

# English Martyrs' Catholic School



## Student Behaviour Policy

*English Martyrs, as a community centred in Christ,  
Strives to develop the talents of each person.  
"May they all be one"*

<b>Approved/reviewed by Governors:</b>	
	<b>March 2022</b>
<b>Date of next review</b>	<b>March 2023</b>

### 1. Preamble

The purpose of the school's Behaviour Education Policy is to ensure that school is conducted in a safe and secure environment in order that each student fulfils his or her God-given potential. The dignity of each person created *in the image and likeness of God* is enshrined as a fundamental principle of this policy and so too is the rich understanding of Christian forgiveness and reconciliation.

As a school our role model is Christ and we seek to replicate all that Jesus taught in our actions and relationships with others. All members of our community should aim to conduct themselves in such a way that these values are witnessed in all that is said and done. We try to fulfil Jesus' instruction: "love God and love your neighbour as yourself."

Accordingly, we expect each member of the school to maintain the highest standards of courtesy, co-operation and honesty, and to work to the best of his or her ability to enable all to grow to their full potential. As members of God's family through baptism we recognise our call to love and service and to the Common Good. Through the act of forgiveness we aim to empower students to learn from their mistakes and to make the right choices and decisions in their future.

Every adult within the community of English Martyrs' Catholic School has a responsibility for promoting and maintaining high standards of behaviour and to model courtesy and respect - this includes parents, guardians, governors and other visitors to the school.

### 2. Responsibilities

The Governors will provide a good learning environment which promotes the student's spiritual and moral development within a catholic ethos, where each student can feel safe and valued as well learn self-discipline, respect and care and concern for others.

The Principal in consultation with students, staff and parents will review the Student Behaviour Policy annually and consult with the school Governors about any changes.

### **3. Scope of policy**

The policy applies to Years 7-11 and to the Sixth Form. This policy should be read in conjunction with the school's Anti Bullying Policy, Attendance Policy, Safeguarding Policy, Drugs Policy and Positive Handling Physical Intervention Policy as well as the school's Equality and Diversity Statement.

The policy will ensure

- The school is characterised by gospel values and that students and staff are able to work effectively together
- That the needs of all especially the most vulnerable are recognised
- That students are treated as individuals and that systems are operated with compassion
- That there is a clear understanding of the discipline process for students, parents, teachers and governors as well as appreciation for the rationale behind this process
- That good behaviour self-discipline and respect for others are valued and developed in students
- That behaviour in and outside class promotes good learning
- That bullying is not tolerated and is dealt with effectively
- That all students, regardless of ability, age, religion and gender receive regular recognition, reward and praise

### **4. Rights and Responsibilities**

4.1 The school has the right to:

- expect all students and parents to work in partnership with the school in order to maintain its catholic ethos and an orderly and caring environment that provides an effective climate for learning
- expect all students and their parents to respect the rights of other students and adults in the school
- expect the highest standards of older students in setting an example to others
- enforce the Student Behaviour Policy, including all rules and sanctions
- refuse to accept confrontational, violent or threatening behaviour, or abuse by students or parents
- take firm action against students who harass or denigrate teacher or other school staff on or off the premises and where necessary to engage external support services.
- expect all students to represent the school well on all occasions including on school journeys, visits and trips.

4.2 The school recognises its responsibility to:

- place an emphasis on supporting, praising and, as appropriate, rewarding students' good behaviour; promote positive behaviour through active development of students' spiritual, moral, social and emotional skills
- consult the school community about the Student Behaviour Policy and the Code of Conduct through focus groups, surveys etc.
- establish, and clearly communicate, measures to ensure good order, respect and discipline
- avoid discriminating against any student on grounds of race, religion, gender, disability or sexual orientation
- recognise the importance of the enhanced roles of support staff in implementing the Student Behaviour Policy and to ensure that all staff are clear about their responsibilities in promoting good behaviour;
- ensure that staff receive the necessary professional development on positive behaviour management strategies
- apply sanctions fairly, consistently, proportionately and reasonably, whilst taking

account of Special Educational needs, disability and the needs of vulnerable children, but also offering support as appropriate

- take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports of and complaints about bullying
- keep parents informed of their child's behaviour, good as well as bad, using appropriate methods of engaging them and where necessary, to support them in meeting their parental responsibilities
- work with other agencies to promote community cohesion and safety.
- refuse to accept a student on a school visit, journey or trip should it be judged that their behaviour may not be satisfactory or pose a risk to the health, safety or wellbeing of others (student or adult).

#### 4.3 The school respects the rights of the students:

- to contribute to the review and development of the Student Behaviour Policy; to be taught in an environment that is safe, conducive to learning and free from disruption
- to expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment
- to have the right to appeal to the Principal and Governors if they believe the school has exercised its disciplinary authority unreasonably

#### 4.4 The school expects students:

- to abide by school rules and classroom expectations
- to follow the instructions of staff
- to accept rewards and sanctions in an appropriate way
- to act as positive ambassadors for the school when off the school premises and on the way to and from school
- not to bring inappropriate or unlawful items to the school or things banned by the school
- to show respect to all school staff, fellow-students, school property and the school environment
- not to belittle, harm or bully other students or staff
- to co-operate with, and abide by, any arrangements put in place to support their behaviour, such as Reports, Pastoral Support Programmes or a Parenting Contract.

#### 4.5 The school recognises the rights of parents to:

- contribute to the review and development of the school's Student Behaviour Policy
- be kept informed about their child's progress, including issues relating to their behaviour
- have their children kept safe, secure and respected in the school
- have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary
- appeal to the Principal, Governors, and beyond that to the Independent Review Board (IRB) of the Local Authority, if they believe the school has exercised its disciplinary authority unreasonably
- appeal against a decision to exclude their child, first to the Governors and then, in cases of permanent exclusion, to an Independent Review Board convened by the Local Authority.

