LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

Behaviour Policy

CARDINAL POLE CATHOLIC SCHOOL

Status Public 2026

APPROVED BY THE LOCAL GOVERNING BODY ON:...08/07/2026.....

CHAIR OF GOVERNOR'S SIGNATURE:..... David R Evans **.....**

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Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every student and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

Mission Statement

Cardinal Pole Catholic School is a community of service guiding young people on a path to opportunity, aspiration and reward, founded on Catholic values.

1 Aims of Policy

1.1 The aims of this policy are as follows:

1.1.1 To create a calm, safe and supportive environment free from disruption in which students can thrive and flourish both in and out of the classroom and reach their full potential;

1.1.2 To create, promote and maintain high expectations of good behaviour amongst students through a whole school approach to behaviour;

1.1.3 To promote actively and safeguard the welfare of students at the School and to protect all who come into contact with the School from harm;

1.1.4 To ensure, so far as possible, that every student in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School's community;

1.1.5 To set out a clear and fair process for the proper investigations of allegations of poor behaviour and / or breaches of discipline;

1.1.6 To encourage students to accept responsibility for their behaviour;

1.1.7 To consider how negative behaviours can be prevented or prevented from recurring;

1.1.8 To enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;

1.1.9 To set out the sanctions available to the School in the event of student misbehaviour;

1.1.10 To help promote a whole school culture of safety, equality, inclusion and protection.

1.2 This policy forms part of the whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at Cardinal Pole

Catholic School to ensure that the best interests of students underpins and is at the heart of all decisions, systems, processes and policies.

1.3 Although this policy is necessarily detailed, it is important to the school that our policies and procedures are transparent, clear and easy to understand for staff, students, parents and carers. Cardinal Pole welcomes feedback on how we can continue to improve our policies.

1.4 This policy puts in place the systems and procedures to ensure the safety and well-being of every child in the school. Our behaviour systems are designed with respect for each child's rights as an individual, including their right to have their views respected and to be protected from maltreatment in mind. In all aspects of this policy, the child's right to education is seen as of paramount importance.

2 Scope and Application

2.1 This policy applies to the whole school.

2.2 This policy (together with the behaviour guidelines and all other school policies on behaviour) applies to all students at the school and at all times when a student is:

2.2.1 In or at the school (to include any period of remote education);

2.2.2 Representing the school or wearing school uniform;

2.2.3 Travelling to or from the school;

2.2.4 On school organised trips;

2.2.5 Associated with the school at any time.

2.3 This policy shall also apply to students at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:

2.3.1 Affect the health, safety or well-being of a member of the school's community or a member of the public;

2.3.2 Have repercussions for the orderly running of the school; or

2.3.3 Bring the school into disrepute.

3 Regulatory Framework

3.1 This policy has been prepared to meet the school's responsibilities under:

3.1.1 Education Act 2002, as amended by the Education Act 2011;

3.1.2 The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Student Exclusions and Reviews)(England)(Amendment) Regulations 2022;

3.1.3 The Education and Inspections Act 2006;

3.1.4 The Education Act 1996;

3.1.5 The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by the Education (Provision of Full Time Education for Excluded Students) (England) (Amendment) Regulations 2014;

3.1.6 Education (Independent School Standards) Regulations 2014;

3.1.7 Education and Skills Act 2008;

3.1.8 Children Act 1989

3.1.9 Childcare Act 2006

3.1.10 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);

3.1.11 Human Rights Act 1998; and

3.1.12 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Keeping children safe in education (DfE, September 2023) (**KCSIE**);

3.2.2 Working together to safeguard children (DfE, July 2018 updated July 2022);

3.2.3 Information sharing advice for safeguarding practitioners (DfE, July 2018);

3.2.4 Behaviour in schools: advice for headteachers and school staff 2022 (DfE September 2022);

3.2.5 Preventing and tackling bullying, advice for Headteachers, staff and governing bodies (DfE, July 2017)

3.2.6 Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement (DfE, September 2022) (**Suspension and Permanent Exclusion Guidance**);

3.2.7 Use of reasonable force (DfE, July 2013);

3.2.8 Searching, screening and confiscation (DfE, July 2022);

3.2.9 Alternative provision (DfE, January 2013) (**AP Guidance**);

3.2.10 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020);

3.2.11 Mental health and behaviour in schools (DfE, November 2018);

3.2.12 Equality Act 2010: advice for schools (DfE, June 2018);

3.2.13 Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019);

3.2.14 Guidance for appropriate adults (Home Office, April 2003);

3.2.15 Relationships education, relationships and sex education and health education (DfE, September 2021); and

3.2.16 The designated teacher for looked-after and previously looked-after children (DfE, February 2018).

3.3 The following school policies, procedures and resource materials are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

3.3.1 Anti-Bullying Policy

3.3.2 Home School Agreement

3.3.4 Acceptable user agreement for students

3.3.5 Online safety policy

3.3.6 Safeguarding Policy

3.3.7 SEND Policy

3.3.8 Staff code of conduct

3.3.9 RSE Policy

3.3.9 Restrictive Interventions Policy

4 Publication and Availability

4.1 This policy is published on the School's website

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available in the Staff Handbook, and Parents will be reminded of this on an annual basis.

4.4 A copy of the policy is available for inspection from the School Reception during the school day.

4.5 This policy can be made available in large print or other accessible format if required

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **Proprietor** are references to the school.

5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the student (irrespective of whether they are or have ever been married, with whom the student lives, or whether they have contact with the student) as well as any person who is not the natural or adoptive Parent of the student, but who has care of, or Parental responsibility for, the student (e.g. foster carer / legal guardian).

5.1.3 References to **school days** mean Monday to Friday, when the school is open to students during term time. The dates of terms are published on the school's website.

6 Responsibility statement and Allocation of Tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:

6.2.1 Eliminate discrimination and other conduct that is prohibited by the Act;

6.2.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

6.2.3 Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.3 Any punishment imposed on a student will be legal and proportionate. The punishment will be reasonable in all the circumstances and account will be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.4 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:

6.5 School leaders will:

6.5.1 Be highly visible, routinely engage with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;

6.5.2 Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;

6.5.3 Make sure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school;

6.5.4 Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy

6.5.5 Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a students' behaviour;

6.5.6 Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.

