

**CARDINAL NEWMAN CATHOLIC SCHOOL**



**Cardinal  
Newman  
CATHOLIC SCHOOL**

**BEHAVIOUR POLICY**

**OCTOBER 2021**

# POLICY ON BEHAVIOUR

## **RATIONALE:**

We believe that our Catholic Christian ethos calls us to have the highest expectations of our staff and students in the understanding that all are made in the image and likeness of God. To allow all members of the community to respond to these expectations we seek to create an environment for learning that is safe and characterised by mutual respect. In doing this we will strive to bring the love and forgiveness of God alive in all our dealings with each other and particularly when correcting students' behaviour.

## **RELATED LEGAL DOCUMENTS:**

The Department for Education's statutory guidance or departmental advice on Behaviour and Discipline in Schools, Searching, Screening and Confiscation (2018), the use of reasonable force, exclusion from maintained schools, academies and student referral units, as well as the Special Educational Needs & Disability Code of Practice, regulations governing exclusions and the Equality Act 2010.

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015 UKCCIS guidance, 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (January 2017)

## **BASIC PRINCIPLES:**

- Governors recognise that they have a duty to promote teaching and learning in line with the Catholic ethos of the school whose purpose is learning in all its dimensions.
- We believe that learning cannot take place effectively without an orderly atmosphere and that if students are permitted to misbehave they not only prejudice their own educational chances but disrupt the education of those around them.
- We believe that unacceptable behaviour in some Students can be changed if staff, students, parents and governors all work together constructively and consistently to that end.
- We also recognise that we have a responsibility to society to train students in self-discipline, respect for others, the rule of law and the understanding of their rights and responsibilities thus enabling them to take their place in British society and contribute to the general good.
- We recognise that the students are young and are in the process of growing into adulthood and that the Headteacher should have regard to this in the application of sanctions and rewards, exercising the Catholic Christian virtues of forgiveness and reconciliation.
- We recognise that there are occasionally times when the Headteacher will have to balance the good of the individual against the good of the school as a whole.
- We will adhere to the most up-to-date government guidance in all matters concerning behaviour e.g. detentions, exclusions, searching students and banned items.

## **AIMS AND OBJECTIVES:**

- I. To strive in our dealings with each other to live up to Christ's call to love one another.

### **Objectives:**

- a. To develop strong relationships with students so that they want to behave well.
- b. To provide positive adult role models of caring, considerate and co-operative behaviour.
- c. To encourage all members of the community to own up and apologise when they have got things wrong.

2. To encourage all members of our community to exercise good manners, self-discipline and to value and respect each other's feelings, rights and property.

**Objectives:**

- a. To make our expectations of good behaviour clear to all students in Assemblies, Tutor Time and Lessons and to make sure that these expectations are consistently explained.
- b. To be polite and respectful towards each other.
- c. To promote good behaviour and a proper regard for authority.

3. To maintain an ethos in which learning and achievement are encouraged, celebrated and viewed positively by all.

**Objectives:**

- a. To set interesting and challenging tasks that will generate collaborative learning, enjoyment and opportunities for success.
- b. To recognise and celebrate achievement and progress, placing the emphasis for encouraging good behaviour on praise and rewards.
- c. To create an orderly atmosphere conducive to learning and effective teaching which does not tolerate low level disruption.
- d. To implement the **ASSERTIVE DISCIPLINE** system consistently and effectively providing regular training for staff.
- e. To seek to prevent poor behaviour e.g. by providing lockers to protect students' property; having whole-school classroom management strategies (such as seating plans) that anticipate inappropriate behaviour.

4. To respond justly to those who behave unacceptably, seeking to repair relationships through forgiveness and reconciliation, resulting in improved behaviour in the future.

**Objectives:**

- a. To tolerate nothing that would potentially harm a member of the community.
- b. To ensure that all interventions are just and do not cause humiliation.
- c. To use balanced, graduated responses to unacceptable behaviour.
- d. To ensure that restorative justice meetings between staff and student or student and student are part of the discipline process.
- e. To uphold the Uniform Policy through the use of the Standards' Card which provides students and parents with opportunities to remedy incorrect uniform\*.

5. To promote a strong partnership with parents/carers in all our efforts to maintain good behaviour in school.

**Objectives:**

- a. To inform parents and to seek their support in all matters relating to student behaviour in line with the Home School Agreement. Student commitment to community safety document to be considered as the Home School Agreement.(see Student Planner).
- b. To encourage parents to engage in the education of their children through Key Stage Induction Evenings, Parents' Evenings, Presentation Evenings, Friends of Newman activities, Parent Council, Parent Services and other extra-curricular activities.

6. To ensure that all adults in the school share a common responsibility for maintaining good discipline, promoting the school's guidelines on good behaviour and following the school's systems for dealing with poor behaviour.

**Objectives:**

- a. To ensure that staff and others in a supervisory role enforce the expected standards around the school generally, in corridors, dining room, on the playground etc.
- b. To ensure that every effort is made to identify and support students with behavioural difficulties.

\*The Uniform Policy is an integral part of the Behaviour Policy – see Appendix for details

## **SCHOOL EXPECTATIONS**

*EXPECTATIONS to support safety and our shared values and ethos:*

### **UPHOLD OUR VALUES; RESPECT ALL OTHERS; STAY SAFE**

1. Uphold the values and ethos of the school at all times, both in school and in the wider community
2. Be in full school uniform and wear it correctly, with pride
3. Be respectful of every member of the school and wider community including the environment, celebrating the differences that exist between people
4. Keep yourself and others safe through excellent behaviour

*EXPECTATIONS to support learning in lessons:*

5. Arrive on time to lessons and enter the room quietly and begin the starter activity in silence.
6. Come to your lessons properly equipped and with homework complete
7. Follow instructions first time given and stay on task
8. Raise your hand before answering or speaking.
9. Remain in your seat unless asked to move.

## **SIXTH FORM:**

The Behaviour Policy applies to all students in Y7 – 13. The sixth form is a beacon of best practice in the school and is expected to provide an example to the rest of the school community. The policy includes a separate section that outlines the school's additional expectations for students in the sixth form and the procedures that are used to ensure sixth form students meet those expectations. (See Section H of the Appendix)

## **RESPECTING THE RIGHTS OF THE STUDENTS**

Cardinal Newman Catholic School is committed to promoting good behaviour, respect for the individual, preventing bullying and ensuring that all students can succeed by regulating the conduct of our students. However, we are also committed to safeguarding the interests of students against unfair or inappropriate interventions. Disciplinary sanctions will be reasonable and not breach any statutory requirement or prohibition. This includes the legislation on SEN, disability, race and other equalities and human rights. We will also take account of the student's age, any special educational needs or disability the student may have, and any religious requirements affecting the student.

