



Behaviour and Conduct Policy

Named Persons:

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Category: Statutory

Last reviewed on: June 2024

Next review due by: June 2026

As a Catholic school we seek to form the human person that they might “...live life to the full” (John 10:10). Our behaviour processes have formative intent, so that every young person can grow in virtue and fulfil their God-given potential. This policy seeks the building of the Kingdom of God: a society where all act with justice and fairness, loving God and one another, caring for our common home.

“Who among you is wise and understanding? Let him show by his good behaviour his deeds in the gentleness of wisdom” James 3:13

1. Aims

This policy:

- Aims to ensure consistent approaches to behaviour management.
- Defines what we consider to be desirable and unacceptable behaviour.
- Summarise the roles and responsibilities of different people in our school community regarding behaviour management.
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

We ensure that our Behaviour for Learning Policy follows the latest guidance documents from the Department for Education. Please see appendix 1 for further clarification.

3. Behaviour and Conduct

CAST as a Trust expects all schools to deliver the highest possible quality of educational experience for all children and young people. For students to make the most of the educational opportunities open to them it is vital that they attend school every day. Positive engagement with school is expected from all members of our community, and the school will seek to remove all barriers that prevent a child from accessing their learning entitlement. Parents and carers play a key part in ensuring that their child attends school every day.

Schools can support with the development of virtue in children and young people, but they cannot replace the day to day formation of good behaviour in children by their parent. CAST and the Local CAST Board adopt the teaching of the Catholic Church that parents are the primary educators of their children. Parents choose our school for their child’s education and are expected to support school staff implementing our rules in ensuring a consistent experience of standards for young people as they grow. School rules may be different to rules applied at home.

Governors further adopt the stance that no individual student has the right to disrupt the school life, learning, progress or wellbeing of other students; and that school staff have the right to expect full compliance with their instructions by students by virtue of the student continuing to be a member of the school community.

Governors expect school leaders to secure consistently high standards of behaviour, so that all students are proud of our school, and secure for themselves the very best outcomes from their education. All members of staff have the authority to assist in the securing of good behaviour in our school.

4. Roles and responsibilities

4.1 The Local CAST Board

The Local CAST Board is responsible for approving this behaviour policy and monitoring its effectiveness and holding the Heads of School to account for its implementation.

4.2 The Head of School

The Head of School is responsible for implementing and keeping under review this behaviour policy. The Heads of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied with intelligent consistency.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy with intelligent consistency, taking account of the known needs of identified students.
- Maintaining and improving their own behaviour management techniques which include trauma-informed, restorative and relational practice
- Promoting and modelling positive behaviour.
- Wherever possible, de-escalating incidents.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Listening to students' perspectives of reported incidents.
- Recording behaviour incidents.
- Keeping parents and carers informed of behaviour concerns.

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents and Carers

Parents and Carers are expected to:

- Accept the school's behaviour policy and the disciplinary authority of school staff.
- Read and commit to the Home-School agreement.
- Support their child in adhering to the school rules. Parents have chosen our school for the education of their child, and must ensure that their child cooperates with staff, and engages positively with our educational processes, for the good of all in our school community.
- Monitor their child's behaviour online, and their use of social media.
- Send their child to school each day punctually, wearing the correct uniform, fed, rested, equipped and ready to learn.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Attend meetings with school staff, if requested, to discuss their child's behaviour.
- (If their child is suspended from the school), to ensure that the child is not found in public place during school hours in the first five days of suspension and to attend a reintegration meeting with the school at the end of a suspension.

- Ensure that their child takes responsibility for online behaviour and form their child's understanding of the safe use of technology
- Ensure their child is not carrying items designated by the schools as prohibited to or from school
- Ensure their child does not have vape and vaping paraphernalia (including possession, sharing or using)

Parents/carers have access to behaviour data for their child in real time through ClassCharts and can reinforce the expectations of our School, fostering consistent approaches to behaviour management.

5. Student behaviour and conduct for learning

Clear expectations are vital in ensuring that students know and understand the boundaries within which they should operate.