6.6 School staff will:

6.6.1 Play an important role in developing calm and safe environment for students and establish clear boundaries of acceptable student behaviour;

6.6.2 Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so students can see examples of good habits and confident to ask for help when needed;

6.6.3 Challenge students to meet the school expectations and maintain boundaries of acceptable conduct;

6.6.4 Communicate school expectations, routines, values and standards (set out in Appendix 1: School behaviour expectations and routines) both explicitly through teaching behaviour and in every interaction with students;

6.6.5 Consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

6.7 In order to achieve this, the Proprietor has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Keeping the policy up to date and compliant with the law and best practice	School Leadership Team	As a minimum annually, ideally termly, and as required
Reviewing induction and ongoing training for staff	Acting Deputy Headteacher	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Acting Deputy Headteacher	As a minimum annually, ideally termly, and as required
Seeking input from interested groups (such as students, staff, Parents) to consider improvements to the school's processes under the policy	Acting Deputy Headteacher	As a minimum annually, ideally termly, and as required

Task	Allocated to	When / frequency of review
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Local Governing Body	As a minimum annually, and as required
Overall responsibility for content and implementation	Local Governing Body	As a minimum annually.

7 Promoting Highest Expectations of Good Behaviour

7.1 Students are educated about good behaviour through the operation of the school's curriculum, PSHE, relationships and sex education programme and the School's pastoral support systems including Prep time. Students are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching students explicitly what good behaviour looks like (for example, through the teaching of the Cardinal Pole 8). Illustrative of the ways in which the School teaches the behaviour curriculum are set out in Appendix 1 (p.20): School behaviour expectations and routines. This will also include induction to school systems and routines on joining the school and re-induction after removal from the classroom, time spent at off-site provision or in Student Support Units and following suspension.

7.2 The school understands that rewards can be more effective than punishment in motivating students. The ways in which the school may reward good behaviour are set out in Appendix 3: Rewards and sanctions.

7.3 The school recognises that where challenging behaviour is related to a student's disability, use of positive discipline and reward methods may enable the school to manage the student's behaviour more effectively and improve their educational outcomes.

7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the student has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

8 Responding to Unacceptable Behaviour

8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the school's Behaviour policy.

8.2 The first priority will be to ensure the safety of students and de-escalation techniques can be used to prevent further behaviour issues arising.

8.3 The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

9 Minor Breaches of Discipline/this policy

9.1 The school adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the school at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.

9.2 The school has pastoral support systems in place to assist students in managing their behaviour. A range of sanctions are available for those who breach the school's policies on behaviour.

9.3 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the student is under the charge of the relevant member of staff.

9.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and/or interviews with the students involved. Low level sanctions may be given following such processes (see Appendix 3: Rewards and sanctions for details of possible sanctions).

9.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.

9.6 When considering the appropriate sanction, the risks posed to student welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other students' welfare and/or the school's community as a whole.

10 Serious and/or Persistent Breaches of Discipline/this policy

10.1 Allegations, complaints or rumours of serious and/or persistent breaches of discipline should be referred to the Headteacher.

10.2 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the student is under the charge of the relevant member of staff.

10.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:

10.3.1 Supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion/advertisement or facilitating supply)/possession/use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances;

10.3.2 Actual or attempted theft, blackmail, intimidation, cyber-based bullying or prejudice-based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator;

10.3.3 Physical violence and/or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling

10.3.4 Physical or emotional abuse or harassment (to include behaviour that may be categorised as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”);

10.3.5 Initiation/hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);

10.3.6 Abuse in intimate personal relationships between peers (teenage relationship abuse);

10.3.7 Sexual violence, sexual harassment and up skirting and other harmful/ inappropriate sexual behaviour;

10.3.8 Consensual and non-consensual sharing of nudes and semi-nude images and/or videos;

10.3.9 Behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;

10.3.10 Supply or possession of pornography;

10.3.11 Behaviour which may constitute a criminal offence, such as:

(a) Possession or use of firearms, knives or other weapons;

(b) Vandalism, defacement and/or destruction of school property

10.3.12 Persistent breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;

10.3.13 Other misconduct which affects the welfare of a member or members of the School's community or which brings the School into disrepute (single or repeated episodes) on or off the School's premises;

10.3.14 Other misconduct specifically provided for in the School's various policies on behaviour.

10.4 The school aims to operate within the principles of fairness and natural justice. A decision to exclude a student permanently will only be taken:

10.4.1 In response to a serious breach and/or persistent breaches of the school's Behaviour policy; and

10.4.2 Where allowing the student to remain in school would seriously harm the education and / or welfare of the student and / or others such as staff or students in the school.

10.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 4: Investigations of incidents

10.6 Complainants will be taken seriously and the school will carefully discharge its duty of care to both complainants and those student(s) accused. Reporting concerns is encouraged by the School. A complainant is not creating a problem

by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in Appendix 4: Investigations of incidents.

10.8 Appendix 3: Rewards and sanctions sets out a non-exhaustive list of possible sanctions which may be imposed for serious and / or persistent breaches of discipline/this policy.

11 Suspected Criminal Behaviour

11.1 Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the Police.

11.2 The school will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the students of the school (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the student and others, as well as the risk of not making a report to the Police.

11.3 Where a report is made to the Police, the school will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The school will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.

11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the school may decide to continue its investigation and impose sanctions. The school will impose sanctions based on the civil and not criminal burden of proof. Such investigations can lead to school sanctions being imposed including but not limited to permanent exclusion regardless of the outcome of Police enquiries.

11.5 The school will follow its safeguarding policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

12 Removal from the Classroom

12.1 This section must be read alongside Appendix 2: Removal from the classroom below.

12.2 The school will only remove a student from the classroom for serious disciplinary reasons, as a formal sanction under this policy. Removal from the classroom is different to the use of separate spaces (for example, sensory/nurture rooms used for non-disciplinary reasons to meet a student's needs).

12.3 Removal from the classroom will only happen for the following reasons:

12.3.1 To maintain the safety of all students and to restore stability following an unreasonably high level of disruption;

12.3.2 To enable disruptive students to be taken to a place where education can be continued in a managed environment; and

12.3.3 To allow the student to regain calm in a safe space.

12.4 The school will consider whether removal from the classroom is proportionate, and will take into account the circumstances of each individual case, with parents being notified on the day.