## **STATEMENT ON THE APPLICATION OF THIS POLICY:**

- No policy can be expected to cover all behaviours and the Governing Body present the Headteacher with the autonomy to manage incidents that might lie outside of this policy, in a way that is proportionate to the spirit of the policy.
- Parents and carers expect good behaviour in our school. Therefore, parents and carers are expected to support the school fully in the application of this policy and never seek an exception for their child.

- The school will seek to engage with parents / carers or respond to expressions of concern from parents / carers **where a pattern of poor conduct emerges**. The school will not routinely review individual incidents unless they are so serious they warrant investigation for consideration of fixed term or permanent exclusion. This will form part of the normal process of investigation prior to any decision being made.

## **NON-CRIMINAL BEHAVIOUR OUTSIDE THE SCHOOL**

The school has the power to sanction students for non-criminal misbehaviour which occurs outside of school in the following circumstances:

For misbehaviour when the student 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 student at the school.

For 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 student or member of the public; or
- could adversely affect the reputation of the school.

Incidents involving the school's students that are witnessed by a member of staff or reported to the school by a member of the public (including parents) will be investigated and sanctions imposed where it is reasonable and proportionate to do so.

## **CRIMINAL BEHAVIOUR OUTSIDE OF SCHOOL**

The school has the power to sanction students for criminal misbehaviour which occurs outside of school.

Parents should be aware that the police work to a different standard of proof (i.e. beyond reasonable doubt) to the standard of proof applied by schools (i.e. on a balance of probabilities). The police also have to consider whether it is in the public interest to take formal action against a student. What this means is that, just because the police have decided to take no formal action against a student, this does not mean they have exonerated the student – it may just be that they have decided that it is not in the public interest to take formal action.

Where misbehaviour is reported to the school which could amount to a criminal offence, the school will investigate and consider whether it is reasonable and proportionate to impose a sanction on the student for that misbehaviour. This will involve liaising with the police to establish what action, if any, they are taking and the reasons for their decision. The school may impose a sanction even where the police have decided not to take any formal action.

Before imposing a sanction, the school will consider whether it has been able to obtain sufficient information about the incident to make a fair decision, as well as taking into account the punishing effect on a student of being subject to a police investigation.

## **SANCTIONS**

The school will use a variety of sanctions depending on the nature and severity of the incident:

- Behaviour Points
- Detentions, before and after school
- Removal of privileges
- Removal of break and lunch time
- Isolation
- Seclusion

- Fixed Term Exclusion
- Permanent Exclusion

## REWARDS

The school will reward excellence and effort in a number of ways for both individuals and groups.

## BANNED ITEMS:

The following items are always banned. In addition to this list, the school will from time to time, ban specific additional items which have become disruptive of the smooth running of the school e.g. 'fidget spinners'. Banned items will be confiscated and either handed to the police, destroyed or returned (depending on the item) at a later date as appropriate.

- Knives/weapons
- Alcohol
- Illegal Drugs (and the paraphernalia associated with these)
- Stolen items
- Tobacco, cigarette papers, lighters and matches
- Fireworks
- Offensive material - pornographic, racist, homophobic, extremist material in any medium. (See also Safeguarding Policy and students referred under the PREVENT duty)
- Any article that a member of staff reasonably expects has been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person, including the student
- Aerosol cans such as deodorants, hairspray and perfumes
- Chewing gum
- Mobile phones (on the school site before school, during lessons and at break times (see Appendix)
- Chains
- Catapults
- Tools (scissors, screwdriver, hammer, nails etc)
- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
- E cigarettes
- Stink bombs
- Solvents
- Energy drinks
- Super Glue
- Needles (Syringes if required for medical grounds should be kept in accordance with the pupils own care plan and the schools own drugs/medical policy)
- Rope, cable ties
- Fidget spinners
- Items banned in the Uniform Policy (see Uniform Policy)

## THE 'POWER TO SEARCH'

### If we suspect a student is carrying a banned item

*For the purpose of this policy a "weapon" is any firearm of any description, including starting pistols, air guns and any type of replica or toy gun; knives, including **all variations of bladed object** including pocket knives, pen knives, multi-tools, craft knives, scissors etc; explosives, including fireworks, aerosol sprays, lighters and matches; laser pens or other object, even if manufactured for a non-violent purpose that has a*

*potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.*

We believe that the most effective way to keep weapons out of our school is by educating young people in better behaviour and in the dangers of illegally carrying a weapon. A range of activities contributing to maintaining the safe environment of our school will be delivered in school e.g. programmes on improving behaviour, curriculum opportunities for learning about responsibility, conflict, and safety and other programmes for young people on parenting and anger management.

It is illegal to bring a weapon into school and any offender will be reported to the police and could face permanent exclusion. The head teacher and members of the Senior Leadership Team can therefore in exceptional circumstances, search students even without their consent, when they have reasonable grounds for suspecting that a student has a knife or other weapon. They can search a student on school premises or anywhere else where students are under the charge of the member of staff conducting the search, (such as during an off-site educational visit) for a weapon or any of the other materials used in the heading above.

In most situations, staff will not attempt to do this but will call for police assistance. If however, members of the Leadership Team decide that they have no choice but to conduct a search, they must comply with conditions specified in the statutory power e.g. a second person must be present who is of the same sex as the student searched. A student who refuses to be screened for suspected possession of offensive weapons, will be refused entry to the school and this will be recorded as unauthorised absence.

A Student's possessions can be searched without consent. The search may be carried out by any member of staff; the student must be present.

The school may search for any banned item that they have reason to believe is being carried by a student.

Parental consent is not required when searching a student for a banned item.

The government's 'Searching, screening and confiscation at school' guidance, has been updated. The latest document (DfE January 2018) includes a new section, 'Statutory guidance for dealing with electronic devices'. Other than this section, the previous guidance still holds.

A summary of the new section is below:

*Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:*

- *cause harm,*
- *disrupt teaching,*
- *break school rules,*
- *commit an offence,*
- *cause personal injury, or*
- *damage property.*

*Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.*

*Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.*

## **CONFISCATION OF PROPERTY**

Students are expected to wear full school uniform; adhere to the school's policy on jewellery and should not have a mobile phone out during the school day. Failure to follow these school rules may

lead to certain items being confiscated by staff. Teachers who confiscate items are responsible for their safe-keeping and should make sure that the period of confiscation is appropriate to the level of disruption caused by the student. Other articles which are disruptive to the smooth running of the school may also be confiscated. In this case, Staff will be expected to use their professional judgement.

Mobile phones that have been confiscated will be locked in the main office for security purposes. They will only be returned to parents or a suitable adult and not to students.