#### 4.6 The school expects parents to:

- respect the school's Student Behaviour Policy and the disciplinary authority of school staff
- help ensure that their child follows the reasonable instructions of all school staff and adheres to school rules
- send their child to school each day punctually, in the correct uniform, fully equipped and ready to learn

- make school aware of any Disability or Special educational needs (SEND) related or other personal factors which may result in their child displaying behaviours outside the norm
- be prepared to engage with the school to support their child's positive behaviour
- attend meetings at school, if requested, to discuss their child's behaviour
- adhere to the terms of the Home/School agreement relating to their child's behaviour;
- ensure that their child is not found in a public place if that child is excluded from school
- attend the reintegration interview with the school at the end of a fixed-period exclusion.

## 5. Code of conduct for students

The Code of Conduct which is set out in the school's Student Diary together with the Home School Agreement, the uniform list (including how we wear our uniform) and the Internet Use guidance form the main school disciplinary codes and rules for students and Expectations in Lessons. These are supplemented with the other codes in the diary (eg How we move around school) and the Information booklet given to parents on entry to the school and annually updated. See Appendices. These codes are also accessible on line.

The school recognises that not all situations can be recorded in detail in a policy and that the reasonable day-to-day instructions of the Principal and other staff given delegated responsibility by the Principal in a given situation, form the Rule in a particular circumstance. It is the expectation that all students obey staff instructions about particular circumstances / situations.

### 5.1 Mobile Telephones (or equivalent portable internet devices)

At English Martyrs we recognise that mobile phones, including smart phones, are an important part of everyday life for our pupils, parents and staff, as well as the wider school community. Our policy aims to:

- Set an example for, safe and responsible phone use.
- Support the school's other policies, especially those related to child protection and behaviour

This policy also aims to address some of the challenges posed by mobile phones in school, such as:

- Risks to child protection
- Data protection issues
- Potential for lesson disruption
- Risk of theft, loss, or damage

The use of mobile phones or other electronic devices is not permitted on the school site. Whilst we appreciate that students may need a mobile phone on the way to and from school they are not to be seen or used on the school site. If a mobile phone or an electronic device is brought into school, it must be switched off and placed inside their school bag before **8.15am**. If a mobile phone or other electronic device is seen or heard during the school day, it will be confiscated by the member of staff.

In the first instance, the device will be confiscated, taken to the main office by the member of staff who confiscated it (where it will be stored in a locked container), parents/carers will be notified by that member of staff, and the device will be collected by the student at the end of the day. Students will be issued with a 30 minute detention for first time offence.

For a second offence, the device will be confiscated, taken to the main office (where it will be stored in a locked container), parents/carers will be notified and informed that the device can only be collected from the school reception by them.

Earphones/Airpods are also not to be seen or used on the school site and fall under the same category and sanctions as mobile phones. Students will be issued 1 hour detention for a second offence

For further offences, a one-day internal exclusion will be issued.

Students may use their phone offsite after 2.50pm to contact their parents/carers to collect them following an after-school club.

On school trips students may be allowed to take their mobile phones or other electronic devices with them. The use of these is at the discretion of the trip organiser.

The school **does not accept** any responsibility for loss or damage to mobile phones, apple watches or similar, earphones or AirPods.

## 5.2 Conduct outside the school gates/ beyond the school day

The school uses the right to discipline students for misbehaving outside the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006). The school may discipline students for misbehaviour when the student is:

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

The school may discipline students for misbehaviour at any time, whether or not the conditions above apply, if it is felt that it:

- could have repercussions for the orderly running of the school
- poses a threat to another student
- poses a threat to a member of the public
- could adversely affect the reputation of the school

## 5.3 Conduct on-line

The school will seek to address and may discipline students for misbehaviour on-line in whatever format that causes hurt to another member of the community (student or adult) or brings the school into disrepute. This might include unpleasant comments which are derogatory, threatening or abusive, sexist, or materials of a sexual nature which have the effect of demeaning or embarrassing others. Should such conduct constitute a crime, it may be referred police. A code of conduct for online behaviour is published in the student diary and this matter is further covered in both the school's Anti-Bullying Policy and its Safeguarding policy.

The school expects all students to treat other students with respect and courtesy when online either in social media platforms or private messages. All students must sign the Internet protocol published in the school diary. Parents are expected to set clear expectations for their child's online behaviour and broadly speaking to supervise their child's online activity.

Students must not join in bullying or the criticism of other students overtly or covertly. "Liking", sharing or showing offensive material is also completely unacceptable. Students who become aware that another is being targeted or bullied online should report this to their Form Tutor or Head of Year immediately. Where possible they should screen shot or photograph any offensive material to show to the teacher so that

this can be addressed to the person originating it. Students should then remove themselves from the "forum"/ "chat"/ "story" etc.

When dealing with complaints about online activity the school may require students to show the contents of their online platforms (message boards, stories, forums etc) internet history, downloads etc. Failure to cooperate with such a request will be taken as a presumption that the student had something to hide. Parents are expected to support the school fully in such enquiries and to support the school if requested to deny their child online access for a fixed period, to calm down a situation or as a punishment for misuse of Internet privileges.

## 6. Reward

Reward is part of the celebration of a student's talents, commitment and achievement. Reward takes many forms – an affirming word by a teacher, the satisfaction of acquiring a new skill or the enjoyment of learning. It is part of the whole-school philosophy of having high expectations of students. Integral to the identity of English Martyrs Learning Model is that all teachers will seek opportunities to praise students for their behaviour and achievement. This will be implemented in a number of ways which typically include:

- Verbal praise or comment on written work
- E'Praise points
- Good Attendance Certificates
- referral to Head of Department/Head of Faculty
- referral to Year Leader, attached member of the SLT or the Principal
- recognition in assemblies including through presentation of a certificate
- a letter of praise sent home
- a phone call home

6.1 E'Praise points are awarded to students who consistently worked hard to meet any of the categories for example:

- making a sustained contribution to the learning of a lesson
- showing exceptional care and concern in supporting others;
- completing outstanding home learning

The awarding of points also of great importance around the school as these will also be used to reward all significant contributions to the school community outside the classroom. A member of staff in school might reward a student who:

- Takes a leading role in assembly;
- supports the school on an information or open evening;
- take part in a concert, show, play or other performance;
- Represents the school in a Sports team
- shows exceptional care and concern in supporting others outside lessons;
- makes a significant contribution to a charity or in fundraising efforts;
- takes responsibility for the care of the school environment;
- presents a positive image of the school in the local community;
- makes a substantial contribution in extra-curricular activities.