12.5 The school will provide any student who is removed from the classroom continuous meaningful education during any period of removal.

12.6 The Headteacher will maintain overall strategic oversight of the use of removal from the classroom.

13 Intervention, Support and Reintegration

13.1 The school will, as far as practicable, adopt a range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The school has a system in place to ensure leaders are aware of students whose behaviour is a cause for concern.

13.2 The range of intervention strategies that the school will put in place include as appropriate, include for example, but are not limited to:

13.2.1 Frequent and open engagement with parents, including home visits if deemed necessary;

13.2.2 Providing mentoring and coaching inclusive of the use of restorative conversations;

13.2.3 Short-term behaviour report cards or longer-term behaviour plans;

13.2.4 The Restorative Room; and the St Monica Centre

13.2.5 Engaging with local partners and agencies to address specific challenges such as but not limited to poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

13.3 Where the school has serious concerns about a student's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a student's SEND is appropriate; where a student has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.

13.4 The school has an Restorative Room where planned work for individual students takes place in place of mainstream lessons. The St Monica Centre is used for planned interventions for behavioural and pastoral reasons and /or a final preventative measure to support students at risk of suspension or exclusion.

13.5 Following a sanction, the school will consider appropriate strategies to help the student(s) involved understand how to improve their behaviour and meet the behaviour expectations of the school. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.

13.6 The school will consider and apply appropriate strategies for the reintegration of a student following removal from the classroom, time in the Restorative Room, time at an alternative site under an off-site direction or suspension.

14 The Role of Parents

14.1 The school seeks to work in partnership with parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the parents and school contract to support the school's policies on behaviour.

14.2 The school recognises that communicating the school policy to all members of the school community, including parents, is an important way of building and maintaining the school's culture.

14.3 Where a parent has a concern about the management of behaviour, they should raise this directly with the school whilst continuing to work in partnership with them.

14.4 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately e.g. by the Police if they are involved.

14.5 Parents will be notified of any pending disciplinary action in accordance with paragraph 14.4.

14.6 Parents will also be notified of disciplinary sanctions :

14.6.1 Imposed for significant or minor breaches of discipline (persistent minor breaches such as 15-minute detentions up to one hour) on the school's MIS system; and any sanction beyond one-hour parents will be informed by letter with 24-hour notice. Parents will be notified by text if a 30/60-minute Chance, Choice consequence sanction has been applied notifying them of the lesson and informing them they should receive a phone call from the staff member.

14.6.2 Those imposed for serious breaches of discipline and any rights of review

14.6.3 As required and/or within school reports.

14.7 Parents will be consulted about the child's conduct and the application of this policy to their child where the school considers, in its professional judgement, that these give rise to a significant concern about student welfare.

14.8 Whenever the Headteacher suspends/excludes a student they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance 2022.

15 The Role of Students

15.1 Every student will be made aware of the school's behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards consequence processes. Students will be taught they have a duty to follow the school's Behaviour Policy and uphold the school rules and should contribute to the school mission.

15.2 Students should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture as part of the student council or student voice processes. Every student will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture and frequent behaviour focuses in Prep time and assemblies together with clear behaviour prompts in lessons.

16 Additional Needs

16.1 Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a student with an EHC plan or a looked after child, it should, in partnership with others (including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a student's SEN or disability. Where a student has an EHC plan, the school should consider requesting an early annual review or interim/emergency review.

16.2 The school will, as far as possible, to anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the student concerned.

16.3 The Headteacher and proprietor must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.

16.4 Whilst an exclusion may still be an appropriate sanction, the Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, has mental health issues or has been subject to bullying.

16.5 The school will make reasonable adjustments for managing behaviour which is related to a student's disability. Staff should seek advice from the Headteacher if they are unsure about how to manage a student's behaviour where this is related to a disability.

16.6 If there is a concern that a student's behaviour is as a result of unmet educational or other needs, advice should be sought from the SENDCO and further action in accordance with the school's SEND Policy will be considered.

16.7 Where a suspension or permanent exclusion is being considered, the school will ensure that a student with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

17 Safeguarding and Child-On-Child Abuse

17.1 Some behaviour by a student towards another may be of such a nature that safeguarding concerns are raised. The school will adopt a zero-tolerance approach to abuse in order to prevent harm to students. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

17.1.1 Bullying (including cyber-bullying, prejudiced-based and discriminatory based bullying);

17.1.2 Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and/or encourages physical abuse);

17.1.3 Sexual violence and/or sexual harassment;

17.1.4 Causing somebody to engage in sexual activity without consent

17.1.5 Up skirting and/or attempts to commit up skirting;

17.1.6 Consensual and non-consensual sharing nudes and semi-nudes and or videos
(also known as sexting or youth produced sexual imagery); and

17.1.7 Initiation/hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

17.2 Child-on-child abuse can occur both inside and outside of the school and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all students, and a contextualised approach for more vulnerable students, victims of abuse and students with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for students. In worst case scenarios, dismissing sexual harassment can led to a culture that normalises abuse and students accepting it as normal and not coming forward to report it.

17.3 Technology is a significant component in many safeguarding and wellbeing issues. Students are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

17.4 In line with the school's aims and culture of openness and encouragement to report, the school's policy and procedures with regard to child-on-child abuse are set out in the school's Safeguarding Policy. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of students and/or staff, the DSL (or a Deputy) should take a leading role in decision making and the procedures in the Safeguarding Policy will take priority.

18 Malicious Allegations

18.1 Where a student makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the student is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Headteacher will also consider whether to take disciplinary action against the student in accordance with this policy.

18.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

18.3 The school will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

19 Use of Reasonable Force

19.1 Corporal punishment is not used at the school and force must never be used as a form of punishment.

19.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 5: Use of reasonable force DfE guidance.

20 Searching Students (for a full rationale, please see Appendix 6, section 4)

20.1 Only the Headteacher, Associate Deputy Headteacher, or the Safeguarding co-ordinator may authorise a search on a student and their possessions (and accommodation on residential visits) for any item if the student agrees. The member of staff must ensure the student understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of students being searched and the factors that may influence the student's ability to agree.