Our expectations of all students:

	Classroom expectations	Out of lesson expectations
Committed	<p>You arrive on time to school and lessons wearing the correct uniform, with the correct equipment (including PE kit)</p> <p>You show an excellent level of effort, without disrupting the learning of any other students.</p> <p>You are presenting your school work to the highest standards.</p>	<p>You complete homework on time and to a good standard.</p> <p>You are an active member of the school. Positive and engaged.</p> <p>You organise yourself and your equipment ready for learning the following day.</p>
Respectful	<p>You meet and greet your teacher at the classroom door.</p> <p>You are polite, courteous and respectful to everyone in the school community.</p> <p>You listen to others and respond positively.</p>	<p>You are caring for the school environment</p> <p>You are respectful to others in the wider community.</p> <p>You are an upstander and promote positive behaviour.</p>
Safe	<p>You work with others to resolve issues.</p> <p>You are taking responsibility for your own behaviour.</p> <p>You are in the right place at the right time.</p>	<p>You are moving around the school in a calm manner.</p> <p>You are being a positive ambassador when travelling to and from school, and when on school trips.</p> <p>You represent the school well when in the community.</p>

5.1 Praise, Recognition and Rewards

Our praise and recognition system is rooted in the understanding that we all have a God-given potential to live life to the full. It is designed as a virtue-based system to celebrate the success of all our students, underpinned by the belief that recognition of each student's own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate conduct and work patterns.

Verbal praise and positive recognition is used by all staff in our school to routinely create and reinforce positive relationships. Students are recognised and acknowledged for doing the right things and doing things right. Every student is encouraged to be the best version of themselves.

5.2 Achievement Virtue-based positive points

Achievement points are awarded by all staff to recognise growth in virtue. Virtue is more than merely positive behaviour. It signifies growth in Christian character.

Occasions of such positive growth are logged on ClassCharts (see appendix 2 for the categories). Individual progress is reviewed regularly and used as a basis for discussion and recognition. This may include invitations to rewards events throughout the year.

5.3 First attention to best behaviour

We recognise the importance of first attention to best behaviour. We believe in the power of praise and recognition as a primary tool to motivate and encourage students to make positive contributions to school life.

Notre Dame and St Boniface's College believes in rewarding effort, recognising achievement and encouraging students to aspire to exceed our expectations. Rewards are a very powerful tool for staff to use. A student, whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact within the community. We aim to recognise and celebrate academic, sporting, social, cultural and the personal achievements of students.

6. Management of poor conduct

Any poor conduct or misbehaviour will be addressed in this policy. This includes low-level behaviour sanctions such as warning. Conduct viewed by the school as being a serious breach of this behaviour policy will usually result in suspension, or permanent exclusion, and may involve the requirement of a multi agency approach such as Social Care and the Police.

6.1- Misbehaviour is defined as a deliberate breach of the school's behaviour policy. This may include, but is not restricted to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude to learning.
- Incorrect uniform.
- Misuse of 'Time-out' cards or other arrangements made for individual students.

Please see appendix 3 for further examples

6.2 Managing consequences of poor conduct

All students have the right to make progress in learning and the school can not permit one child to disrupt the learning of others. In addition, students will face consequences if they choose to associate with or encourage students who are not behaving in a way that is supportive of a calm and orderly environment.

Staff will model positive behaviour in keeping with our school virtues, and deal with poor behaviour in a consistent, calm and adult manner. Staff have professional responsibility to follow things through with students and ensure that incidents of poor behaviour are dealt with as privately as possible. School leaders and other staff will work with students to engage with staff in restorative dialogue to allow for reconciliation and rebuild relationships.

In lessons, the class teacher will follow the behaviour policy, and sanction those who are preventing their own learning and/or that of the other students in the class. Sanctions, which include restorative approaches to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours which will enable students to learn and thrive and recognising that each child is an individual made in God's image with their own specific needs and talents. Sanctions will always be taken in account of individual student circumstances (if known) using intelligent consistency. This may mean that similar behaviours between two separate students may be handled differently based on their known context and/or needs. Consistency of approach to young people between staff, parents and carers is the key to ensuring positive behaviour. Staff are expected to recognise and reward more than they sanction and to exemplify clear displays of the virtues and positive standards of behaviour.

Schools are required to log separately particular negative behaviours associated with actions against persons with protected characteristics. These may be reported separately as needed to external authorities.