6.2 Major Award Ceremonies

At the end of each academic year the school will seek to recognise those students who have sustained excellent effort or contribution. Students who have received a Gold Certificate or above will typically be presented with their award during an assembly, either during the school day or after school.

## **7. Disciplinary Sanctions**

- 7.1 The school aims to ensure that the student who has done something wrong is able to learn from their mistake as well as accept the consequences.

The school will discipline students whose conduct falls below the standard that can reasonably be expected of them. The school will resort to this course of action as a consequence of a student misbehaving, refusing to follow a school rule or refusing to comply with a reasonable instruction given to them by a member of its staff. The school will try to ensure that the student understand where they have gone wrong and is given the opportunity to apologise and to learn from their mistake

All students are encouraged to take responsibility for their own behaviour. Where good choices are made, students are rewarded for their good decisions. However, where the behaviour of students does not comply with school expectations, then correction and sanctions may apply. This applies both to inside the classroom and to the school environment in general. If a student breaks a school rule then he or she will move to the identified level of the system and the appropriate sanction is applied. Where a student's behaviour is considered extreme, then he or she will move immediately up the levels of sanction depending on the seriousness of the actions.

- 7.2 Disciplinary sanctions can also be applied in instances where a student may attend another establishment for a particular educational provision as well as to other situations where a student may not be on the school premises and not under the direct lawful control of a member of its staff. The school would also seek to impose a sanction where a student fails to comply with a previous penalty imposed on them for an earlier incident.
- 7.3 Sanctions in all instances will only be imposed where it is seen as reasonable to do so and taking into account any disability, Special Educational Needs etc. The system of school sanctions is explained to all students by tutors and none of the sanctions that the school might impose are intended to be degrading or humiliating for its students.
- 7.4 Any decision to punish a student will be made by a contracted member of school staff or a member of staff authorised by the Principal (including part time staff, specialist visiting teachers and occasional staff such as Examination invigilators or Supply Agency teachers). The decision to punish the student and the punishment itself being made on the school premises or while the student is under the charge of the member of staff (e.g. on a school visit, retreat, etc.).
- 7.5 The Principal has the right to limit the power to apply particular punishments to certain staff or to extend this power to discipline to adult volunteers, for example to parents who have volunteered to help eg on a school trip.
- 7.6 In determining whether a disciplinary sanction is reasonable, the school will consider whether the sanction is proportionate under the circumstances known at the time, including whether there are any special circumstances that need to be taken into consideration. These might include the age and maturity of the student involved, whether the student has any special educational need, any disability or any religious requirement that a student may have affecting them. (Section 91 of the Education and Inspections Act 2006)

## **8. Safeguarding & SEND**

- 8.1 The school takes the safeguarding of all students very seriously and information in this section should be read in conjunction with the Safeguarding Policy.

In dealing with matters of discipline, the school will take into account whether the behaviour under review gives cause to suspect that either a child is suffering, or is likely to suffer, significant harm; this may be in relation to either an actual incident of inappropriate behaviour or to the judgement the school might make in terms of sanctions as a consequence of it. Where this is the case, school staff will follow the school's safeguarding policy and consider whether continuing disruptive behaviour might be the result of educational or other needs not being met. It will also consider whether the imposition of a sanction might be cause for further concern and whether a multi-agency assessment is necessary.

## 8.2 Early Intervention and Assessment

The school will put in place early intervention to address underlying causes of disruptive behaviour coordinated by the Head of Year and the Director of Inclusion. These might include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. Staff will also consider the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs or help identify mental health or family problems.

## 8.3 Pastoral Support Plan Meetings (PSPs)

A Pastoral Support Plan will be put in place for any student who has had an exclusion or a series of isolations and is considered to be at higher risk of permanent exclusion. This plan will outline the main areas of concern and the support that the school can offer a student in working with him or her to change behaviour. It is expected that both student and parents will contribute to the plan and will engage fully with the support strategies that it offers. The plan will be reviewed at an agreed date to ensure that it is still relevant and that the level of support is still appropriate to the need of the student. Parents are expected to attend the meetings to set up and review the impact of the Pastoral Support Plan. These meetings follow a tiered process (Levels 1(a), 1(b); 2(a), 2(b); 3) which reflect the level of concern and support required.

## 8.4 Inter-agency working

The school works with a number of services and agencies to help to promote good behaviour and to support behaviour for learning. These include the Educational Psychology Service, CAMHS and the Local Authority Student Behaviour and Support Service which includes the facilities at Carisbrooke Learning Centre (Ks3) and Millgate Lodge (Ks4). Where it is felt necessary to put in place an alternative curriculum to re-engage a student then a number of providers are used and each of these has an agreement with the school. This disciplinary code applies to student's behaviour at alternative provisions as to the main school setting.

## 8.5 Managed Move to another school

In order to make provision for some students who are at risk of Permanent Exclusion, the school is a member of the Behaviour and Attendance Partnership of Leicester City and through this group may arrange a Managed Move of a student to another city school in order to give the student concerned a 'fresh start'. The school also receives such students from time to time and puts in place a Pastoral Support Plan to help their integration to English Martyrs.

- 8.6 The school will always see to put in place bespoke strategies which meet individual needs. Some typical strategies for helping to manage some student's development needs are:

### **Time Out Cards**

Students are issued with Time Out Cards for a wide variety of reasons. Any student in possession of such a card has permission to leave a lesson if they show the card to their teacher. Staff will not challenge a student who shows a card and will allow them to leave the room.