20.2 The school will follow its Safeguarding Policy all times if a safeguarding concern arising as a result of any actions connected with a search of a student.

20.3 If a student is not willing to co-operate with the search, the school will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL, Headteacher or appropriate member of pastoral staff.

20.4 If a student refuses to co-operate with a search, the Headteacher, and staff authorised by the Headteacher, may use reasonable force to search a student or a students' possessions where they have reasonable grounds for suspecting that a student has an item prohibited by law in their possession including but not limited to weapons or drugs (see Appendix 6 : Searching, screening and confiscation for further details in this respect). Reasonable force cannot be used to search for items that are banned by the school.

20.5 If a student continues to refuse to co-operate, they may be sanctioned in line with the school's Behaviour policy where this is appropriate, in a consistent, fair and proportionate way.

20.6 The school will only conduct non-contact searches for the purpose of keeping the student and the wider school community safe.

21 Staff Training

21.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:

21.1.1 How staff can support students in meeting high standards of behaviour.

21.1.2 How staff can to ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way.

21.1.3 Where applicable to reflect the need of particular students.

21.2 The level and frequency of training depends on the role of the individual member of staff and can include behaviour coaching.

21.3 The school maintains written records of all staff training.

22 Risk Assessment

22.1 Where a concern about a student's welfare is identified, the risks to that student's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

22.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual student welfare plans (including Education, Health and Care Plans, behaviour plans, as appropriate). Regardless of the form used, the School's approach to promoting student welfare will be systematic and student focused.

22.3 The Headteacher has overall responsibility for ensuring that matters which affect student welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.

22.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Associate Deputy Headteacher for Behaviour and Attitudes who has been properly trained in, and tasked with, carrying out the particular assessment.

23 Record Keeping

23.1 All records created in accordance with this policy are managed in accordance with school policies that apply to the retention and destruction of records.

23.2 The school will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected form a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.

23.3 The school will keep a separate record for:

23.3.1 Allegations and concerns reported in respect of:

(a) Sexual harassment or sexual violence;

(b) Bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents.

23.4 The school will keep a record of any search by an authorised member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in the school's safeguarding reporting system.

23.5 The school will keep a separate record of sanctions imposed for serious misbehaviour. The record will include:

23.5.1 The name and year group of the student concerned;

23.5.2 The nature and date of the offence;

23.5.3 The sanction imposed and reason for it; and

23.5.4 The name of the person imposing the sanction.

23.6 This record will be reviewed regularly by the Associate Deputy Headteacher so that patterns in behaviour can be identified and managed appropriately. This will also help if/when responding to any complaints about the way a case has been handled by the School.

23.7 This record will be reviewed by the Governing Body will in order to evaluate all data recorded in order to meet its obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).

23.8 The records created in accordance with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published on its website privacy notices which explain how the school will use personal data.

Appendix 1: School Behaviour Expectations and Routines

The school has the highest expectations of behaviour and conduct of our students. We expect students to always act with integrity, displaying a sensible and reasonable manner both on and off the School site, showing respect for staff, each other, local community and environment and property.

In practice this means, but is not limited to:

- Avoiding aggressive confrontations;
- Not indulging in bullying or harassment of any kind including but not limited to showing or acting in a way that shows any prejudice regarding race, religion, gender, sexual orientation, culture or other protected characteristic;
- Never carrying out any harmful sexual behaviour of any kind;
- Treating all staff and members of the school community with respect;
- Moving around the school site in a sensible manner and respecting the fittings and decoration;
- Using school equipment as intended, minimising the risk of damage or unnecessary replacement;
- Not eating, chewing or drinking in lesson time nor anywhere outside the designated spaces;
- Working to the best of their ability;
- Not endangering the lives of others by interfering with Fire Prevention devices and alarms;
- Not bringing the school into disrepute by displaying unacceptable behaviour off-site, whether in the locality to and from home to the school, or further afield e.g. on school visits. The school will consider intervening and issuing sanctions for any event off-site that

happens in school uniform, is brought into the school or effects school life in any way, including on social media.

There is a reciprocal responsibility for staff to behave in a supportive, nonconfrontational manner towards students in order to help them achieve their full potential. Staff are expected to consistently challenge the behaviour of students who act inappropriately.

CARDINAL POLE CATHOLIC SCHOOL

OUR MISSION

'Cardinal Pole Catholic School is a community of service guiding young people on a path to opportunity, aspiration, and reward, founded on Catholic values.'

READY TO LEARN

Within the first minute:

- You must be silent
- You must have your reading book, planner and pencil case out
- Complete 'Do Now' task

ONE VOICE

- Teacher speaks and students listen
- Students speak when invited

WORK HARD

- You must complete the task to the best of your ability
- You must work in silence
- You must raise your hand if you are asking for help

Our classroom culture is underpinned by 'Cardinal Pole 8' which incorporates different parts of the categories above. 'The Cardinal Pole 8' are regularly reiterated and celebrated within our classrooms and give students a clear guide of what is expected of them during their lessons.

Each expectation is linked to a criteria on the school's MIS system supported by Bromcom and if they are broken a sanction can be set.

Each of the expectations is broken down into 8 statements to which students must adhere to.

They are designed to be as clear as possible so that they can be referred to throughout the lesson and form a consistent school language around behaviour. Teachers are expected to reiterate the Cardinal Pole 8 in both Prep and during lessons to support students understanding of expectations.

Clarity of expectations for students using a common language is vital in ensuring students understand what is expected of them. The repetition of the rules is key in establishing a school culture swiftly. 'Cardinal Pole is a community of service guiding young people on a path to opportunity, aspiration and reward'.

If you behave poorly, you are not being aspirational, you will limit your opportunities and you will miss out on your reward.

The expectorations are clearly framed and link to the actions they need to do to meet what is required of them. The eight expectations are simple and memorable and clearly displayed throughout the school for reference. The expectations form part of the Schools behaviour curriculum which is shared and reinforced through Prep.

To ensure consistency of application through the staff the school has a clearly stepped warning procedure of Chance, Choice and Consequence. If students move through this system on call is notified and a 30-minute sanction set with a parent alert text. If behaviour continues to fail to meet expectations, then it could lead to removal from the classroom.

