




Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Behaviour Policy

Signed by the Chair	
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Statutory Policy	No
Required on Website	No
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I Statement of Principles

I.1 School Aims

At St Leonard's we:

pursue excellence in all and for all;

take Christ as the model for life;

strive to create community.

I.2 Aims of this policy

The aims of this policy are:

- (i) to enable the Head Teacher and staff of the school to carry out their responsibilities for maintaining order and good discipline;
- (ii) to promote and encourage good, positive behaviour;
- (iii) to ensure that, so far as possible, every pupil in the school is able to benefit from and make his/her full contribution to the school, consistent always with the needs of the school community.

This policy is to be regarded as a guidance document for staff and governors. The examples of behaviour and sanctions listed are intended to be illustrative and should provide staff with a good indication of what is appropriate. Nevertheless, individual circumstances may always be taken into account when decisions are made. In all decisions the school is mindful of the 'Advice for Headteachers' contained in [Behaviour in Schools](#), [the Equalities Act](#), and all other statutory school guidance. This policy follows the [Behaviour in Schools 2022 guidance](#) and the guidance on [Suspensions and Exclusions](#) published in September 2023.

I.3 Statutory Duties

This statement of principles underlying the behaviour policies and arrangements at St Leonard's Catholic School has been drawn up by the governing body in compliance with Section 61 of the School Standards and Framework Act 1998. Governors, pupils (through meetings of the School Council) and the Head Teacher have been consulted on their views about the behaviour expectations and disciplinary arrangements at the school. Their views are incorporated into this policy.

The Head Teacher has a statutory duty to set out measures which aim to:

- (i) promote good behaviour, self-discipline and respect

- (ii) prevent bullying
- (iii) ensure that pupils complete assigned work,
- (iv) regulate the conduct of pupils

1.4 Principles

In a Catholic school, academic and extra-curricular activities take place in a moral context. The attitudes and values of the school are those of Christ's radical command to love one another as I have loved you (Jn 13:34), where this love means putting others first (Mk 9:35), turning the other cheek (Mt 5:39), and going the extra mile (Mt 5:41).

Pupils are taught, encouraged and expected to be truthful, generous, courteous, and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives and to their relationships with staff and other pupils.

Staff /Teachers are responsible for exercise authority over pupils ensuring good behaviour in lessons and good order and safety around the school generally. More serious or persistent breaches of discipline, will be referred to the Year Leader, Head of Department or to the Senior Staff who have overall responsibility for discipline in the school. Parents are expected to support the behaviour policy of the school.

1.5 Discipline in schools – teachers' powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside school.
- Teachers have the power to impose detention outside of school hours.
- Teachers can confiscate pupils' property in line with statutory guidance.

2 Positive Behaviour: a whole-school approach to discipline

2.1 Expectations

Our basic expectations consist of simple points which sum up the school's expectation of behaviour and attitude at all times:

- (i) be positive; 100% effort in everything you do;

- (ii) be prepared, punctual, properly equipped, homework done;
- (iii) wear school uniform correctly at all times during the school day;
- (iv) mobile phones are switched off and kept in school bags at all times. They are never used on site, this includes all the school grounds, the access roads and paths on the school site;
- (v) follow instructions first time, every time;
- (vi) show respect; treat others as you would like to be treated;
- (vii) look after your school; take care of the school's environment and resources

2.2 Rules and Routines

The school also needs rules (such as those governing uniform and appearance, more detailed rules about classroom routines, fire drills, behaviour out of school, etc.). 'Daily Routines' will be visited regularly in Tutor time so pupils have a good understanding of school expectations.

2.3 Rewards

The positive behaviour approach is based on praise and reward. Teachers should use praise many more times (in a lesson, on duty, in a day) than they use consequences. Every lesson should begin with this positive attitude.

2.4 Recognition of Achievement

The school recognises and rewards progress, attainment, contributions to school life and attendance in the following ways:

- Virtues are awarded on Arbor
- Reward Shop: pupils can 'trade in' virtues for rewards in the school's reward shop.
- Reward Assemblies will take place every half-term, with Year Leaders recognising the range of excellent behaviours and achievements across the year group. Year Leaders will give small prizes or certificates to individuals and groups of pupils. These are for a range of reasons including: -
 - Number of Virtues received
 - Contributions to the Year Group
 - Charity/Voluntary work
 - Progress
 - Attainment
 - Attendance
 - Sporting or Artistic Achievements

Heads of Department may recognise particular achievements by writing home. They also nominate pupils for Key Stage awards in their subjects.