The headteacher may ask a student to leave the premises briefly to remedy breaches of school uniform or appearance. This will be for no longer than it takes to remedy the breach and is an authorised absence, not exclusion. If the student fails to return it will be considered truancy and an unauthorised absence. If the student continues to breach uniform regulations in order to avoid school, it will be counted as unauthorised. In making these decisions, the headteacher will give due consideration to age, degree of vulnerability of the student and parents will always be notified.

## **RECORDING INCIDENTS**

Incidents will be investigated by an appropriate member of staff. Staff and students will be asked to complete statements and to sign and date them. If a student refuses to write an account of an incident it will be noted that they have been offered the opportunity but declined. Parental consent is not required for the taking of statements.

## **Appendix A**

**This sets out more details about the above as well as providing information about some specific behavioural issues including how we will deal with persistent poor behaviour**

### **ADDITIONAL INFORMATION REGARDING OUR BEHAVIOUR MANAGEMENT SYSTEMS, EXPECTATIONS AND GUIDANCE**

#### **A - MANAGING BEHAVIOUR IN THE CLASSROOM**

##### **I. ASSERTIVE DISCIPLINE – ACHIEVEMENT AND BEHAVIOUR POINTS**

Students can receive Achievement Points and Behaviour Points. There are rewards for Achievement Points and sanctions for Behaviour Points that are linked to the School Expectations. These points are totalled and each week's progress is displayed in the year area. Points are awarded as follows:



ACHIEVEMENT POINTS <b>A</b>	<ul style="list-style-type: none"> <li>• High quality written work.</li> <li>• High quality verbal answers.</li> <li>• High quality group work.</li> <li>• High quality homework.</li> <li>• Asking good questions.</li> <li>• Outstanding behaviour that helps others learn.</li> </ul>
BEHAVIOUR POINTS (Organisation) <b>O</b>	<ul style="list-style-type: none"> <li>• Arrive on time to lessons.</li> <li>• Come to your lessons properly equipped including homework and student planner/ PE Kit/ Ingredients for Food Technology.</li> </ul>
BEHAVIOUR POINTS (Disrupting learning / failure to engage with learning) <b>D</b>	<ul style="list-style-type: none"> <li>• Enter the room quietly and begin starter task in silence.</li> <li>• Follow instructions first time given and stay on task</li> <li>• Raise your hand before answering or speaking.</li> <li>• Remain in your seat unless asked to move.</li> <li>• Treat others, their work and equipment with respect.</li> </ul>
Sixth form <b>ONLY</b>	<ul style="list-style-type: none"> <li>• <b>Green Slips:</b> Any Sixth Form concerns should be recorded as a Green Slip on SIMS e.g. punctuality or attendance concern, quality and production of homework, attitude, behaviour etc.</li> <li>• <b>Gold Slips:</b> Any Sixth Form achievement should be recorded by awarding a Gold Slip to the student on SIMS e.g. good class or homework, positive contributions to lessons, coming to seek help support following assessments.</li> </ul>

## 2. IMPLEMENTING THE ASSERTIVE DISCIPLINE SYSTEM (AD)

### a) Managing the environment

- Achievement Points and Behaviour Points are recorded on the board so students can see where they are and to avoid any confusion or argument. (*There may be occasions due to the nature of the incident where it is not possible for a teacher to write AD on the board e.g. when a student is arguing. The teacher may use their discretion in these circumstances.*)
- Only students who disrupt the lesson can be sent to Remove as a 3<sup>rd</sup> Consequence OR a Serious Incident
- At the start of the lesson students should come straight into the classroom, and stand behind their chairs in silence. The teacher will greet the class:

**TEACHER: Good morning/afternoon everyone**

**CLASS: Good morning/afternoon Miss/Sir**

**TEACHER: Please sit down, books, pencil cases and planners out and begin the starter activity in silence**

We have this expectation because some students do not automatically have good manners and it is our job to help instil these and ensure students practise them so that they become habitual.

### b) Managing rule breaking:

As has already been noted, the rules must be enforced as consistently and fairly as possible. We do expect teachers to remember they are building relationships as they apply these rules but stress that the school will support any teacher who applies the rules with fairness and in a way that is consistent. To assist understanding of these rules a general explanation is applied to each:

1. Arrive on time to lessons and enter the room quietly and begin the starter activity in silence—students should enter quietly and greet their teacher politely. If they are late / chatting / not following this expectation they will have their name put on the board.
2. Follow instructions first time given and stay on task – students must listen carefully, do their best to understand the instructions, ask questions if they do not understand in an orderly way and remain engaged in their work at all times. Sitting doing nothing is not acceptable as it sets an example that not working hard is OK. It is not. **Students must never argue about AD in the lesson (see ensuring fairness below)**
3. Raise your hand before answering or speaking – teachers may invite discussion work or pair work that involves the class speaking together, but it will remain orderly at all times. At normal times in the classroom the students must remain quiet while the lesson is in progress. Chatting for any reason – even something as innocent as asking to borrow equipment from a neighbour – may lead to a BP as it is impossible for a teacher to distinguish between genuine need and idle chat
4. Remain in your seat unless asked to move – students must always follow the seating plan of the teacher without question. A change of seating plan may be requested following a discussion with a teacher outside of the lesson, but the teacher will always make the final decision
5. Treat others, their work and equipment with respect – this includes the way that the student works in the lesson. Their work should be neat, set out in accordance with school expectations and be **their** best – teachers will know some students struggle with aspects of presentation and will make an appropriate adjustment

c) Third Consequences and Serious Incidents:

AD works with a series of consequences and serious incidents:

i. The 3<sup>rd</sup> Consequence rule

Students have 3 chances in every lesson to do the right thing. They may make 2 rule infringements without the serious consequence of being sent to Remove. A further consequence means a student is sent to Remove. The process is set out below:

First rule infringement (Under D above)	NAME ON THE BOARD – the student receives a behaviour point
Second rule infringement (Under D above)	ONE TICK – the student receives a second warning about their behaviour and another behaviour point
Third rule infringement (Under D above)	REMOVE – the student is sent out of class and spends the rest of the lesson in the Remove centre. The student also has a detention after school (see Head of Year Detentions)

ii. Serious incidents

This is any incident **the teacher** deems so serious that the lesson cannot continue with the student in the room. This will always include any arguing with the teacher or member of support staff, confrontation with another student, dangerous behaviour, abusive language and/or aggressive behaviour and could include a wide range of other situations that are deemed serious by the teacher at that time.

d) Remove

Students sent to Remove must work in silence. There is no other place for a student to go other than Remove and a student who does not behave is almost certain to face an immediate fixed term exclusion and the parent / carer be required to collect the student from the school.