Sanctions Ladder: Minor and Major misconduct

Sanctions are needed to respond to inappropriate behaviour and standards. A range of sanctions is clearly defined in these procedures and the consistency of their use will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor (Level 1-3) and major offences (L4 and 5). The sanctions ladder underpins the Cardinal Pole 8 and ensures absolute clarity within the student body.

Teaching staff can set a total of two minor sanctions in one lesson totalling 30 minutes. Students can receive a total of four minor sanctions in one day totalling one hour. These sanctions are served on the day that they are set. Parents can access an update on their child's daily behaviour record on the school's MIS platform.

Sanctions that are longer than one hour will be set with at least 24 hours' notice and students and parents will be informed by letter. Full guidance on sanctions appears in Appendix 3.

BEHAVIOUR POINT SYSTEM

In class and outside class expectations ROW Level 1 (1pt)	Behaviour that leads to the removal from a lesson These behaviours will be greeted with reminders in the first instance Level 2 (2pts)	Behaviour that will lead to a 2 hour sanction Actioned by the Head of Year Level 3 (3pts)
• Failure to attend a detention will lead to a referral to a 2 hour Headteacher's detention	• 30 minute restorative conversation • 1 hour daily detention if removed more than once.	• 2 hour sanction supervised by Senior staff
• Eating in the wrong place • Littering • Breaking Ready to Learn expectations • Breaking One Voice expectation • Breaking Work Hard expectation • Late to lesson • Rudeness Each sanction will accrue 15 minutes up to 1 hour	• Continuous disruption to learning • Physical contact that causes irritation or annoyance • Repeated Rudeness • Swearing • Repeated failure to follow instructions.	• Failure to attend two 15 minute detentions • Late to school twice in a week • Damage to school property • Truancy • Selling items without the schools permission • Swearing aggressively at another student • Persistent Level 1 breaches • Walking away from staff • Repeated failure to complete HWK • Serious breach on 'no touch rule' • Unsafe corridor behaviour • Failure to attend restorative conversations

Inclusion room 1 day- sanctioned by SLT – Level 4 (4pts)	Inclusion room 2 or more days or a fixed term exclusion or permanent exclusion
• Play fighting • Repeated defiance • Missing a Senior leader detention • Repeated failure to attend level 1 sanctions • Irresolvable uniform issues • Repeated removal from lessons	• Fighting • Repeated Truancy • Swearing at a member of staff • Bullying –online/offline • Refusing the inclusion room • Drugs/weapons onsite • Aggressive response to staff • Repeated removal from lessons

Extra-Curricular

During any enrichment, educational visits or extra-curricular activities all usual school expectations apply, as does the possible use of the sanctions system.

Late to school

If school students are not on the school site by 8.35am for Year group line up they will be marked as late to registration and receive a 15-minute sanction served at the end of the day. If they are late to school by arriving after the late gate has closed, they will receive a detention of 30 minutes. Arrangements for those who are persistently late are outlined in the Schools Attendance and Punctuality policy.

Homework

The persistent failure to complete homework will be tracked and monitored by departments through the setting of Ready to Learn Homework sanctions. Students with persistent concerns will be referred to compulsory study clubs and/or Homework specific detentions. Rewards will be issued upon the completion of home learning tasks to incentivise high rates of return

Harmful Sexual Behaviour

Although children's sexual behaviour exists on a wide continuum, and some can be considered normal and developmentally expected, harmful sexual behaviour includes anything described as or could be interpreted as inappropriate, abusive or violent. This includes but is not limited to, sexual insults, inappropriate comments, sexually motivated actions such as inappropriate touching, sexual harassment and sexual assault. There is no excuse for harmful sexual behaviour and under no circumstance are comments like 'just a joke' or 'banter' acceptable.

As always, education is our priority and through our Personal Development Curriculum we educate all our students about what harmful sexual behaviour is, how to prevent it and how to deal with should any student experience it. If a student reports being a victim of harmful sexual behaviour, we will in the first instance make sure that student is safe, then fully investigate the allegations and inform relevant agencies. Any harmful sexual behaviour perpetrated by a student will be treated with the upmost seriousness and on a case-by-case basis, then depending on the severity of the action can result in any sanction up to and including permanent exclusion.

Behaviour Outside of the School Premises

Where a student's behaviour falls below the high standards expected from the school outside the premises, the school will:

- Seek to work with families and other members of the school community to ensure that through working together the behaviours are not repeated;
- Apply appropriate sanctions where these are deemed necessary.

The school will apply the procedures:

1. When the behaviour occurs:
    - On a school-organised trip, activity or sports fixture;
    - Travelling to and from the school;
    - When the child is wearing school uniform;
    - When the child is identifiable as a Cardinal Pole student.

2. When the behaviour occurs at any time, whether or not the above conditions apply, and that behaviour may:

- Have repercussions for the orderly running of the school;
- Poses a threat to another student, member of staff or member of the public;
- Adversely affect the reputation of the school.

The school will inform the Police and any other relevant agency as appropriate.

Appendix 2: Removal from the Classroom

1 Removal a student from the classroom is a formal sanction imposed for serious disciplinary reasons, which allows for the continuation of the student's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the student.

2 Removal from the classroom will only be used for the following reasons:

2.1 To maintain the safety of all students and to restore stability following an unreasonably high level of disruption; This is evidenced through the Chance, Choice and consequence pathway

2.2 To enable disruptive students to be taken to a place where education can be continued in a managed environment; and

2.3 to allow the student to regain calm in a safe space.

3 The school's arrangements for removal from the classroom (lessons) are:

- The classroom teacher will notify on call;
- The student will be removed and placed in the Restorative Room;
- The Restorative Room monitor will record the behaviour and alert the parent/carer through a text message; the student will complete a one-hour sanction; the teacher is mandated to phone the parents that evening. A restorative conversation is optional for the staff member before the next lesson
- The student will remain in the Restorative Room/Department shadow timetable for the lesson completing independent work related to their lesson, read or complete a reflection sheet. If a student is removed from more than one lesson in a day, they will be removed from all lessons for the remainder of the day and remain in the Restorative Room the following day.