3 Policies & Guidance

3.1 Behaviour around the school

Pupils are expected to behave sensibly and with consideration for others when moving to and from class. Behaviour which is not acceptable on corridors and stairways includes:

- pushing
- running
- making unnecessary noise

Pupils who persistently ignore expectations of behaviour around the school will be subject to the sanctions outlined in this policy.

3.2 Behaviour outside of school

Subject to the Behaviour Policy, teachers may discipline pupils for:

- Misbehaviour when the pupil is:

taking part in any school-organised or school related activity or ○ travelling to or from school or ○ wearing school uniform or ○ in some other way identifiable as a pupil at the school

- or misbehaviour at any time, whether or not the conditions above apply, that: ○ could have repercussions for the orderly running of the school or ○ poses a threat to another pupil or member of the public or ○ could adversely affect the reputation of the school.

The School expects pupils to behave well out of school, on journeys to and from school, and to other venues for school activities including all educational visits. Pupils' behaviour should be orderly and respectful of the people and environment around them.

The school will investigate instances of poor behaviour out of school and may impose sanctions, including suspension, against those who have brought the name of the school into disrepute. Pupils are expected to wear their uniform correctly on the journey to and from school.

When staff have direct control of pupils out of school (eg. at a sports fixture, school visit or trip, in proximity to the school gate, at local bus stops), they have the same powers as when in school.

When dealing with pupils outside the school gates but in reasonable proximity to the school, staff may instruct a pupil to return to school to deal with disciplinary matters. Failure by the pupil to do so will itself be seen as a serious disciplinary offence. When staff do not have direct control of pupils (eg. when pupils are travelling home or away from the school in uniform but not on school business) they cannot exercise their statutory powers as teachers. They may speak to pupils and reason with them but cannot impose sanctions. This must wait until the pupil is next in school.

3.3 Social Media

Using social to media to name other pupils in a way which could be construed as harassment, bullying or an invasion of their privacy is a serious breach of the school's expectations. Any pupil who names another pupil on any platform on social media in a way which could be construed as harassment, bullying or an invasion of their privacy will be considered for serious sanctions, which could include suspension or permanent exclusion. Also, any pupil who does not use the normal means to communicate any issues and uses social media to deliberately disrupt the school, will be considered for serious sanction, which could include suspension or permanent exclusion.

The school does not permit any pupil to audio or video record other pupils or staff at any point during the school day. This includes recording pupils whilst travelling to and from school (please see 3.2 above). If pupils take such action the school will look at possible suspension or permanent exclusion.

Similarly, using social media to name members of staff in a way which could be construed as harassment, bullying or an invasion of their privacy is a serious breach of the school's expectations. Staff at the school, and their families, have the right to privacy, and protection from harassment and bullying. Any pupil who names or identifies a member of staff on any platform on social media in a way which could be construed as harassment, bullying or an invasion of their privacy will be considered for serious sanctions, which could include suspension or permanent exclusion.

3.4 Uniform

Uniform lists and rules on uniform and appearance are detailed in the Uniform Policy. This information is made available to pupils and parents on the school website and in Tutor Time. Depending on circumstances (previous track record, the age and maturity of the pupil), pupils who arrive in school wearing incorrect uniform will be supported through the uniform store so that, when in full school uniform, they can fully participate in the school day. Where uniform is worn incorrectly as a deliberate act of defiance the school will consider an after school detention.

3.5 Defiance

It is not acceptable for a pupil to defy an instruction given by a member of staff; this includes walking away from a member of staff. Defiance usually occurs in highly charged situations where the pupil has lost control (often an overwhelming sense that the treatment is unfair which may be to do with other things that have happened that day). The teacher should exercise professional skills and judgement in managing the situation. Defiance is a serious issue and will be considered for serious sanctions, which could include suspension or permanent exclusion.

3.6 Mobile Phones

Pupils are permitted to bring mobile phones into school, but the phone must be switched off and in their school bags for the entirety of the school day. This includes after school whilst on the school site. The school site includes all of the area of the outside areas of the school up

to the school gates. If a pupil's mobile phone is seen or heard when on site during the school day, an appropriate sanction will be applied, which may include After School Detention. If a pupil needs to contact home in an emergency situation, they should speak with their Year Leader who will make suitable arrangements. If pupils use mobile phones to text or call any person during the school day, including members of their family, an appropriate sanction will be applied, which may include After School Detention. The school has the right in law to ask pupils to hand over mobile phones if this policy is not adhered to.

3.7 Verbal Abuse

Verbal abuse against staff is unacceptable and should not be tolerated or ignored. Swearing and name-calling is not acceptable. Anyone doing so will be sanctioned and is at risk of being suspended.