- Students sent to Remove spend the rest of that lesson in Remove and then return to normal lessons.
- Any student persistently sent to Remove (3 or more times in a half term) will spend two days in isolation before returning to class to ensure the learning of other students is protected. (See also *Section D: Supporting Student Improvement* below)

As part of the 'Remove' sanction and reflecting the seriousness of the situation, all students sent to Remove also complete an after-school Head of Year detention until 5:15pm.

A member of staff who sends the same student to Remove twice in a half-term will meet with the student and parents, with the Head of the relevant Department.

e) Ensuring fairness and justice

In line with the expectations in applying this policy, where a parent or carer feels there is a persistent picture of injustice in the management of behaviour, they may contact their child's Head of Year in the first instance to discuss the matter further. The parent / carer will be expected to outline any concerns about the application of this policy; the policy itself is not negotiable.

Parents and Carers may request that the Head of Year investigate a Serious Incident if they feel there has been a serious injustice. The Head of Year will make the final decision, consulting with the Deputy Headteacher in charge of school discipline and behaviour where necessary to ensure there is consistency across the school. This decision is final.

Where a Remove visit of any kind is overturned all associated sanctions will be withdrawn.

## **B – SPECIFIC BEHAVIOUR ISSUES**

### **1. TRUANCY**

If a student is found to be truanting from a lesson then they are placed in isolation for the rest of that day and make up the time missed due to truancy in a detention set by the department.

If a student truants for a whole day on their return to school they are placed in isolation, followed by a parental meeting and off the playground for 5 days.

Following any type of truancy, a student is placed onto white report and the incident recorded on CPOMS.

### **2. BEHAVIOUR ON THE BUSES**

A great deal of effort has gone into securing buses for students by staff, parents and carers. The expectation is that students will be a credit to the school when they travel on these buses. Poor behaviour on the buses will always be investigated and the school will always take a zero-tolerance approach to students who let others down through their poor behaviour. The school expects every student to follow the long-standing rule that Y7&8 sit downstairs and older students use the upper deck. Where there is poor behaviour:

- a) A member of staff is usually on duty at the end of each day on each of the ten buses to ensure the smooth departure of students from the school at the end of the day – *good behaviour should be automatic and is not dependent on the member of staff being present*
- b) The school may ask ARRIVA for CCTV if necessary (ARRIVA will show CCTV to the school but not to Parents / Carers due to Data Protection regulations).
- c) The school will ban students from the dedicated school buses for a period of time / indefinitely if they persist in misbehaving / are involved in a serious incident. They will not be allowed access to the buses on the school site and will serve a period in isolation / fixed term exclusion if they attempt to use the bus either in the morning or at the end of the day.

- d) Tutors should make sure that students know that any incidents they report will be treated in confidence wherever possible.

### **3. BEHAVIOUR ON THE PLAYGROUND**

The school expects students to behave well and to show high levels of responsibility at breaktime and lunchtime. Students who do not follow the school's expectations with respect to good conduct at break and lunchtime will be required to attend a closely supervised space at breaktime and lunchtime for a period of 5 days in the first instance. This sanction is in response to the difficulties presented by a minority of students who, left unchallenged, make break and lunchtime periods difficult to manage for the rest of the school. Where problems persist, students will be required to attend Supervision for an indefinite period of time. Reasons for BREAK AND LUNCHTIME SUPERVISIOIN include:

- Any kind of unwanted touching / inappropriate touching
- Any kind of violent incident or ugly verbal confrontation
- excessively silly behaviour (e.g. mock fighting)
- Crowding around an incident between two other students
- Responsible for escalating a dispute between other students / groups
- persistent silly behaviour
- disruption to learning areas at break / lunchtime (e.g. running through closed off areas)

This not an exhaustive list and may be added to at the discretion of the Headteacher for any given incident where it is a reasonable and proportionate management response.

### **4. SMOKING, ALCOHOL AND DRUGS / PSYCHO-ACTIVE SUBSTANCES**

The school is a no-smoking area and this applies to students and staff. The school has a zero tolerance attitude to any illegal substance due to the danger they may present to users.

- Students found smoking or using any substance will be reported to the HOY and parents contacted.
- Any student using an illegal substance will usually receive a fixed term exclusion.
- Possession of drugs is a criminal offence and any Illegal substances found will be confiscated and given to the police who may decide to take criminal action. Alcohol and tobacco will be confiscated and disposed of.
- Possession with intent to supply, or supplying, are very serious criminal offences which attract custodial sentences. Any student found doing this will always be reported to the police. It is a serious breach of the school behaviour policy as it is highly likely to be damaging to the welfare of others in the school.

There are procedures for dealing with smoking and these are outlined in the school's Drug Education Policy. The same applies to students suspected of having or taking alcohol or drugs.

### **5. SEXUAL MISCONDUCT and Peer on Peer Abuse**

As a school community we are committed to a whole school approach to identifying, tackling & responding to peer on peer abuse, sexual harm/violence and harassment.

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of peer on peer abuse in our school and beyond.

In cases where peer on peer abuse is identified we will follow school procedures to report using CPOMs, ensure DSL is aware and report and record.

During their time at secondary school young people move from being children, through adolescence to being young adults. It is a time of mental and physical growth including sexual awareness and can be a confusing and insecure time. While school can be one of the places to discuss these changes, it is essential that students are protected and safeguarded at this time from unwanted and inappropriate sexual advances or contact from other students. It is never appropriate to touch another student sexually or to make sexually suggestive remarks (in person or via social media) and any behaviour of this sort will be dealt with severely, taking into account the age and previous behaviour of the students as well as the seriousness of the incident. Parents will always be informed as will the police and other agencies if warranted by the nature of the incident.

**We will take a robust approach and educate all our staff to help prevent and tackle this.**

## **6. SCHOOL UNIFORM STANDARDS AND THE STANDARDS' CARD:**

Students are expected to wear the school uniform in full for the entire duration of the school year.

The school's Uniform Policy sets out the school uniform in detail and any breach of this policy will be a breach of the Behaviour Policy.

Every student has a standards' card in their planner. Notes from parents will only be accepted with medical confirmation from a GP that there is a good reason why a student cannot wear an item of uniform e.g. school shoes. There is a new standards' card for each full term of the school year so that students get a 'fresh start' at the beginning of each term (i.e. in September, January and April). The standards' card provides students with six opportunities to correct their uniform, either wearing it properly e.g. shirts tucked in, or replacing lost or incorrect uniform. This means that there is always a weekend when new uniform can be purchased without the student being punished for wearing the wrong uniform. For this reason a note from a parent is not necessary. Students will be expected to accept the judgement of the member of staff in full and not argue.

The school keeps a supply of good quality, nearly new uniform which parents are welcome to purchase cheaply and in confidence. In addition, the family worker usually has a supply of vouchers towards the cost of school shoes.