4 It will be the responsibility of the Headteacher to maintain overall strategic oversight of the school's arrangements for any removals. Students may be withdrawn from lessons for periods longer than one day but all decisions relating to removal from the classroom that extends this threshold will be reviewed by the Headteacher. Reasons for extended periods of reflection are outlined in the restorative section.

5 The school will collect, monitor and analyse the data on the removal of students from the classroom in order to interrogate its use and effectiveness.

6 When dealing with the removal of a student from the classroom each case will be dealt with on its own individual facts and circumstances. The Executive Headteacher/Head of School and teachers will:

6.1 Consider whether any assessment of underlying factors of disruptive behaviour is needed.

6.2 Inform parents of the removal from the classroom on the same day; This is the responsibility of the class teacher.

6.3 Facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

6.4 Ensure that students are never locked in the room of their removal except in limited exceptional situations.

6.5 If a student has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the student is looked after, ensure their Personal Education Plan is appropriately reviewed, amended if needed and notify their Virtual School Head.

Appendix 3: Rewards and Sanctions

1 Introduction

1.1 Examples of the rewards and sanctions the School ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and sanctions may be used insofar as they comply with good education practice, and promote good behaviour and compliance with the School's Policies on behaviour.

1.2 Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and sanctions imposed.

1.3 Where a particular reward or sanction is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different sanction imposed, where it is appropriate to do so.

2 Rewards

2.1 Staff are encouraged to recognise the value of rewards and positive reinforcement for good behaviours.

2.2 Achievements and successes are celebrated on a regular basis through praise in the classroom, phone calls home, assemblies, postcards home, the school reward system, trips and visits, certificates, tutor group pizza parties, subject ties and Headteacher's rewards lunches.

2.3 Examples of good behaviour that are rewarded with achievement points are:

- Excellent work
- Excellent effort
- Community spirit
- Gold, Silver and Bronze badges awards for 50,100 and 150 achievement points respectively
- SOAR awards events are held at the end of AP2 and include prizes for:

- o Progress
- o Attainment
- o Improvement.

3 Sanctions

3.1 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should happen at the same time if necessary.

3.2 Examples of sanctions that maybe issued include:

3.2.1 A verbal reprimand and reminder of the expectations of behaviour.

3.2.2 Loss of privileges e.g. removed from a trip or reward.

3.2.3 Detention, including break and after school

3.2.4 School based community service, such as tidying a classroom or playground.

3.2.5 Regular reporting including PSM mentoring; scheduled uniform/equipment checks; or being placed 'on report' for behaviour monitoring to the HOY.

3.2.6 Removal from the classroom.

3.2.7 A period of reflection or referral to the St Monica Centre.

3.2.8 Suspension; and

3.2.9 In the most serious of circumstances, permanent exclusion.

3.3 Alternative arrangements for sanctions can be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances.

3.4 The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

3.5 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

3.6 It will also consider any special circumstances relevant to its imposition including:

3.6.1 The student's age;

3.6.2 Any special educational needs or disability they may have; and

3.6.3 Any religious requirements.

4 Periods of Reflection and Referral to the St Monica Centre

4.1 The school uses periods of reflection when:

4.11 A student has been involved in a social interaction that constitutes a major infringement of the behaviour standards.

4.12 A student has a repeated pattern of behaviour and further sanctions and time to reflect on their behaviour is required.

4.13 Investigating allegations, a significant incident that require a student to be removed from general circulation whilst the facts are established.

4.2 Periods of reflection are held in the Restorative Room on the school premises. Timetabled work in CORE subjects is available and students will complete work led by the Restorative Room lead.

4.21 Periods of reflection that are set as a sanction for poor behaviour can range from one day to a number of days.

4.22 Behaviour in the Restorative Room is monitored by a member of the behaviour team and students that do not comply may have their period of reflection extended.

4.23 When this action is completed, they may receive further support as necessary, including but not limited to restorative justice, meeting with a school counsellor or meeting with a member of the behaviour team. When this is complete, they will continue to work on their lessons for that day in the Reflection Room.

4.3 Referral to the St Monica Centre: For students with persistent removals from the classroom and therefore at risk of suspension and exclusion the school with refer to our on-site Alternative Provision. Parents will be informed of the use of this provision as will relevant outside agencies. The aim is to work effectively with all stakeholders to ensure that a successful long-lasting return to the classroom can be achieved.

4.4 Students will complete tasks that encourage them to self- analyse their behaviour, look at who has been affected, consider different ways in which they can mend and relationships and put in place steps to ensure the actions are not repeated. A specialised curriculum with both lessons and sessions run by internal and external providers will focus on assessing any unmet need whilst ensuring that students are engaged with learning.

4.5 When this action is completed, they may receive further support as necessary, including but not limited to monitoring by the Restorative manager and staff meetings.

4.6 Placements in the St Monica Centre will last one week. A student can only be referred to this intervention three times over the course of an academic year.

4.7 Behaviour in the St Monica Centre is monitored by a member of the Restorative Team and students that do not comply may be withdrawn from the programme.

5 Individual Behaviour Plans

The Individual Behaviour Plan (IBP) identifies realistic behavioural outcomes for the student to achieve. It is agreed with parents/carers as a result of a meeting. This meeting will consider the causes for concern and the steps suggested to improve the situation. Agencies such as Young Hackney, Educational Welfare officer, the Exclusions Team, the Educational

Psychological Service, the REU and Social Services may be used in drawing up the plan as appropriate.

In drawing up the plan pastoral staff will, in discussion with others:

- consider offering further specialist support and counselling including triggering a request for emergency review for students on an ECHP;
- review any learning difficulties and put in place any additional support as required where necessary;
- consider a 'partnership placement' with New Regents' College to prevent escalation to permanent exclusion;
- consider a placement for a period of time at an appropriate outside provision using an off-site direction;
- consider, with agreement of the student's parents, a managed move to another school either in borough or outside the borough;
- consider whether a multi-agency assessment should be considered.

The programme should have an automatic time limit and be monitored regularly. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- be reduced or removed;
- may be continued for a further period of with or without amendments;
- where there has been no improvement at all this could lead to a permanent exclusion.

6 Suspension and Permanent Exclusion from School

6.1 Only the Headteacher has the power to impose a suspension or permanent exclusion from school. In the unlikely/unforeseen event the Headteacher is off-site for an extended period of time, this power is also held by a Deputy Headteacher.