Any student who is issued a card has the responsibility to:

- remove themselves from situations that he or she might find distressing or difficult to cope with
- avoid confrontation with other students and staff
- go immediately to a designated member of staff or area of the school
- ensure that other students do not use the card
- return the card after the period of time for which it has been allocated has elapsed

Where staff feel a Time Out Card is used inappropriately, they will inform the relevant Head of Year/Chaplain who will investigate the concern.

### **Medical Cards**

As with the Time Out Card, any student in possession of a Medical Card has permission to leave a lesson, without having to give a reason, if the card is shown to the teacher. Again these instances will be handled sensitively due to the possible circumstances behind a student requiring this provision. The student has similar responsibilities to those students who carry a Time Out Card and again, if staff have a cause for concern as to how the card is being used, they will inform the relevant Head of Year/ Chaplain.

## **9. Classroom Management by teachers, cover supervisors and teaching assistants**

Many systems are in place to foster a good spirit of hard work and cooperation in lessons. These include for younger students the provision of a class Log Book which records particular highlights and any disappointments for the form tutor to discuss at form time. This system helps all students to take responsibility for setting the best tone possible for learning in the classrooms around the school. E Praise points are regularly given out in lessons to affirm good work and attitudes.

In lessons students are expected to follow the classroom code in the School Diary. Teachers are expected to provide 'Quality First Teaching' to ensure that the differentiated learning needs of students are catered for and that lessons are appropriately structured and engaging.

When it is observed that a student is choosing not to meet the basic expectations, the teacher will have a quiet word with the student concerned. Should things not improve a specific verbal warning will be given to the student concerned, clearly identifying what it is the student is expected to do. The student's diary may be removed from the student's desk and placed on that of the teacher; the student's name will be written on the board. If the behaviour of the student improves no further action is taken. Should a student have difficulty coping with the environment of the lesson because of their special needs and should a Teaching Assistant be available, it may be decided in consultation with the teacher and Head of Inclusion to withdraw that student from a lesson or part of a lesson. Should a student need to be removed from a lesson they will be given into the care of another adult.

A student who continues to behave unacceptably despite being given a first verbal warning will receive a second warning. This must be followed up with a tick beside their name on the board. Where possible the student will be moved within the classroom even if this involves having to change places with another student.

If the student continues to misbehave following the first tick, then they should receive a second resulting in an afterschool detention.

Should behaviour still not improve, On-Call will be requested and the student will be removed from that lesson by a senior teacher. The teacher responsible for calling the senior member of staff will record the detail of the incident on a Serious Incident Form and refer the matter to his/her Head of Department.

Where a serious incident occurs, On-Call will be requested immediately.

Following an on call, a disciplinary sanction will be arranged for the student concerned by the Head of Department/ Faculty.

## **10. Managing behaviour around school**

101 The health and safety of students outside the classroom is paramount and students are expected to follow all reasonable instructions from staff around school including those of additional supervisors before school and at break and lunchtime. It is expected that students conduct themselves sensibly and with consideration for others.

Where students behave in such a way that they compromise the safety of other members of the school community, they can expect sanctions to be implemented. Sanctions in addressing poor behaviour will be proportionate to its seriousness.

If a student is involved in instigating or inciting poor behaviour in others, this will be dealt with as if the individual concerned had been actively involved in any negative behaviour that arose as a consequence of their provocation. Where groups of students are collectively seen to be refusing to cooperate with staff, all students present within that group will be expected to accept individual responsibility. This will be dealt with by issuing appropriate sanctions to individuals involved, regardless of whether it is possible to exercise these sanctions across all members of a group.

When investigating a complaint of poor behaviour in class, around the school, outside school or online, students may be interviewed by member(s) of staff and asked to give an account of what has gone on. Staff may ask students to write this down.

If making a complaint about another student's online conduct, the person bringing the complaint is asked to provide evidence e.g screen shots printed out of the matter which they wish discussed. It should be noted that some online matters may be beyond the remit of the school and parents may be asked to take these to the police directly.

The school will deal with matters of misbehaviour outside school / on transport etc, however any matter relating to violent conduct may be taken directly and immediately to the police.

Verbal or written statements are used to inform teachers' professional judgement, they are not copied or circulated to others.

### 10.2 Specific Sanctions

The disciplinary procedure will be worked through in a logical and sequential manner by all staff when addressing behaviour that falls short of expectation. Sanctions will be proportionate to the incident they seek to redress. The Governors have agreed that the following sanctions may be used in the school:

- verbal coaching by subject teacher/Form Tutor/ year leader
- moving a student within class
- extra work or repeating unsatisfactory work until it meets the required standard
- short detention at lunch or break
- detention after school
- a school-based community service
- writing a letter of apology
- withdrawal of break or lunchtime privileges for a fixed period of time
- withholding participation in educational visits or sports events
- confiscation or removal of personal items
- paying for, or making a contribution towards, broken/damaged property
- specific subject report
- pastoral report/cross-curricular report
- report to the Principal or another senior teacher
- removal from a class or curriculum area for a fixed period
- home contact
- placement in "isolation" either in school or at a partner school
- fixed-term exclusion (see below)
- Governors' disciplinary Panel
- permanent exclusion (see below)

The following actions may also be put in place as a response to poor behaviour by an individual or group:

- Pastoral support plan
- strategic move between form groups or subject groups
- managed move

## 11. Detention

- 11.1 A detention may be given to any student under eighteen by any teacher or by any other person working at the school, who with the authority of the Principal, has lawful control or charge of students for whom education is being provided at English Martyrs.

Under the Education and Inspections Act 2006 detentions are part of a range of sanctions that the school can apply with a view to regulating student behaviour. It is noted that the school does not have to seek parental permission to set a detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the student does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break; and
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non contact days'.

Where a detention is given outside the school day, parents of the student involved will receive notification 'by any effective method'. This does not apply to detention in normal school hours such as lunchtimes.