"Teachers can discipline pupils for breaching the school's rules on appearance or uniform. This should be carried out in accordance with the school's published behaviour policy". (DfE Guidance on School Uniform) Please note that this could mean detention, the student sent home to correct their uniform, or fixed-term exclusion if a problem persists.

**Failure to hand over the Standards Card will result in an immediate after school detention with the Headteacher / member of SLT.**

## **7. CORRIDOR / GENERAL CIRCULATION BEHAVIOUR:**

Students are required to move calmly around the school site. They should be polite, be patient, be kind and be mindful of others. At all times students should adhere to the circulation rules of the school both inside and outside the building. We are a large school with corridors and route ways that were not designed for our student number, so we must manage the flow of students very carefully to maintain good order and student safety. In particular students are expected to:

- Walk calmly and swiftly between lessons so they are not late
- Follow circulation routes both inside and outside of the school buildings
- Talk quietly and avoid shouting. We do NOT expect silence and want students to enjoy one another's company as they move from lesson to lesson respectfully and calmly.
- Avoid congregating in large groups that block the flow of students around the school and present a hazard
- Follow teachers' instructions immediately and without any arguing

Students not behaving in a way that is consistent with these expectations will have their Standards' Card signed by the member of staff stopping the student. To assist students in ensuring they are on time for lesson a bell will sound five minutes before the end of break and lunch. Students not at their lesson by the time of the second bell will be marked late.

## **8. MOBILE PHONES**

### **STUDENTS ARE ALLOWED TO HAVE THEIR MOBILE PHONES IN SCHOOL**

With the development of e-tickets on the buses, which are cheaper and safer than paper tickets, it is no longer fair to ban students from bringing their mobile phones to school with them. However, it remains the advice of the school that students do not bring phones or other electronic devices to school as they are very expensive and desirable items and the school accepts no liability for phones or other electronic devices which are lost, damaged or stolen while at school, and will not undertake investigations in this respect.

- a) Mobile phones are **BANNED FROM BEING USED DURING THE SCHOOL DAY** from the moment students arrive on the school site until the end of the school day (3.35 p.m.). Phones must be switched **OFF** and kept in students' bags or pockets at all times. Accordingly, parents should not telephone or text their children during the school day. Reception staff are able to take and pass on messages to students from parents.
- b) Students found with their phone out of their bag/pocket at any time during the school day will have their phone confiscated, and may be sanctioned. **FOR THE AVOIDANCE OF DOUBT, STUDENTS MUST NOT HAVE THEIR PHONES IN THEIR HANDS AT ALL WHILE THEY ARE AT SCHOOL DURING THE SCHOOL DAY.** Confiscated phones will be handed into Reception with the name of the student and the name of the member of staff who confiscated the phone. The first time, the phone will be retained by the school until Friday of that week when it can be collected **BY A PARENT/CARER ONLY.**
- c) The second time, the phone will be retained by the school until the end of that half-term, **WHEN IT CAN ONLY BE COLLECTED BY A PARENT/CARER.** The third and subsequent times, the phone will be retained by the school for the remainder of the school year and may not be returned at all.
- d) **THE SCHOOL WILL NOT BE LIABLE FOR ANY LOSS, DAMAGE OR THEFT OF MOBILE PHONES (OR OTHER ELECTRONIC DEVICES) WHICH HAVE BEEN CONFISCATED AND RETAINED BY THE SCHOOL.**
- e) Sixth formers are allowed to use mobile phones and other electronic devices, but should do so discreetly. Sixth form students are not permitted to use or handle their mobile phones or other electronic devices during lessons, except where they have a teacher's permission for a specific action (for example, photographing the board or work). Students will be sanctioned if they breach this rule.
- f) Students may ask to make a telephone call from a school phone, however they must have a note from their HOY authorising this before they do so.

## **9. COOPERATION WITH THE SCHOOL, IT'S ETHOS and VALUES**

### **I. Supporting investigations**

The school has a clear ethos and has established clear values. We expect all students in our school to cooperate fully with any investigation into wrongdoing by others in the school. Students present at an incident are required to note who they were with, what they saw, what they heard and where they were. They may be asked for more details depending on the nature of the incident.

It is never acceptable for a student to say nothing in light of an investigation. We are a community and we rely on the support we receive from one another. A student who refuses to give a statement may allow a serious incident to go unpunished, a victim to go without justice and a perpetrator to go without correction.

We are careful to maintain confidentiality as far as is possible during an investigation mindful that students may want to be supportive of the school, but will not wish to let a friend down even though they have done something wrong. Students need to accept that if someone has done something wrong it needs to be addressed.

Students who do not support the school will face an appropriate and proportionate sanction.

2. Honesty and integrity

The school works to very high standards to safeguard the welfare of students in the school. Students who are dishonest and / or make malicious or vexatious allegations or remarks about a member of staff will be subject to serious sanction by the school that is proportionate to the incident.

**C - SANCTIONS**

For students who persistently misbehave the following escalating sanctions may be applied. Where a student commits a serious breach of the school behaviour policy the school may move immediately to more serious sanctions, including permanent exclusion the headteacher will exercise appropriate discretion in the application of these polices.

<p><b>AFTER SCHOOL DETENTIONS</b></p>	<p><b>1. Head of Year detentions:</b></p> <ul style="list-style-type: none"> <li>• Anyone who is sent to Remove receives a detention until <b>4:00pm.</b></li> <li>• Each week the HOY identifies all those who have received 8 or more BPs in the previous week. Students who receive 8 or more behaviour points over the course of a week are detained for one hour until <b>4:00pm</b></li> <li>• Anyone who is sent to remove and an 8 Point detention receives a detention until <b>4:30pm</b></li> <li>• <b>Headteacher detention: Friday 3:00pm – 5:00pm</b></li> <li>• Students whose Standards Card is full or who do not have it with them (it is in the planner) when asked for it by a member of staff</li> <li>• Any student who does not attend their Head of Year detention</li> </ul> <p><b>2. Students on Report</b> who fail to get their Report signed / completed may be subject to detentions without notice to parents / carers</p> <p><b>3. Class teachers</b> may also set after-school detentions for incomplete homework or classwork where required. Parents of students who fail to attend these detentions will be expected to attend a meeting with the class teacher / Head of Department to discuss the student’s learning and arrange the completion of the work. These detentions are in place to ensure quality learning.</p>
<p><b>ISOLATION</b></p>	<ul style="list-style-type: none"> <li>• Students do not attend lessons and spend the day in a separate, supervised room where their work is brought to them to complete.</li> <li>• For students who have persistently misbehaved, engaged in early stages of bullying or refused to go to Remove</li> <li>• Isolation may also be used where the Headteacher determines it is necessary in order to maintain good order and high standards in the school</li> <li>• The school will also isolate a student during the period of an investigation into an incident e.g. involved in a fight. Where a student is found to be in the wrong, this period of isolation may be included as part of a sanction that may follow at the discretion of the Headteacher.</li> <li>• <b>Students who are sent to remove twice in 10 school days will be isolated for two days.</b></li> <li>• Students sent three or more times in a half-term will be isolated for two days.</li> <li>• Following isolation a phone call/ meeting between SLT, HOY, student and parents must take place. Notes of meeting recorded and copied to HOY for file.</li> </ul>
<p><b>SECLUSION</b></p>	<ul style="list-style-type: none"> <li>• Students work on their own supervised by the senior staff. Their classwork is brought to them and they are not allowed to mix with other students at any time.</li> </ul>

