this. It also sends a message about your expectations.
- Ensure that all pupils can access the curriculum. Provide lessons that they can engage with and participate in.
- Do not allow situations to develop in front of other pupils. Avoid a situation where either the teacher or the pupil has to lose face in front of others
- Praise in public, discipline in private. BUT – make sure that the praise is brief and earned. Children can sense when they are being patronised.
- If you have a pupil who can be disruptive, ask a question that you know he/she can answer in order to build confidence.
- Model the behaviour and attitudes you wish to see in the pupils.
- If you have a pupil who has difficulty managing his/her anger, allow him/her to have a chance to cool off. This is very effective in de-escalation.
- Have high but not impossible standards.



## Appendix II Searching Students

Please click on this [link](#) to access guidance issued by the Department for Education in January 2018 entitled 'Searching, Screening and Confiscation' which is applicable for all schools in England, and which we follow at Maria Fidelis:

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent\*, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

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

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

We follow very clear guidance issued by the Department for Education in January 2018 'Searching, Screening and Confiscation;' reference paragraph 15, which is copied below for parents'/carers' benefit.

\*The ability to give consent may be influenced by the child's age or other factors.

### **Statutory guidance for dealing with electronic devices**

"Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property."

## **Appendix III**

### **Child on Child Abuse**

Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. It is important to consider the forms abuse may take and the subsequent actions required. Staff should not dismiss abusive behaviour as normal between young people and should not wait before taking action. Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people and of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

Evidence suggests that children who abuse their peers may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection.

#### **Types of abuse**

##### **Physical abuse**

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

##### **Sexual violence and sexual harassment**

This must always be referred immediately to the Designated Safeguarding Lead, who will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges (Sept 2021).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include:

- inappropriate sexual language;
- inappropriate role play;
- sexual touching;
- sexual assault/abuse.

Staff should be aware of the importance of making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. No adult should tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

Staff must challenge any abusive behaviour, which is potentially criminal in nature, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence.

Anyone of any gender, can be a victim. This must always be referred immediately to the Designated Safeguarding Lead DSL will follow the UKCIS: Sexting in schools and colleges 2016 guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2\\_43\\_9\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2_43_9_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

## **Bullying**

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- an imbalance of power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control, intimidate or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g., size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

## **Online Bullying**

Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms:

- abusive or threatening texts, emails or messages;
- posting abusive comments on social media sites
- sharing humiliating videos or photos of someone else
- stealing someone’s online identity;
- spreading rumours online;
- trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games;
- developing hate sites about another person;
- prank calls or messages;

- group bullying or exclusion online;
- anonymous messaging;
- encouraging a young person to self-harm;
- pressuring children to send sexual messages or engaging in sexual conversations.

### **Sexting / Sharing nude or indecent imagery**

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content, which are created and sent electronically. They are often shared via social networking sites and instant messaging services.

### **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a sports team. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them.

After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

### **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, intimidated, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

### **Teenage Relationship Abuse**

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.