- 11.2 In determining whether a detention outside school hours is 'reasonable', the school will consider whether:

- the detention is likely to compromise a student's safety or put them at risk;
- the student has known care responsibilities;

- suitable travel arrangements can be made by the parent for the student. If in making these arrangements, inconvenience is caused to the parent in accordance with DFE policy, this will not be a deciding factor to whether that detention should take place.
- 11.3 As with the implementation of all school sanctions, staff will act reasonably in giving a student a detention. Staff will take into account the known circumstances in arriving at their decision.
- 11.4 Where a student is given a lunchtime detention, staff will allow reasonable time for students to eat, drink and use the toilet.
- 11.5 Afterschool detentions (weekly)  
At English Martyrs there is a specific detention system on one afternoon after school (normally a Wednesday, although this can change) and a letter is sent home with the student. Detentions are arranged in advance and a letter sent home with the student. The detention lasts either 30 minutes or one hour. Students are set work by the supervising adult. The majority of routine after-school detentions will work in this manner. Exceptional detentions as set out above in this policy will be implemented only with the specific authorisation of members of the Senior Management Team. Failure of a student to attend a school detention without prior permission from their Head of Year or a member of the SLT will result in a further sanction. Detentions should be served on the date set.

## 12. Internal exclusion (Isolation)

- 12.1 Isolation is a sanction used as part of the school's aim to avoid Fixed Term exclusions and the consequent disruption to a student's learning. Additionally, as a consequence of serious or persistent misbehaviour or behaviour which making others feel unsafe or compromises the safety or education of others, it is sometimes necessary to isolate a student from their peer group. Isolation, either as a formal sanction or as an interim measure to help control or manage a particular situation is used at the discretion of the Principal. There is no requirement for parental permission prior to the use of Isolation.
- 12.2 The Isolation room is a functional and purposeful learning environment with a bank of work ready for students to use, however Isolation can take place in any setting deemed appropriate by the Principal on the school site or if necessary in an off-site centre, such as another school.
- For the purpose of a formal sanction, students are 'isolated' from lessons and breaks /lunchtime are taken at different times to the rest of the school. At no time is the isolated student allowed to socialise with other students. The duration of the day is from 8.25a.m. to 2.45 p.m (i.e the normal school day). Students are expected to go immediately to the Isolation room and not to register with their form or to attend assembly. All students who are placed "in Isolation" must bring appropriate books and equipment for that day. During Isolation the students are required to make a copy of the school's Code of Conduct. Students arriving late without good reason (as determined by one of the Vice Principals) are required to repeat the full day as it is deemed that they have not fulfilled the conditions of their period in isolation. A student who is absent during the course of an isolation session is expected to complete the period of isolation upon his or her return to school. While in isolation students have reasonable time to eat and use the toilet.
- 12.3 Students who meet the expectations of the isolation room return to lessons following their period of isolation. A record of the period of isolation and the reason for which it was imposed is kept in the student's personal record.
- 12.4 During the period of formal isolation students are expected to reflect on their behaviour and on the reason for which they were isolated. Where poor behaviour is persistent and the student concerned has been on multiple isolations, this would be undertaken by the

Head of Year, as it would be likely that the student involved would have a Pastoral Support Plan in place. A letter about the Isolation is normally sent to parents giving the reason for the Isolation. (This may take place prior to or after the Isolation). This also is designed to ensure that the student reflects on their conduct with their parents/ carers.

- 12.5 Students are placed on contract during their time in isolation. Where students break this contract they may be isolated again or potentially face fixed-term exclusion, depending on the severity of their behaviour. Students sign their contract at the beginning of the period of isolation; the contract clearly sets out the reasons for the isolation, what is expected and the consequences for the student if he or she should choose not to meet these expectations.
- 12.6 Isolation may also be used as an interim measure for example to calm a situation down or diffuse it; to protect a student from coming to harm; to provide an opportunity to investigate an incident or rumour. This could include, for example, a report of a student carrying a prohibited item such as a weapon or similar.

### **13. Powers of members of staff to detain students by use of force.**

The Education and Inspections Act 2006 confirms the right of school staff to use 'such force as is reasonable' for the purpose of preventing a student from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves);
- prejudicing the maintenance of good order and discipline.

The use of 'reasonable force' will always be used as a last resort by staff.

### **14. The Right to Search Students**

The school has the right to search pupils without consent where it suspects that a pupil may be in possession of a prohibited item (Section 550ZA (3) of the Education Act 1996). These would include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, or to cause personal injury or damage to property

The person carrying out a search of a student will be of the same sex as the student. The search will be carried out in the presence of another adult and no student will be required to remove any clothing other than outer clothing. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising this power.

The school reserves the right to search a student for any item that has either been banned by school rules or for an item that has been used on the school site contrary to school rules. This might include items such as mobile phones, headphones, and other handheld electronic devices that should not be used during school hours.

If a search reveals any 'offensive weapons' or knives (*the Violent Crime Reduction Act 2006*), extreme or child pornography, illegal drugs or any other 'evidence in relation to an offence' the school will call the police immediately. The school has no discretion in this and will cooperate fully with any police investigation that is instigated as a result of a search. The school also has the right to implement its own sanctions policy in response to the breaking of its rules, regardless of whatever action is taken by the police in relation to an incident.

Where a student refuses to cooperate with a search either of his or her person or property, parents will be contacted. As in an instance where a student does not follow reasonable instructions from staff, the appropriate sanction will be applied. Where it is felt that a student may be concealing an item that is illegal, then the police will be called immediately.

School staff have the right to confiscate, retain or dispose of student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for, damage to, or loss of, any confiscated items provided they have acted lawfully (8 Section 94 of the Education and Inspections Act 2006). Where an item is confiscated because it or its use contravenes school rules, the member of staff will place the item in the school general office for collection by either the student or the parent at an identified time, depending on the circumstances.