<p><u>all coded as isolation</u></p>	<ul style="list-style-type: none"> <li>• After Isolation, this is the next level of punishment for those who persistently misbehave. It is intended to help families as we seek to avoid fixed term exclusions.</li> <li>• Students arrive and leave at the discretion of the school.</li> <li>• Students are expected to bring a packed lunch / will be allocated a packed lunch if on FSM</li> <li>• Following Seclusion, a meeting between SLT, HOY, student and parents must take place. Notes of meeting recorded and copied to HOY for file.</li> </ul>
<p><b>FIXED TERM EXCLUSION (FTE)</b></p>	<ul style="list-style-type: none"> <li>• This is for more serious incidents at the discretion of the Headteacher. This will be used (for example) for students who have committed a serious offence e.g. sworn at a member of staff; attacked a fellow student; repeated defiance or refusal to respond to authority. <i>No behaviour policy can list all the reasons for fixed term exclusion, but all fixed term exclusions will be for issues that are either serious (similar to the examples identified above) or persistent in nature</i></li> <li>• Students are kept at home for between 1-5 days with school setting work for each of those days</li> <li>• The maximum possible length of exclusion is 45 days. After five days, students must be placed in an alternative educational establishment).</li> <li>• A meeting must take place between parents, student, SLT and HOY before student can be readmitted to classes. Notes of meeting recorded and copied to HOY for file.</li> </ul>
<p><b>PERMANENT EXCLUSION (PEX)</b></p>	<p>This is a rare occurrence and is only for students whose presence at school is considered to present a threat/risk to others [e.g. they have brought weapons to school, dealt in drugs or caused serious physical or mental harm to another student]. Further details are outlined in the section 'PERMANENT EXCLUSIONS'</p>
<p><b>SUPERVISED BREAK AND LUNCH TIMES</b></p>	<p>See section entitled BEHAVIOUR IN THE PLAYGROUND above. This sanction is for those who misbehave either inside or outside at break and/or lunchtime. Students in break time supervision must bring a packed lunch (Free School Meals students should get a sandwich from the dining room)</p>
<p><b>WITHDRAWAL OF PRIVILEGES</b></p>	<ul style="list-style-type: none"> <li>• The school may withdraw privileges for persistent poor behaviour / one off incidents of poor behaviour. This will be at the discretion of the Headteacher. This will include events such as: <ul style="list-style-type: none"> <li>- End of year reward trip</li> <li>- Prom</li> <li>- Overseas school trips</li> <li>- UK based school trips</li> <li>- In-school celebration events</li> </ul> </li> </ul> <p>Where permission is withdrawn, the school will not provide a refund of any monies paid towards the trip at the point of withdrawal and the parent / carer may still be liable for the full cost of the trip.</p>

### Informing parents:

- Government Guidance does not require the school to inform parents / carers of any detentions, but we would usually do so.
- Parents will usually be Informed by letter, text message, phone call or note in the diary
- It is the responsibility of parents to get their child to / from all detentions. This is non-negotiable, although the Headteacher may support the postponement of a detention where there is an unavoidable and one-off family emergency

### Investigating and Recording Incidents:

- Incidents will be recorded in detail by staff involved in the investigation and all staff and student statements will be signed and dated.
- Statements should be based on facts and direct observation



- Teachers taking statements from students must do so in the 1st person and ask the student to read, sign and date the summary
- Students accused of wrong-doing may refuse to give a statement. Teachers should note any refusal to provide a statement as the school has a responsibility to give every student the chance to respond to accusations

## D - SUPPORTING IMPROVEMENT

### I. REPORT CARDS

In order to monitor students' behaviour, praise improvements and intervene quickly if there appears to be a deterioration in behaviour, students may be given a Report Card which must be given to the teacher for signing in every lesson during the day. The Card must also be signed by the issuing member of staff at the start of the day, at break time, at lunchtime and at the end of the day. Lastly the parents must sign the report each evening. The Report Cards used are as follows:

<b>WHITE REPORT CARD</b>	<ul style="list-style-type: none"> <li>• Issued by the Tutor when a student has been sent to Remove.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>White report</b> with form tutor for three weeks.</li> <li>• Conversation between tutor and parent before the end of the first week on report.</li> <li>• If a pupil is failing to respond while on white report tutor meets with parent/carer and three week period starts again.</li> </ul>
<b>PINK REPORT CARD</b>	<ul style="list-style-type: none"> <li>• Issued by the HOY when a student has been sent to Remove more than two times in a half term, has had several white reports or has been involved in a serious incident, has a poor attitude to staff or has been involved in bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pink Report ensuring 3 good consecutive weeks</b></li> <li>• HOY documented meeting with parent/carer</li> </ul> <p>Conversation between HOY and parent/carer before the end of the second week on report.</p>
<b>BLUE REPORT CARD</b>	<ul style="list-style-type: none"> <li>• Issued by SLT after an FTE.</li> <li>• Student sent to Remove more than 2 times within a half term <b>since coming off report following Stage 1. <i>This is important as we must give students a fresh start after they have secured improvement.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Blue Report ensuring 3 good consecutive weeks</b></li> <li>• SLT Meeting with parent with parent/carer</li> <li>• Conversation between SLT and parent/carer before the end of the second week on report.</li> </ul>

Green Report Cards have an academic focus and are intended to monitor progress and homework completion – it is not a behaviour card.

### 2. MANAGING PERSISTENT POOR CONDUCT THROUGH A PROGRAMME OF SUPPORT INFORMATION FOR SLT AND HEADS OF YEAR

The school will work to support students presenting difficult behaviours through structured and clear stages of support and intervention. The table below shows these stages in detail. The school reserves the right to accelerate progress through these stages where there is good reason to do so.