6.2 Suspension and permanent exclusion from school can take the form of:

6.2.1 Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or

6.2.2 Permanent exclusion.

6.3 Permanent exclusion from school will only be imposed for:

6.3.1 A serious breach or breaches and/or persistent breaches of this policy; and

6.3.2 Where allowing the student to remain in school would seriously harm the education and/or welfare of the student and/or others (such as staff or students) in the school.

6.4 **The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times.** This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings/hearings, including the deadlines for these.

6.5 The Headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion which has not yet been formally reviewed by the Governors' Discipline

Committee at a meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

6.6 The issuing of external exclusions is usually progressive but entry at any level on the exclusion ladder, including permanent exclusion, can be the result of any one single event depending on the severity. These can include but are not limited to:

6.6.1 Unprovoked serious assault.

6.6.2 Serious violent or dangerous behaviour.

6.6.3 Serious vandalism.

6.6.4 Assault of a member of staff.

6.6.5 Possession of drugs.

6.6.6 Provision of banned substances or other banned items to other students.

6.6.7 Possession of a weapon including but not limited to any pointed/bladed article.

6.6.8 Use of a weapon to threaten or injure.

6.6.9 Possession of cigarettes, vapes or other banned items.

6.6.10 Persistent and defiant misbehaviour.

6.6.11 Verbally or physically threatening a member of staff or student.

6.6.12 Using derogatory language towards a member of staff or student such as, but not limited to racist, homophobic, sexual.

6.6.13 Misuse of the school's IT systems, including but not limited to sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students, distributing pornographic materials, hacking into restricted areas.

6.6.14 Persistent bullying, including cyber bullying.

6.6.15 Persistent or serious intimidation of others.

6.6.16 Any harmful sexual behaviour.

6.6.17 Bringing a dangerous and threatening situation to the school, including but not limited to, coordinating other people to attend the school or its local area for the purpose of causing confrontation with other members of the school community.

6.6.18 Extreme behaviour on way to and from the school or in the community outside of School hours which brings the school into disrepute, including but not limited to, involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the school community.

6.6.19 Making serious false allegations against a member of staff.

6.6.20 Serious damage to school property including graffiti.

6.6.21 Serious breach by sharing of GDPR data of other members of the school community without permission, including inappropriate images.

6.6.22 Ongoing or extreme one-off incidences of using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media.

6.6.23 Creating and spreading of malicious rumours about other students and/or members of staff.

6.6.24 Creating, adapting, editing and circulating images of staff or students without explicit prior permission, including but not limited to publication on personal or "fake" social media accounts.

Appendix 4: Investigations of Incidents and Alternative Action

1 **Investigation**

1.1 The Headteacher may investigate incidents which potentially give rise to a breach of the school's policies on behaviour, or they may appoint a member of staff (usually a member of the School Leadership Team or a Head of Year) to carry out the investigation.

1.2 The investigation and any interviews or meetings which take place with students will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.

1.3 The students involved will be interviewed as part of the investigation and given the opportunity to state their version of events. Where students are at risk of disciplinary action, they will usually be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed.

1.4 Students who are clearly only witnesses and not at risk of disciplinary action may be interviewed without an additional member of staff being present.

1.5 Parents do not need to be notified in advance that interviews are taking place, and their consent is not required

1.6 The student will be asked to make a statement, and/or a written record of the interview will be made by the interviewing member of staff. Students will be asked to sign and date their statement or the written record of interview.

1.7 CCTV footage may be viewed and students' desks, lockers and/or personal belongings may be searched during the course of an investigation. See Appendix 6 : Searching, screening and confiscation of this policy for the school's policy on searching and confiscation.

1.8 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will take into account advice from appropriate external agencies, and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment,

the school will have regard to KCSIE and the School's designated safeguarding lead (or a deputy) will take a leading role on decisions.

1.9 Where the Headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the School, the investigating member of staff will fully report the outcome of their investigation to the Headteacher to enable an informed decision to be made.

2 Removal from the Classroom/Suspension Pending Further Investigation/Enquiries

2.1 Where the incident is serious and/or complex and it has not been possible to complete the full investigation and/or conduct all enquiries on the day that the incident occurred or was brought to the attention of the school, the student may be removed from the classroom while the investigation continues and/or enquiries are made (for example, consideration of a managed move). During this time the student is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be taken into account by the Headteacher when determining the final sanction.

2.2 Alternatively, where it is not appropriate for the student to remain on the school's premises while the investigation continues/enquiries are made, the student may be formally suspended from the school for a fixed number of days pending further investigation/enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation/enquiries.

2.3 Before a suspension pending further investigation/enquiries is imposed, the principal must be satisfied that a prima facie case has already been established in relation to the student's involvement in the incident to an extent that merits a suspension of at least that length.

2.4 A suspension pending further investigation/enquiries is still a serious disciplinary measure and the statutory procedure set out in the Exclusion Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).

2.5 Once the investigation/enquiries are complete, the Headteacher will be in a position to make a final decision

3 Decision

3.1 Once the investigation has concluded, all the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e., on a balance of probabilities, or more likely than not).

3.2 Students' behaviour and discipline records will be taken into account, together with the students' background, and any special educational needs and / or disabilities they may have. The school will follow its SEND Policy and Equality policy, where these are relevant.

3.3 All disciplinary sanctions imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, taking into account the student's own account, aggravating features, mitigation, background, and special educational needs and/or disabilities.

3.4 Disciplinary sanctions will be recorded in the student's behaviour and discipline record.

3.5 The school will usually notify the parents of disciplinary sanctions imposed and the reasons for them (parents must always be notified of removals from the classroom, suspensions and permanent exclusions).

4 Off-site Directions

4.1 The school has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary sanction or punishment for misconduct.

4.2 The off-site direction may be to a Student Referral Unit (**PRU**), an Alternative Provision School, or another school/school (or unit therein).

4.3 Parental consent is **not** required for an off-site direction, and students are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

4.4 The arrangements for the off-site placement will be based on an understanding of the support the student needs in order to improve their behaviour, as well as any SEND or health needs the student has. It may be full-time, or part-time in combination with attendance at the school or another setting. The expectation is that the student will continue to receive full-time broad and balanced education.