## 15. Fixed Term Exclusion

- 15.1 The Principal is permitted to exclude a student for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
- 15.2 Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Principal's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
- 15.3 The behaviour of pupils outside school can be considered as grounds for exclusion in line with this policy in general.
- 15.4 The decision to exclude will be made in accordance with the principles of administrative law, ie that the decision is "rational; reasonable; fair; and proportionate." (DfE Guidance)
- 15.5 The School will continue to provide work for an excluded student after day 5 whilst that student remains on its roll.
- 15.6 Informing parents/ carers  
Parents will be formally informed by letter that a student has been excluded. The letter will state the reason for the exclusion, the length of the fixed-period exclusion and a suggested time for a reintegration interview with parents prior to the student returning to school. Where parents are unable to be present at the suggested time, they should contact the school to arrange an alternative. It is important that a reintroduction meeting takes place where possible prior to a student returning to school so that where necessary the appropriate level of support is put in place. The letter will also highlight the right of parents to appeal to the school governors against the decision made by the school if they feel that decision is unfair or breaches the school's Student Behaviour Policy.

## 15.7 Decision

- The decision to exclude will only be taken by the Principal or, in his absence, by a Deputy Principal. The power to exclude cannot be delegated.
- The decision will be taken on all the evidence available at the time
- The decision will be taken on the balance of probability. Where the offence alleged is a criminal act the standard of proof will be that it is “distinctly more probable than not” that the student committed it.

While always having regard to the circumstances of a particular case, the Principal will be likely to use fixed term exclusions in the following kinds of cases. This list does not itemise every offence for which fixed term exclusions may be used but gives an indication of the kinds of cases where it will be used.

- Serious or sustained challenge to the authority of a member of staff
- Bullying including, E-Bullying, harassment or abuse (including on the grounds of gender, race, ethnicity, religion or sexual orientation) both to young people and adults
- Persistent or very serious defiance of the school Codes of Conduct
- Persistent defiance of the school uniform rules
- Acts of vandalism or minor physical violence
- Using drugs or alcohol on the school site
- Any behaviour which puts the health and safety of others at risk
- Conduct likely to bring the school into disrepute

The length of the exclusion will be proportionate to the gravity of the offence

## 15.8 Long Fixed Term Exclusions

Long Fixed Term exclusions of over 5 days will generally be used to enable support to be obtained in assessing, moving or reintegrating a student with severe problems where the alternative would be permanent exclusion.

## 16. Permanent Exclusion

- 16.1 The School Policy is in accordance with the Department for Education’s Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units. February 2015
- 16.2 A decision to exclude a pupil permanently will be taken only in response to a serious breach, or persistent breaches, of the school’s behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

A decision to exclude a student permanently will only be taken when there is clear evidence that a student has either:

- shown over a period of time that they have chosen not to change their behaviour and that they have consistently failed to engage with the support the school has provided to allow this to happen. (This will have been outlined in a Pastoral Support Plan)
- been involved in an exceptional 'one-off' offence which has been committed, such as an act of serious violence or threatening behaviour against another student or member of staff; sexual abuse or assault; supplying an illegal drug or carrying an offensive weapon: or any other one-off offence deemed by the Principal to be exceptionally serious.

In arriving at the decision to exclude a student permanently, the school will make every effort to ensure that the student involved has a viable educational alternative and will work with outside agencies to allow this to happen.

### 16.3 Modifying an exclusion

An exclusion may be extended or made permanent where:

- It was necessary to exclude the student in order to complete the investigation freely. NOTE: It is essential that if new evidence has come to light the excluded student is given the opportunity to respond to it before the exclusion is extended or made permanent.
- The student has also been reported to the police and the result of that investigation provides additional evidence to the school

### 16.4 Process

Investigation

- The investigation will not be undertaken by the person who will decide on the exclusion unless circumstances dictate this.
- Witness statements will be recorded, signed and dated
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld.
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others. It is not necessary that there is a face-to-face confrontation with the other parties.

### 16.5 Decision

- The decision to exclude will only be taken by the Principal or, in his absence, by a Deputy Principal. The power to exclude cannot be delegated.
- The decision will be taken on all the evidence available at the time
- The decision will be taken on the balance of probability. Where the offence alleged is a criminal act the standard of proof will be that it is "distinctly more probable than not" that the student committed it.

### 16.6 Informing

The following will be communicated without delay by post and/or telephone message as appropriate by the end of the afternoon session:

- The person having parental responsibility for the student
- The Local Authority
- The Clerk to the Governors

- Parents and students are reminded that it is an offence for the excluded student to be in a public place whilst excluded from school. The parents of a student found in a public place within the first five days of an exclusion is liable to receive a penalty notice (The Education (Penalty Notices) (England) (Amendment) Regulations 2012)

Note: If exclusion will prevent a student from taking a public examination then the Chair of Governors will be informed immediately so that s/he can review the decision or convene a meeting of the Disciplinary Committee before the examination takes place.

Work for excluded students

- The school will provide work for excluded students to do at home and make it available to be collected from the school reception.

#### 16.7 Full Time Education

The Principal will make provision for the full time education of students from the 6th day of exclusion.

- If alternative provision is being arranged, then the following information must be included with the notice of exclusion where it can reasonably be found out within the timescale:
- the start date for any provision of full-time education that has been arranged for the pupil during the exclusion; the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person he / she should report to on the first day.

#### 16.8 Governors' Discipline Committee

- The Discipline Committee will be convened in accordance with current regulations by the Clerk to the Governors
- It will be clerked and advised by the Clerk to the Governors or a person with experience in clerking such meetings
- The Clerk will ensure that all members of the Committee reminded of the legal framework for their hearing
- The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rules of natural justice and having regard to any guidance issued by the Secretary of State.
- The decision will be taken by the Governors meeting alone with their Clerk after all parties have had the opportunity to state their case and respond to the point put by other parties

#### 16.9 Reintegration back to School

It is school policy that all excluded students must attend a reintegration meeting with the Principal or a member of the Senior Leadership Team and the relevant Head of Year or Form Tutor on their return to school. Parent/s or carers are expected to accompany the student to this meeting. The date and time of this meeting will be on the exclusion letter sent to parents. The purpose of the meeting is to discuss the incident/s which led to the exclusion and to set targets for the student to ensure further exclusions are avoided. Should there have been a meeting with parents prior to the decision to exclude and it is felt that an additional meeting does not serve any further purpose then the meeting will not take place. The school will also offer various means to help the student achieve the targets. Such support offered might include the following:

- Reminder of the school's Code of Conduct and expectations
- Establishing a Pastoral Support Programme
- Referral to the school social worker
- Referral to a counsellor
- Discussion about alternative educational provision
- Discussion about an alternative curriculum

The reintegration meeting may sometimes include students being placed on report on their return to school in order to monitor their progress. They will meet with their Head of Year daily to check the report and discuss progress.