## MANAGING PERSISTENT POOR CONDUCT SUPPORT PROGRAMME STAGES AND CONSEQUENCES

Stage	Possible Behaviour Triggers	Consequence	HOY / SLT support
0	<ul style="list-style-type: none"> <li>Student sent to Remove</li> </ul>	<ul style="list-style-type: none"> <li>After school detentions</li> </ul>	<ul style="list-style-type: none"> <li>White report with form tutor for three weeks.</li> <li>Conversation between tutor and parent before the end of the first week on report.</li> <li>If a pupil is failing to respond while on white report tutor meets with parent/carer and three week period starts again.</li> </ul>
1	<ul style="list-style-type: none"> <li>Student is sent to Remove more than 2 times in a half term</li> <li>Students who are sent to remove twice in 10 school days will be isolated for two days</li> </ul>	<ul style="list-style-type: none"> <li>Student is <b>isolated for 2 days</b> for persistent poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>•Pink Report ensuring 3 good consecutive weeks</li> <li>•HOY documented meeting with parent/carer</li> <li>•Conversation between HOY and parent/carer before the end of the second week on report.</li> </ul>
2	<ul style="list-style-type: none"> <li>Student sent to Remove more than 2 times within a half term <b>since coming off report following Stage 1</b>. This <i>is important as we must give students a fresh start after they have secured improvement.</i></li> </ul>	<ul style="list-style-type: none"> <li>Student is <b>isolated for 2 days</b> for persistent poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Blue Report ensuring 3 good consecutive weeks</li> <li>• SLT documented meeting with parent/carer</li> <li>• Conversation between SLT and parent/carer before the end of the second week on report.</li> </ul>
3	<ul style="list-style-type: none"> <li>Student sent to Remove more than 2 times within a half term <b>since coming off report following Stage 2</b>. This <i>is important as we must give students a fresh start after they have secured improvement.</i></li> </ul>	<ul style="list-style-type: none"> <li>Student <b>Secluded for 2 days</b> for persistent poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Blue Report ensuring 3 good consecutive weeks</li> <li>• SLT meets with parents and Lead Professional on Behaviour</li> <li>• 2 weeks in Don Bosco Centre. This will be reviewed at the end of 2 weeks and can be extended.</li> <li>• Pastoral Support Plan through Don Bosco Centre</li> </ul>
4	<ul style="list-style-type: none"> <li>Student sent to Remove more than 2 times within a half term <b>since coming off report following Stage 3</b>. This <i>is important as we must give students a fresh start after they have secured improvement.</i></li> </ul>	<ul style="list-style-type: none"> <li>Student <b>excluded for 3 days</b> for persistent poor behaviour</li> <li>Parents invited to consider a Managed Move* to another school</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher meeting with parents.</li> <li>• Student may re-enrol to Don Bosco Centre for extended period of time.</li> <li>• Student may be referred external agencies for support and guidance.</li> <li>• Managed Move process to another school may be offered.</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Blue Report with HT / DHT</b> following re-integration ensuring 3 good consecutive weeks.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Student sent to Remove more than 2 times within a half term <b>since coming off report following Stage 4.</b> <i>This is important as we must give students a fresh start after they have secured improvement.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher to consider Permanent Exclusion</li> </ul>	

- SEND students will be supported in line with their EHC plans to ensure they have the opportunity to meet the school's expectations
- Where a student is to be moved from Stage 2 to 3, 3 to 4 or 4 to 5, a discussion will always take place
- A meeting with parents will always take place to move a student between stages. The school has the discretion to move a student in the unlikely event that a parents / carer refuses to engage.
- \*Managed Moves are only appropriate where a student is likely to make the most of a fresh start at a new school

### 3. MANAGED MOVES

A Managed Move is when a student is sent to have a fresh start at another school by the arrangement of the Local Authority's PUPIL PLACEMENT PANEL (PPP). This is only done with the agreement of the parents. A Student's case for a Managed Move is sent to the PPP, (made up of representatives from LBC, various alternative providers around the town and a representative from each High School) who will decide whether a Managed Move is a suitable next step. Schools then take it in turn to take students. Students who are referred to the PPP could also have been permanently excluded from their original school.

Before the student comes to us we meet with their previous school and any other agencies that have been involved to discuss the student and hear about any particular help he/she might need. Then we meet with the parents and the student. Students have a twelve week trial period at the new school before they are taken off the role of their previous school. Regular review meetings are held during the twelve weeks. It is important that the students demonstrate by their attitude to staff, work (e.g. how they keep their exercise books) and other students that they really do want to start again. The managed move is a last chance for students to turn their poor behaviour around.

### E - FIXED TERM AND PERMANENT EXCLUSIONS

Fixed term exclusions and permanent exclusions are subject to specific rules and guidance issued by the Department of Education (see ***DfE Statutory Guidance School Exclusion***)

Fixed Term Exclusions and Permanent Exclusions can only be authorised by the Headteacher. Parents have the right to Appeal both types of exclusion.

### F – REWARDS AT CARDINAL NEWMAN CATHOLIC SCHOOL

Our data monitoring shows that we reward students approximately 3-4 times as often as we punish them. Receiving rewards improves students' self-esteem, encourages them to feel they belong to the school and leads to increased pride in their school and in their own performance. The students' planner and illustrates the rewards currently being used.

## **G – MONITORING OF BEHAVIOUR**

- a) The following are monitored by SLT and HOYs half-termly and the Local Governing Body throughout the academic year. The data is also examined by Gender, SEN, Student Premium, EAL and LAC groups:
  - b) Attendance
  - c) Remove visits
  - d) Isolation
  - e) Seclusion
  - f) Fixed Term Exclusions
- g) In addition HOYs monitor Behaviour and Achievement Points weekly and display this as a table so that students can see their tally and compete to improve on a weekly basis.
- h) Heads of Department monitor AD regularly and discuss this with their SLT Link in the mid-year 'healthcheck'. In particular they look for any signs that staff need support.
- i) Tutors monitor their class' achievement and behaviour on a daily basis.
- j) HOYs receive an email every time one of their Year Group is sent to Remove.
- k) HOYs and Year Teams conduct Pastoral Drop Ins to observe their students and report back to SLT.
- l) Behaviour and Achievement data including Bullying Data is reported to Governors..

## **SECTION H - NEWMAN SIXTH**



### **I. EXPECTATIONS**

The above Policy applies to all students but the expectations for students in Newman Sixth are higher than for those in Years 7-11.

Although expectations for Newman Sixth are similar to the main school, they include a distinct and different challenge that students must produce work that is of a high standard relative to the prior attainment of each student and be reflective of hard work.

Students joining Newman Sixth form will sign an agreement upon enrolment that confirms their commitment to:

- Complete a 3 course equivalent Level 3 pathway. Employers and Universities wish to recruit students with resilience and determination and it is our expectation that students start and complete a 3 course Level 3 Pathway (i.e. 3 x A Levels or equivalent)

## 2. NEWMAN SIXTH RULES

Expectations to support safety and our shared values and ethos:

- a) Uphold the values and ethos of the school at all times, both in school and in the wider community
- b) Be respectful of every member of the school and wider community, including the differences that exist between people
- c) Keep yourself and others safe through your excellent behaviour and wearing identity lanyards
- d) To behave responsibly, politely and maturely as befits Sixth Form students, dressing in an appropriate manner suitable for the work place.
- e) Observe the Uniform Policy in respect to Sixth Form.