All staff are required to uphold the Catholic virtues which are the cornerstone of a positive culture in school and to follow the guidelines for behaviour recovery in the early stages, including de-escalating and modifying behaviour where they can.

6.3 Out of class expectations

Our behaviour policy covers student behaviour when on the school campus, on the way to and from school, on a trip and in any other circumstance that could adversely affect the reputation of the school, have repercussions for the orderly running of the school and/or pose a threat to another student in the school.

The conduct of children out of school hours, except on trips or in uniform, is the responsibility of parents and carers. This includes online activity.

6.4 Investigating incidents

School staff are primarily focused on learning and personal formation, and are unable to extensively investigate when something goes wrong. The school does not have the resources or expertise of the Police. In forming a view of what has gone wrong, the school will use the legal test of **balance of probabilities**. This is where the school views that it is more likely that something has happened than that it has not. This is often referred to as the 51% test. If, following an investigation, there is deemed to be a probability of 51% or more that a child has carried out an action we will use this to inform our decision. This is a lower threshold than used by Law Courts, and aims for swift action in response to a situation. The school will support Police investigations when necessary.

The school is unable to investigate or sanction behaviours online, at weekends, during school holidays, and other occasions when a child is not in school, and comes under the authority and supervision of their parents or carers.

6.5. Stepped consequences

Staff will deal with any students who are not behaving in a way that is upholding the Catholic virtues in a consistent, calm and adult manner. Staff will take personal responsibility to follow things through with students and ensure that incidents of poor behaviour are dealt with privately. School staff will work with students to engage with staff in restorative dialogue seeking reconciliation to rebuild relationships.

In lessons, the class teacher will follow the procedures below with any student whose conduct is below our standards and is therefore hindering their own learning and/or that of the other students in the class.

Warning signals	Both verbal and non-verbal strategies may be used to subtly warn a student that they are falling short of expectations.
1st Warning	Reminder to students of the behaviour expectations.
Final Warning	Final reminder to students of the behaviour expectations.
Removal	Instruction to students to leave the lesson. The students will be centrally held in the Reset room.

The automatic consequence of removal from lessons will be a detention to be held after school for one hour.

Students who persistently do not meet our expectations will be monitored by the Head of Department or their Head of Year, as appropriate to individual cases. A Behaviour Contract may be used. This is a signed document which is completed collectively and lays out the support available to the student to correct their behaviour, as well as the expectations of behaviour going forward and the commitment of all parties to achieve this.

Students for whom there are significant concerns will be offered appropriate support to manage and modify their behaviour and may be referred to work with our Pastoral Team and/or external professionals. This might include a mentor or an Educational Psychologist, CAMHS, school counsellor, a school nurse or our local PCSO. Students requiring more intense support will be raised at our termly Support Panel meeting and a multi-agency process, which may include the EHAT framework, will be adopted. Should a parent not wish for specific support to take place, this will be logged.

6.6 Formal review panels

For students who persistently choose not to engage with the efforts of staff and/or other professionals to improve their conduct, the Assistant Headteacher in charge of Behaviour will convene a Senior Leadership Panel to meet with the student and their parents/carers to complete and sign a Behaviour Contract. A Behaviour Contract is a signed document which is completed collectively and lays out the support available to the student to correct their behaviour, as well as the expectations of behaviour going forward and the commitment of all parties to achieve this. For any student who breaks their Behaviour Contract and, as such, may jeopardise their place at Notre Dame and St Boniface's College,

Head of School will convene a Governor Panel to meet with the student and their parents/carers in a final attempt to encourage them to modify their conduct. Please note, this stage will be followed unless the breach of the Behaviour Contract is severe enough to warrant more immediate action. Notre Dame and St Boniface's College work closely with other schools in the city and consequently managed moves, or similar shorter-term packages, may be used to give a student a fresh start in a different environment, if all other interventions have not succeeded in improving a student's behaviour. In addition, we may refer students to alternative provision at ACE Schools or other providers as appropriate.

7. Bullying

The schools are part of the Anti-Bullying Alliance. The schools adopts a **zero-tolerance** of bullying.

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

Bullying is;

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

8. Detentions and removal from normal circulation:

We may remove from circulation students who fail to meet expectations in lessons or social time during the school day (break and lunch) for a period of time. The period of time will be determined by the school, as it seeks to reduce the negative impact of behaviour on others.