## **Definition of terms**

### **Fixed-Term Exclusion**

Temporary exclusion from school for between a half day to 5 full days.

### **Home school agreement**

An generic agreement for all students setting out the expected duties of school, student and parents contained in the Student Diary

### **Isolation**

Working in school apart from the peer group.

### **Managed Move**

Organised transfer to another school arranged through the Behaviour and Attendance Partnership. May be considered for students who are struggling with school expectations and for whom it is felt a change of school placement would be beneficial.

### **Parenting Contract**

A specific agreement made with parents about aspects of the provision for their child at home and in school. May involve external agencies.

### **A Pastoral Support Plan**

A plan of support and intervention and review arranged with a student, his/ her parents and staff designed to find the most appropriate support for a student at risk of permanent exclusion. May include formal planning to routine school service and access to additional services.

### **Report**

A paper printed form or card used to monitor a student against specific targets eg punctuality, uniform etc. Students may be placed on report at one of the following levels...Tutor/ Mentor Report, Head of Year or SLT Report.

### **School detention**

30 minute or one hour detentions organised after school. A letter giving notice is sent home prior to the detention.

## Appendix 1

### Code of Conduct

*At English Martyrs' School the following simple rules help us to live together as a harmonious Christian community.*

1. Treat all members of the school community with respect and consideration.
2. In conversation with others, be polite, courteous and truthful at all times.
3. Walk quietly around the school, observe the one-way system and keep to the left in two-way areas.
4. Leave valuable items, and large sums of money, at home. Never bring a dangerous item to school.
5. Treat school property with respect, eating only in specified places and placing litter in the bin.
6. Be on time to school and lessons and come properly equipped.
7. Co-operate with staff in and out of lessons.
8. Never do anything which puts another person's health or safety at risk.
9. Work to the best of your ability and help everyone to learn.
10. Take pride in school by wearing school uniform correctly and representing the school to the best at all times including on the way to and from school.

### Lesson Protocol

1. Be punctual to each of your lessons.
2. Enter and leave the classroom quietly.
3. Stand behind your chair at the beginning and end of the lesson.
4. Greet your teacher with "Good morning/good afternoon".
5. Wear your school uniform correctly and ensure you bring the correct equipment/ kit to lessons.
6. Put your school diary and other equipment on your desk at the beginning of every lesson.
7. Ensure that your bag is placed safely underneath your table.
8. Follow all instructions without comment or argument, completing your classwork to the best of your ability.
9. Have your diary on your desk and record the title and your homework in your diary and complete it on time.
10. Treat others in the class with respect and help ensure that everyone else achieves their best.

## **Restaurant Protocol**

In order to treat everyone with respect in our Restaurant the following rules must be observed:

1. Food purchased in the Restaurant must be eaten there and may not be taken around the school.
2. All food purchased in the Restaurant is carried on a tray.
3. The tables and chairs in the Restaurant remain as laid out and are not to be moved around. When you leave, place your chair under the table.
4. When finished, each person clears his/her own place, using the clearing stations and bins.
5. Bags should be placed safely as directed and never put on the dining tables.

## **Movement around school**

When moving around or socialising at school we do so in groups of not more than 3 or 4 people. Staff car parking areas and the area at the back of the sports hall and the astroturf pitch are out of bounds except during lessons when accompanied by a teacher.

- **Be Courteous:** Move around school taking care to respect other people and the buildings. Students must follow the one-way system.
- **Be Punctual:** Move to lessons immediately the bell sounds. The five minutes between lessons are movement times not breaks and students should not stop to talk to people or congregate.
- **Be Organised:** Use lockers and water dispensers only before school, at break and lunch time.
- **Be Quiet:** Move around the buildings and public areas inside and outside in a quiet and orderly way. Walk on your own, not in a group. Do not shout out greetings or messages to other students. Conversations should be at low volume. When waiting outside a classroom for a teacher, students should wait quietly.
- **Be safe:** Never push people or try to push through a crowd or climb over fences.

## Uniform list

<b>Boys'</b>		<b>Girls'</b>	
Blazer	Black with school Badge*	Blazer	Black with school Badge*
Coat	School coat with school logo	Coat	School coat with school logo
		Skirt	Black 2" box pleated knee length
Trousers	Black tailored school uniform style	Trousers	Black tailored school uniform style
Jumper	Black V neck, plain or with school badge	Jumper	Black V neck, plain or with school badge
Tie	Clip on school tie*	Tie	Clip on school tie*
Shirt	White, long sleeved formal style with buttoned collar, tucked in at the waist	Blouse	White, long sleeved formal style with buttoned collar, tucked in at the waist
Shoes	Formal, durable flat black shoes without logos	Shoes	Formal, durable flat black shoes without logos
			Muslim girls may wear a school approved black head scarf
(examples will be shown at our New Intake Evening)			
Socks	Black or grey	Socks	Black or white
Bag	School Ruck Sack (with or without school logo)	Bag	School Ruck Sack with (with our without school logo)
Aprons (x2)	1 for cooking, 1 for other use*	Apron (x2)	1 for cooking, 1 for other use*

## Equipment list

Pens  
Pencil  
Ruler  
Eraser  
Protractor  
Pencil Sharpener  
School calculator\*  
Colouring pencils  
Dictionary

\* These items can be purchased from the School Office

## Games and PE Uniform

<b>Boys'</b>	<b>Girls'</b>
<b>Dance Wear</b>	
Black English Martyrs' T Shirt*	Black English Martyrs' T Shirt*
Black track suit bottoms	Black track suit bottoms
<b>Sports Wear</b>	
Black polo shirt with logo**	Black polo shirt with logo**
Black sports shorts	Black sports shorts
Black tracksuit bottoms (Astro Turf)	Black tracksuit bottoms (Astro Turf)
Black knee length socks or white sports socks	Black knee length socks or white sports socks
White soled trainers	White soled trainers
Red rugby top with logo**	Red hooded top with logo**
Football boots	
Rugby Mouth Guard	
Students selected for school football teams must wear shin pads	Students selected for school football teams must wear shin pads
Astroturf boots (Optional)	Astroturf boots (Optional)

Students cycling to school must wear a cycling helmet.