Expectations to support learning in lesson:

- a) Come to your lessons properly equipped and with independent study complete to a high standard
- b) Arrive on time to lessons and support the teacher in making a prompt start
- c) Engage in all learning activities to a high standard, working hard at all times
- d) Complete all set work by the agreed time and to the best of your ability. In addition you should undertake support work and background reading to supplement your course.
- e) Use positively the private study time which you have as part of your timetable and respond positively to extended supervised study where this is deemed necessary.
- f) Spend a substantial amount of time at home working on assignments. You should expect on average to spend 10-15 hours (minimum) a week on your work at home. As a consequence you should not undertake too much part time work which could hinder progress (we advise a maximum of 10 – 12 hours per week)
- g) Prepare for all school assessments thoroughly with clear evidence of an extensive programme of revision (eg. *completed past papers, revision cards and notes*)

Expectations regarding attendance, punctuality and procedures for Newman Sixth:

- a) Attend college on all school days other than when absence is unavoidable through illness or official commitments. In addition you must:
  - I. Register your attendance with your tutor by attending morning registration or by signing in with the sixth form team
  - II. Attend all assemblies
  - III. Attend all lessons associated with your Sixth Form courses and the Sixth Form PSHE / GCSE Maths and English resits if applicable.
  - IV. Phone the sixth form team on day 1 of absence to report it. On the day they return to school, students must then complete a self-certification form to explain the

absence. However, if the absence is for longer than 3 days, a note must be provided from a parent.

- V. Notify the sixth form team and tutors in advance of any planned absences – note that driving lessons are not permitted to be taken during school hours and holidays should not be taken in term time and will not be authorised.
- VI. Maintain an excellent punctuality record as far as is possible.
- VII. Catch up on any work missed as quickly as possible.

### 3. **MONITORING PROGRESS: GREEN AND GOLD SLIPS:**

- Teachers concerned about the work, progress or conduct of a student will refer their concern to the sixth form team through 'GREEN SLIPS'.
- Where a student performs well, exceeds expectations or makes a distinctive contribution to the Newman Sixth, a teacher will recognise this through 'GOLD SLIPS'.
- In addition, the Sixth Form Team will use a range of assessment, attendance and punctuality data to support evaluation of performance.

### 4. **BURSARY STUDENTS:**

All students who receive Bursary Fund must also comply with the requirements set out in the Bursary Fund Agreement Contract in order to be eligible to receive their weekly payments.

### 5. **DISCIPLINARY PROCEDURE**

Failure to keep one or more of the rules set out above will result in a staged intervention by Newman Sixth team. Persistent poor engagement will be assessed through the GREEN SLIPS, but generally the Sixth Form team will respond where a student:

- Receives 5 or more green concern slips in any one **half term**
- Arrives late to school more than 5 times in any one **half term**
- Has an attendance record of below 92% in any one **half term**
- Does not sign in / out of school or attending assemblies / PSHE sessions
- Is involved in a breach in the school's behaviour policy

The response to issues identified may involve **THREE** stages for routine issues:

Stage 1: A first written warning

Stage 2: A second written warning

Stage 3: A meeting with the Head of Newman Sixth followed by a final written warning and the agreement of a contract

*In the event of a failure to respond to the agreed contract, the disciplinary procedure progresses to Stage 4 and 5 below:*

Stage 4: A preliminary dismissal meeting with the Deputy Headteacher and Head of Newman Sixth – *the purpose of this meeting is to consider any exceptional circumstances ahead of possible permanent exclusion*

Stage 5: Permanent exclusion

Unaddressed, persistent poor performance lowers expectations for others in the community and has the potential to cause significant harm to the academic welfare of others.

### 6. **SERIOUS INCIDENTS:**

Serious incidents are subject to Fixed Term and Permanent Exclusion (following statutory DfE Guidance and the Policy for the main school) and will, as a minimum, see the student immediately placed onto a Stage 3 contract. In line with the legal framework covering all schools and colleges, Fixed Term and Permanent Exclusions will be authorised by the Headteacher.

## **7. STUDENTS FAILING TO COMPLETE COURSES:**

### **i. General information about failure to complete courses:**

Students join Newman Sixth agreeing to complete a course of size equivalent to 3 A Levels. They do so alongside a wider curriculum that includes General RE, PSHE and a range of re-sit and enrichment qualifications.

Newman Sixth **does not accommodate students dropping subjects at any point** unless there is specific medical evidence to support such a decision. Students experiencing difficulty may request:

- Additional help and support from both subject teachers and their tutor
- A change to an alternative Level 3 course if this is available, suitable and practicable. This will be at the school's discretion and will be limited by funding regulations and timetable restrictions.
- A complete change to all courses – possible in some cases early in year 12 and for students prepared to re-enter Year 12 and follow a 3 year programme.

Where these options are not what the student wishes, they may decide to leave the Sixth Form.

### **ii. Students who disengage:**

Students are required to work hard, prepare for all internal and external exams to a high standard, do additional reading, complete additional lessons, and maintain quality notes within organised folders. They are required to produce additional notes and re-draft work where it is below the required standard.

Students who disengage from one or more of their learning aims (eg. an A Level; re-sit GCSE etc.) will be managed under the Disciplinary Procedure in Section 5 and will begin the procedure at stage 3.

3. Disengagement will be evident through:

- Failure / refusal to attend lessons in one or more subjects
- Failure / refusal to complete assessments in one or more subjects
- Failure / refusal to complete work in class / in independent study
- Failure to prepare for assessments with clear evidence of revision
- Failure to maintain a quality set of course notes

### **This policy should be read in conjunction with the following documents:**

Safeguarding Policy

Anti-Bullying Policy

Work Related Stress and Harassment

ICT Policy

Staff Code of Conduct

Drugs Education Policy

## Single Equalities Monitoring

DATE: May 2019

**1. Does this policy have any implications for people of relevant protected characteristics (RPC)\*?**

*Yes because the right to learn and to be safe in an atmosphere of mutual respect applies to all students equally.*

**2. If 'yes', will it advantage or disadvantage any particular group?**

*No because it should ensure that all students are held to the same high standards and can enjoy their learning.*

**3. How will this policy, if relevant, promote good relations between people of RPC and those without?**

*The policy seeks to establish a safe environment for all students regardless of their characteristics and as such it fosters mutual respect.*

*\* Age, disability, gender re-assignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.*

## Success Criteria

1. Fixed Term Exclusions will be significantly below the National Average
2. Data will show a steady decline in low level disruption

CDY Nov 2021