3.8 Smoking / Vaping

Smoking is forbidden by law in any part of the school. Pupils are not to smoke at any time when they are in school uniform or on a school trip, fixture or event. Anyone doing so will be sanctioned and is at risk of being suspended. This includes e-cigarettes and vaping.

3.9 Fire Alarm Misuse

Malicious activation of fire alarms is a criminal offence and can endanger others as well as disrupt the school. They will be treated very seriously. Pupils who maliciously set off the fire alarm will be considered for serious sanctions, which could include suspension or permanent exclusion.

3.10 Malicious allegations against school staff

Any pupil found to have made a malicious accusation against school staff will have committed a serious offence and will be suspended from school. Depending on the seriousness of the accusation the Head Teacher may impose serious sanctions including permanent exclusion.

3.11 Child on Child Abuse

The school does not accept Child on Child Abuse, and works pro-actively to create an environment where this does not occur. Child on child abuse is **a term used to describe children abusing other children**. This child abuse can include: physical abuse, emotional abuse and bullying (including online bullying and bullying because of someone's race, religion, sexuality, disability or trans status). The school will not accept any form of Child on Child Abuse, and pupils who undertake such action will be considered for serious sanctions, which could include suspension or permanent exclusion

The importance of this issue is dealt with in PSHE lessons, assemblies and resources made available to pupils. Any pupil experiencing such abuse is encouraged to report it to a trusted adult in school. All such reports are handled carefully and safely. Whilst all pupils can talk to any member of staff at any time, they are particularly encouraged to talk to tutors, Year Leader, and members of the Leadership Team, including the designated safeguard lead, Mrs Curry and other members of the team which are published on the website.

3.12 Search

School staff can search pupils with their consent for any item. The Head Teacher and staff authorised by him 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 items identified as such in current [DfE guidance](#) (July 2022).

At present the "prohibited items" are:

- knives and weapons (including pen-knives and any kind of toy or imitation knife or any sharp instrument)
- fireworks
- tobacco and smoking materials / e-cigarettes / e-liquid / vapour
- illegal drugs and alcohol
- stolen items
- pornographic images
- any additional item that is identified as a 'prohibited item' in DfE Guidance
- any article that the member of staff reasonably suspects has been, or likely to be, used to commit an offence, cause personal injury or damage the property of any person [including the pupil].
- anything banned in the school rules

The Head Teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for these "prohibited items". If the pupil refuses to cooperate with a search without consent for "prohibited items" they may be referred to the police and/or an appropriate sanction in line with the school's behaviour policy can be applied.

The Head Teacher and authorised staff can also search for any item banned by the school rules which have been identified in the rules as an item which may be searched for. Force cannot be used to search for items banned under the school rules. If the pupil refuses to cooperate with a search without consent for banned items, the teacher can apply an appropriate sanction in line with the school's behaviour policy.

Pupils are forbidden to bring the following prohibited items to school:

- digital cameras
- large sums of money
- laser pens
- fireworks, caps and matches
- drugs and drug paraphernalia, including so called 'legal highs'
- Snus and tobacco-based products
- chewing gum
- glass bottles

- energy drinks
- smart watches
- Aerosols, body sprays, nuts and nut-based products for Health and Safety reasons due to the range of medical needs in the school.

Forbidden items, identified above, may be searched for by staff [as directed by the Head Teacher] without the consent of the pupil, when the member of staff has reasonable grounds to suspect that the pupil is in possession of them. Furthermore, pupils that bring prohibited items into school may be subject to random searches. This is at the discretion of school staff.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Prohibited or banned items found as a consequence of a search may be confiscated, retained, disposed of or destroyed in line with current DfE guidance [Screening, searching and confiscation; Advice for head teachers, staff and governing bodies, 2012].

4 Pupil Support

4.1 Expectations

Expectations about behaviour and conduct are given to pupils in various ways, including Teams assemblies, particularly at the start of term, that help pupils understand the school expectations and the reasons behind the school's decision on behavioural expectations.

4.2 Staged Response

Pupils are given a staged response to all behavioural issues, this helps pupils remember, understand and comply with the school's understood behavioural expectations. Typically, pupils are spoken to if there are concerns, and reminders are given about school expectations as a first stage response.

4.3 Parental Support

When a pupil is on a negative cycle of behaviour, for example, receiving multiple detentions, the school will invite parents in for a meeting to look at the underlying reasons behind poor behaviour as a means of working together to provide support for the pupil to meet school expectations.