8.1 Setting detentions

Detention: what the Law allows:

Teachers can issue detentions to students (aged under 18). The times outside normal school hours when detentions can be given (the 'permitted day of detention') include:

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

Detentions outside school hours

Staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable
- Whether the parents ought to be specifically informed of the detention
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parents

As with any disciplinary penalty, a member of staff must act reasonably given all the circumstances, when imposing a detention.

All detentions are logged on ClassCharts and are visible for both students and parents to see on the ClassCharts app. Parental consent is not required for detentions. For one-hour (or upscaled two-hour detentions), staff will contact parents/carers to inform them of the issue and the sanction.

Where a student fails to attend a detention, this is classed as defiance and an escalation is put in place. 30- minute detentions are upscaled to one hour, one-hour detentions to two hours and two hours to Reset. Students, parents/carers and staff are informed of this by email through ClassCharts.

8.2 Categories of detentions:

Late to school detentions run every day for 20 minutes at break time for students who are late for school without a sufficient reason.

Social time detentions run every day during social times for students who are not spending their social time in a committed, respectful or safe way.

Subject detentions: Subject detentions provide space and time for a student to catch up on missing work, or to repair the relationship with a member of staff that they have damaged through their actions or inactions.

Behaviour detentions: Behaviour detentions provide space and time for a student to reflect on their behaviour. Increasing detentions signal to a child that they are still not meeting our expectations. Behaviour detentions run for one or two hours for students who have been removed from a lesson or have breached the Behaviour Policy. There

Reset: *Internal seclusions provide a longer period of time for a student to reflect, and to be supported in improving their behaviour.* Students will work in the internal reset room and not attend normal timetable lessons.

External Reset: *External resets provide a greater opportunity for a student to reflect, and to modify their behaviour before they are allowed to rejoin the main school community.* Where Reset has been used but not had the desired effect or where Reset has not been successfully completed, the Head of School has the right to direct a student to be educated elsewhere.

8.3 Suspension

Suspension will be issued according to the current CAST policy on Exclusions. Any suspensions will be authorised by the Head of School, or a Deputy Headteacher in their absence. Suspensions are an extremely serious sanction and will not be used lightly.

The student, and their parents/carers are expected to attend a formal reintegration meeting following the suspension. At these meetings strategies to support the student will be discussed.

8.4 Permanent Exclusion

Permanent Exclusion is the most serious sanction available to a school, and will be rarely used. However, a student may be permanently excluded for an extremely serious "one off" incident such as serious violence, threat of violence to staff, serious bullying or supplying drugs, or for repeated

breaches of the school's behaviour policy. A permanent exclusion, and associated processes, will be managed in accordance with the current CAST policy on Exclusions.

9. Malicious or Unsubstantiated Allegations, and deliberate misrepresentation

Malicious or defamatory allegations whether made online or other means can wreak havoc in a person's personal and professional life. Allegations made against a member of staff by a student will usually be reported to the Local Area Designated Officer (LADO) unless there is a compelling reason not to do so.

Where a student and/or their family makes an accusation against a member of staff and that accusation is considered to have been malicious, the Head of School will discipline the student in accordance with this policy. Depending on the seriousness of the allegation, the school may inform the Police. Additionally the member of staff's professional organisation may initiate legal proceedings. Permanent exclusion may be implemented at the discretion of the head of school.

Where a student has made an allegation against a member of the school community that is determined to be unfounded or malicious, sanctions may be used up to and including permanent exclusion, and prosecution. This is in line with current government recommendations.

The decision on how to proceed should be dealt with sensitively and according to circumstances. In order not to deter genuine allegations from being made by students, the student found to have made a malicious accusation should be offered confidentiality and may (according to the circumstances)

- receive counselling to help identify the reasons why they made the allegation
- be referred to their Head of Year or another Senior member of staff
- be referred to Social Care (as stated in paragraph 193 of DFE Keeping Children Safe in Education)
- face serious consequences including internal and external reset and/or suspension (amount of staff time spent on investigation may be taken into account when considering severity of consequence, including permanent exclusion)
- face criminal proceedings.

Where a student deliberately misrepresents a situation, either in school, or to parents, in the view of the school, a further sanction will be imposed to reflect time wasted for staff investigating, or fielding unnecessary or unwarranted complaints.