All items listed should conform to English Martyrs School approved style as available in many retailers and as displayed at the Induction meeting for the Year 6. Please note "Our appearance - how we wear our uniform" on the next page.

\*These items can be purchased from the School Shop via Parent Pay

\*\*These items can be purchased from: Schoolwear Centre, London Road, Oadby / Uniform Direct, 54 – 56 Humberstone Gate, Leicester LE1 3PJ / Trendy Schoolwear, [www.tswuniforms.co.uk](http://www.tswuniforms.co.uk)

## Our appearance

### How we wear our uniform

All uniform must be worn correctly with care and pride at all times including travel to and from home. Please observe the following instructions carefully.

- The only permitted ear jewellery is a pair of studs, one in each ear in the bottom lobe. Ear stretchers, tapers and plugs may not be worn. Nose piercings are not permitted
- Tattoos and body piercing is not permitted.
- Make-up or nail varnish should not be worn in school.
- Hair styles should be moderate and appropriate for school as agreed by the Principal. No haircut should be clipped below '2'. Hair may not be dyed a colour which is not a natural colour.
- No logo other than the school badge is permitted. Only English Martyrs badges may be worn on school uniform.
- Shoes should be formal black school shoes. They must be durable and protect the feet from potential accidents in classrooms, design and technology activities and around the school. Fashion items and training shoes or shoes which look like trainers are not appropriate school wear. Canvas shoes and boots are not permitted. Shoes should not have any logos. Examples of appropriate footwear are displayed on the school website. Please check with your child's Head of Year if in doubt prior to purchase.
- Baseball caps and other hats are not permitted at any time. Scarfs and woollen hats may only be worn in extreme weather conditions (snow). Hats, gloves and scarfs may not be worn indoors.
- A 10 minute uniform detention is held at lunchtimes for those not wearing their uniform correctly.

Please note that a student who does not turn up to school in correct uniform may be withdrawn from class until the issue is sorted out.

## Appendix 2

### Home School Agreement

#### The school

As a school, we will:

- Live as a Catholic Community
- Have high expectations of all students in their conduct and work
- Provide opportunities for faith development of all students
- Offer a broad and balanced learning experience for all
- Record and reward achievement and progress
- Provide all students with opportunities for enrichment activities
- Encourage students to work to the best of their ability
- Provide regular reports and meetings with parents
- Listen and respond to any concerns raised
- Promote good attendance and punctuality

#### Students

As a student, I will:

- Respect and live as a member of this Catholic Community
- Follow the school's Code of Conduct
- Work to the best of my ability at all times and help others in their work
- Adopt a positive attitude towards, and participate fully in, the life of the school
- Show respect for others both in and out of school
- Use the internet responsibly in and out of school
- Come to school with all the equipment needed
- Report and not partake in bullying in all its forms including cyber bullying
- Attend school regularly, on time and in correct uniform
- Co-operate with adults
- Record my homework and complete it on time
- Respect the school environment and the local community
- Take part in school activities outside lessons

## Parents / Carers

As Parents / Carers, we will:

- Support the Catholic values, teaching and prayer life of the school
- Support the school policies regarding attendance, uniform, discipline and attendance
- Ensure your child is properly prepared for school each day
- Ensure the school office is made aware immediately of any changes to our contact details
- Support your child to complete homework and revision and hand things in on time
- Keep the school informed about any problems which might affect our child's learning
- Read and respond to correspondence from the school
- Sign the school diary weekly
- Attend Parents' Information and Consultation Meetings
- Support our child to undertake an afterschool activity/club
- Support teachers by collecting our child punctually from afterschool events or trips
- Set a good example by conducting ourselves with courtesy at school meetings

Signed \_\_\_\_\_(Chair of Governors)      Date: January 2020

Signed \_\_\_\_\_(Parent)      Date \_\_\_\_\_

Signed \_\_\_\_\_(Student)      Date \_\_\_\_\_

## Appendix 4

### ICT and Internet Protocol

English Martyrs Catholic School recognises the wonderful opportunities for learning offered by ICT applications and the Internet. Everyone is expected to use the Internet and all ICT applications responsibly. All students must agree to follow this protocol.

#### In school

##### ***Using the network:***

I will only access the network with my personal login and password.

I will treat all equipment with care and respect.

I will report any faulty equipment.

I will not access other people's network area or files.

I will not eat or drink near a computer.

##### ***Using the internet:***

I will ask permission from a teacher before using the internet.

I will use the internet responsibly and sensibly to help my education respecting myself and others and the schools values.

I will never access rude, undesirable or offensive material

I will report any unpleasant material or cyber bullying to a teacher immediately to help protect other students and myself.

I understand that the school may check my computer files and may monitor the internet sites I visit.

I will not use social network or chat room sites or complete and send forms.

I will not make copies of copyright materials.

Please note that children under the age of 13 are not permitted by law to access Social Networking sites.

##### ***Out of school:***

I will use the internet responsibly. I will not post pictures or video from school without permission. I will respect others in what I say using email or social networking sites etc. I understand that the school will report any abuses to the proper authorities.

I understand that if I break any of these rules, my login will be denied and there will be disciplinary action.

**Student:** \_\_\_\_\_ **Form:** \_\_\_\_\_

**Parent:** \_\_\_\_\_ **Date:** \_\_\_\_\_