4.4 Support for pupils with SEND

Those pupils with SEND needs and additional needs have Individual Education Plans (IEPs), which detail reasonable adjustments, which staff will use to help these pupils meet school

expectations. Parents of SEND children and SEND pupils have their own views reflected in these IEPs, and the school is committed to working with parents of all pupils, including those with SEND, to help meet school expectations.

4.5 External Referrals

External referrals are made by the school, for example to the EWEL and BIT Team from the Local Authority, if necessary, to allow for pupils to help manage emotions or reduce adversarial behaviours.

4.6 Reintegration

Support is also given following suspensions to help pupils understand why they have been sanctioned and to avoid this happening again. Parents will receive an invitation to a post suspension meeting. This meeting is chaired by a senior leader in the school. The meeting will look at the underlying causes that led to the suspension, and look at preventative measures that can be put in place to prevent a repeat event. A pastoral support plan may also be drawn up to help support the pupil and internal and external referrals put in place.

5 Sanctions

5.1 Detentions

Detentions at break, lunchtime and after school are part of the sanctions used by staff. Parental consent is not required for detentions, this includes after school detentions. This power rests, in law, with the school.

Department for Education: Detention

Schools don't have to give parents notice of after school detentions or tell them why a detention has been given. (<https://www.gov.uk/school-discipline-exclusions>)

- however, to support parents a notification of a detention will be given on Arbor (with 24 hours notice), the category for the detention will also be given;
- after school detentions last from 3:20 – 4:20pm;
- in exceptional circumstances, for example repeated defiance, the school will detain pupils for an hour After School Detention without 24 hours notice;
- as with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention; and
- with detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet;
- if a pupil is on a cycle of repeated detentions the school will ask parents to meet in school to try and resolve issues and plan for good behaviour.

- if a pupil does not attend After School Detention the school will look at a range of responses, including re-setting the detention, extending the detention time, or more serious sanctions, including the possibility of Inclusion, or Fixed Term Suspension.

5.2 Social Inclusion

Pupils who, for whatever reason, are failing to cope well with lessons or other aspects of school life may be referred to the care of their Year Leader. Work will then be given designed to support them in returning to mainstream lessons and school life. This may include use of a report card to help pupils focus on key aspects of behaviour, it may include individual support in the school's inclusion room.

5.3 Suspension

Behaviour which may result in a suspension include, **but are not limited to**, incidents of:

- gross insolence or defiance
- maliciously setting off Fire Alarms
- mobile phone / tablets being used to video, photograph, record in any way
- other serious incidents
- bullying
- persistent misbehaviour
- physical violence
- possession of banned items
- refusal to accept school authority
- serious and malicious accusations against a member of staff
- serious misuse of ICT facilities
- smoking / selling cigarettes / e-cigarettes / selling drugs
- stealing
- verbal abuse of school staff
- sexual abuse (including verbal sexual abuse), intimidating sexual behaviour, up-skirting

St Leonard's Catholic School follows current statutory guidance from 2023 referred to at the start of this policy.

St Leonard's Catholic School has a mutual agreement with the local Durham schools for the education of pupils from the sixth day of suspension.

All pupils returning from a suspension have a return from suspension meeting which focuses on positive steps and reintegration to help the pupil return to school. Parents and carers are asked to attend these meetings to achieve the best outcome for pupils. If necessary, restorative conversations take place to aid reintegration.

5.4 Permanent Exclusion

Permanent exclusion will be used for serious one-off incidents or as a result of repeated misbehaviour which is not being addressed by other sanctions. Further details of incidents which may result in permanent exclusion are detailed in the Governors' Statement on Behavioural Standards.

5.5 Restraint Power to use reasonable force

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. When a member of staff has restrained a pupil, s/he must make a written incident report to the Head Teacher the same day.

All members of school staff have a legal power to use reasonable force. This power can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers. 'Reasonable' means using no more force than is needed, and reasonable adjustments must be made when dealing with disabled pupils or pupils with special educational needs.

Reasonable force can be used to prevent a pupil:

- committing an offence
- causing personal injury to any person (including the pupil him/herself)
- damaging property
- prejudicing the maintenance of good order and discipline at the school

Before using physical restraint, staff should consider other non-physical options. Physical restraint should be used as a last resort to protect others, to protect the pupil from his/her own actions, or to prevent serious damage to property. Restraint should be used only when the likely consequences of not using force outweigh the likely consequences of not intervening physically. Before deciding to use physical restraint, staff should consider whether it is safe personally for them to do so and only intervene if they feel confident to do so. Staff should attempt to obtain the assistance of colleagues.