10. Positive handling

At times, school staff may need to use positive handling of a student in order to prevent harm either to themselves, to the student, or to others. All members of the School staff may use reasonable force. This right may also apply to people whom the Headteacher has put in charge of students temporarily e.g. unpaid volunteers or parents accompanying students on school trips. Staff in our school are authorised to use reasonable force if they consider it necessary to do so. The decision on whether to physically intervene is down to the professional judgement of the staff member and should always depend on the individual circumstances.

Their decision will be informed by their reading of a 'live' situation, and they must act in the interests of preventing harm to themselves, a student and/or other students.

11. Power to search

School staff may search a student if they have reasonable suspicion that a student has any forbidden items. Staff will always try to obtain the student's cooperation before searching them. If the student does not cooperate, the member of staff may still search them if there is a risk of serious harm. The school may involve the Police in searching students or their possessions.

Please see Appendix 4 for a non-exhaustive list of forbidden items in school and searching electronic devices

12. Confiscation

As with other sanctions, the power of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning. Any items, such as chewing gum, or foodstuffs, found in students' possession will be confiscated and either retained or disposed of.

We will also confiscate any item which is prohibited, harmful or detrimental to school discipline. These items will be returned to student's after discussion with senior leaders and parents, if appropriate.

All staff have the right to confiscate any prohibited item, electronic devices and associated items, clothing that is not school uniform including jewellery.

Such items will be confiscated, labelled and stored in a safe place. If the item is not illegal or prohibited the item will be returned to the student at the end of the school day.

The school is not liable for loss of or damage to confiscated items. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated provided they acted lawfully.

Exceptions to the above include material that is inappropriate or illegal for a child. Material should be referred to the HOY or a member of the SLT who will decide on the most appropriate action to take. A student might reasonably be asked to turn out their pockets or to hand over an item and the school might use its legal power to discipline if the student unreasonably refuses to cooperate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Certain items might be requested to be submitted to the Police.

13. Managing conduct in a variety of contexts

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where possible or necessary, support and advice will also be sought from specialist teachers, school chaplains, parish priests, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis which is incorporated as part of the graduated response and assess, plan, review do cycle. We adopt this approach in a way of meeting needs through effective implementation of support before moving a child or young person onto higher levels of support.

13.1 Recognising the impact of SEND on behaviour

The school recognises that some students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, staff will consider them in relation to a student's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case by case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Head of School will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014).
- If a student has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies. As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:
 - Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long.
 - Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
 - Adjusting uniform requirements for a student with sensory issues.
 - Training for staff in understanding neurological and developmental conditions such as autism, and PACE strategies to support students. (PACE = Playfulness, Acceptance, Curiosity and Empathy)
 - Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload.

Any preventative measure will take into account the specific circumstances and requirements of the student concerned.

13.2 Adapting sanctions for students with SEND

We will have reasonable and proportionate expectations of all of our students. SEND is not an excuse for poor behaviour but may require specific and bespoke reasonable adjustments to allow learners with SEND to access the curriculum, and support. All reasonable adjustments are agreed by members of SLT, and the SENDco. For more information about SEND see the SEND Policy.

When considering a behavioural sanction for a student with SEND, School staff will take into account:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- If the student is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour. The Head of School will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND The special educational needs co-ordinator (SENCO) will triangulate information from teaching staff, Pastoral Staff, Learning Support Assistants and parents / carers to evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

14. Training

Behaviour training is required as part of our new staff induction, and is part of the ongoing training of staff.

Opportunities for whole school training are provided, as well as specific strategies to use with individual students which will be disseminated by Pastoral leads or the SENCO in consultation with our Educational Psychologist.

15. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Board every 3 years. At each review, the policy will be approved by the Governing Board. This policy may be updated within three years as the needs of the school determine.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy.
- Safeguarding policy.
- Anti-bullying policy

Appendix 1

Legislation and statutory requirements

We ensure that our Behaviour for Learning Policy follows the latest guidance documents from the Department for Education.

- Behaviour in schools: Advice for headteachers and school staff (DfE February 2024)
- Improving Behaviour in Schools Guidance Report (EEF 2021)
- Behaviour and discipline in schools; advice for headteachers and school staff (DfE February 2016)
- The Equality Act, 2010
- Use of reasonable force: advice for headteachers, staff and governing bodies (DfE July 2013) • Searching, screening and confiscation: advice for headteachers, staff and governing bodies (DfE July 2022)
- Keeping children safe in education 2023, Statutory guidance for schools and colleges (DfE, September 2023)
- Mental Health and Behaviour in Schools; departmental advice for school staff (DfE March 2016) • School suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England. (DfE, September 2023)
- Searching, screening and confiscation. Advice for schools (DfE, July 2022)
- 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 (DfE, January 2015)
- Sexual violence and sexual harassment between children in schools and colleges; advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (DfE September 2021)

Appendix 2

Our behaviour system seeks the acquisition of virtue. We will increasingly be focusing on positive qualities in future iterations of this policy.

Examples of virtuous behaviour in school could include:

Wisdom:

- Working independently and with effort.
- Acting positively on feedback.
- Demonstrating a love of learning.
- Excellent work.
- Excellent effort.
- Excellent homework.
- Excellent attitude.

Courage:

- Making thoughtful contributions to classroom discussions.
- Answering questions with confidence.
- Showing resilience and not giving up.
- Leading in learning.
- Excellent participation during paired or group work.

Fairness:

- Being a positive role model.
- Helping others.
- Showing kind and respectful behaviour during social time.
- Showing kind and respectful behaviour during lesson time.
- Being an upstander (being someone who stands up for what is right and follows the school code of conduct)

Self-control:

- Improving the environment.
- Being a positive ambassador for the school.
- Excellent contributions to extra-curricular activities
- Positive praise phone call home.
- Excellent attendance.
- Excellent positive mindset.
- Excellent focus and concentration.

Appendix 3

Examples of serious misbehaviour include, but are not restricted to:

- **Repeated breaches of the school rules**
- Defiance towards any member of staff
- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items.

Notre Dame and St Boniface's College will firmly address conduct associated with smoking or vaping, which may include:

- A student smoking or vaping in school or on school property
- A student reported to be smoking or vaping in the local community whilst in school uniform
- A student selling smoking or vaping paraphernalia to other students.
- A student being exploited to sell illicit items including smoking materials and/or vapes to fellow students
- A student being given vaping items by a parent as a harm reduction measure compared to smoking

- A student with smoking paraphernalia or vapes in their possession at school

Appendix 4

Forbidden items in school

The Education Act 2011 grants authorised school staff the power to search suspected students, with or without consent, for weapons, drugs, alcohol, tobacco products, fireworks, pornography, anything that has been, or is likely to be, used to cause injury or commit an offence, stolen property or anything banned from the school. The law enables a member of staff to confiscate, retain or dispose of a student's property as a sanction, 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. The Head of School has authorised all members of the School Leadership and Pastoral teams (including Heads of Year) who are Level 3 Safeguarding trained to search for "prohibited items". Searches should be conducted by at least one member of the Senior Leadership Team plus another appropriately trained person from those named above. Appropriate training is given to this team of staff about what constitutes prohibited items and how to conduct searches in line with policy.

It is also possible that, if necessary to maintain the safety of students, the Police may be called to undertake searches where items are suspected to be carried by students. Notre Dame and St Boniface's College adheres to the guidance found in the DFE document 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. Staff will be alleviated from any responsibility if items are damaged or broken.

Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

Searching electronic devices

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

Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

Searching, Screening and Confiscating

All school staff at Notre Dame and St Boniface's College are legally authorised to search for prohibited items. Our schools have a process in place to respond when smoking or vaping items are identified through searching and screening, or smoking/vaping behaviour is observed, or reported in the school setting or school community. Searching and screening may involve the use of electronic screening devices, or the involvement of external agencies with specialist equipment.

School processes may involve:

- Exploring any safeguarding concerns, mental or physical health concerns, or other potential risk behaviours, such as substance use.
- Exploring how any illicit confiscated items were obtained and reporting any illegal sales.
- Communication with parents or carers about the student's behaviour, the school's policy, and rationale for the screening, searching, confiscation, disposal of the prohibited items, and any suggested onward support.
- Making relevant referrals, or providing advice & signposting to the student and their family.
- Responding to any safety incidents.

To bring a prohibited item into school constitutes a serious misbehaviour