4.5 A Individual Behaviour Plan (IBP) will be put in place, which sets out the objectives for the student's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the student's current position against which to measure their progress. - remove – not in line with school practice.

4.6 The off-site placement will be regularly reviewed, and parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the student is benefitting from it.

4.7 During the period of an off-site direction by the school to another school/school, the student must be dual registered which means that they will be registered at both the school and the school/school to which the student is directed off-site.

4.8 The school will follow the Alternative Provision Guidance when exercising this power.

4.9 If the off-site direction becomes a permanent move to a new school or provider consent from the parent and carer must be sought. The move will only take place if it is in the best interests of the child and if the receiving school has no waiting list in the relevant year group

Appendix 5: Use of Reasonable Force

1 **Any use of reasonable force will be in accordance with the DfE guidance Use of reasonable force (DfE, July 2013)**

2 Reasonable force may be used to prevent a student from doing or continuing to do any of the following:

2.1 Committing a criminal offence;

2.2 Injuring themselves or others;

2.3 Causing damage to property, including their own; or

2.4 Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere

3 In these circumstances, force will be used for two main purposes: to control students or to restrain them. Reasonable force may be used, for example, to restrain a student at risk of harming themselves or another individual or to prevent a student leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used as a form of punishment.

4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 : Searching, screening and confiscation below).

5 In these circumstances, "reasonable" means using no more force than is needed.

6 In deciding whether reasonable force is required, the needs of individual students will be considered and reasonable adjustments will be made for students with special educational needs or disabilities. The school will establish proactive and positive behaviour support strategies for students with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

7 Where reasonable force is used by a member of staff, the Headteacher must be informed of the incident and it will be recorded in writing. The parents will be informed about serious incidents involving the use of force.

Appendix 6 : Searching, Screening and Confiscation

1 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.

2 The school's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE, July 2022).

3 **Prohibited items**

3.1 The following are 'prohibited items' by law under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

(a) Knives or weapons, alcohol, illegal drugs and stolen items;

(b) Tobacco and cigarette papers, fireworks and pornographic images;

(c) Any article that a member of staff reasonably suspects has been, or is likely to be used:

(i) to commit an offence; or

(ii) to cause personal injury to, or damage to the property of, any person (including the student); and

3.2 In addition to the above, the school has prohibited or restricted the use of the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:

(a) mobile phones (kept switched off and out of sight at all times inclusive of the 6th form)
(b) Apple watches or other internet enabled devices
(c) laptops;
(d) tablets;
(e) hand-held electronic games;
(f) other electronic devices; and
(g) vaping devices / e-cigarettes / lighting devices of any kind
(h) aerosols

3.3 Students must not have these items in their possession or use them in a way which is restricted, on the school's premises, or at any time when they are in the lawful charge and control of school staff (e.g. on educational visits).

3.4 Students may be searched for any item which is prohibited or its use restricted by the school (as set out above) with their agreement.

4 Searching Students

4.1 Under common law, school staff have the power to search for any item if a student agrees. The member of staff undertaking the search should ensure the student understands the reason for the search and how it will be conducted so their agreement is informed.

4.2 When exercising these powers, the school must consider the age and needs to students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

4.3 If a student refuses to co-operate with a search for an item prohibited by law as listed in section 3.1 above, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search.

4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

4.5 Where a student is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.

4.6 If a student refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.

4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Headteacher/Associate Deputy Headteacher/DSL and/or pastoral member staff will be sought. During this time the student should be supervised and kept away from other students.

4.8 Searches will be carried out on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on an educational visit or in training settings.

4.9 If it is believed that a student has a prohibited item, it may be appropriate for a member of staff to carry out a **non-contact search:**

(a) a search of outer clothing; and/or

(b) a search of school property (e.g. students' lockers or desks, bed, studies or dormitories); and/or

(c) a search of personal property (e.g. bag or pencil case).

4.10 Staff will be the same sex as the student being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the student being searched. As a limited exception to this rule, staff can carry out a search of a student of the opposite sex and/or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff, for example if a student is suspected of carrying a weapon.

4.11 A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

4.12 Where the Headteacher or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the Designated Safeguarding Lead (DSL) or deputy and the student will be sanctioned in line with the school's Behaviour policy to ensure consistency of approach.

5 After a Search

5.1 Whether or not any items have been found as a result of any search the School will consider whether the reasons for the search or outcome give cause to suspect whether a student is suffering or likely to suffer harm and whether any specific support is needed.

5.2 Where appropriate school staff will follow the school's Safeguarding Policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

5.3 The school will notify parents after a search has been carried out.

6 Recording Searches

6.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above, items banned by the school rules in section 3.2 will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

6.2 Records of the search will include:

(a) the date and time of the search;
(b) which student was searched;
(c) who conducted the search and any other adults or students present;
(d) what was being searched for;
(e) the reason for searching;
(f) what items, if any, were found; and
(g) whether parents were advised the same day and who advised them.

6.3 The School will analyse any data gathered to consider whether searching falls disproportionately on any group/or groups and whether any actions should be taken to prevent this.

7 Screening

7.1 The school may impose a requirement that students undergo screening for the detection of weapons as part of risk assessment or management plan.

7.2 Screening will take the form of a hand-held metal detector to scan all students for weapons before they enter the school premises or in the safeguarding room.

7.3 If a student has a disability, the school will make any reasonable adjustments to the screening process as required.

7.4 If a student refuses to be screened, the school will consider why the student is not cooperating and will make an assessment as to whether it is necessary to conduct a search.

8 Confiscation

8.1 Under the school's general power to discipline, a member of staff may confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.

8.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.

9 Searching Electronic Devices

9.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

9.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour.

9.3 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of school discipline or criminal offence or hand it over to the Police if the material is suspected to be evidence relevant to an offence.

9.4 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.

9.5 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the school's policy on sexting as set out in the safeguarding and child protection policy/consult the advice set out in the Searching screening and confiscation advice (for schools) and UKCIS sexting advice.

9.6 The school will comply with data protection law in relation to any search of an electronic device.

10 Disposal of Confiscated Items

10.1 **Alcohol**: Alcohol which has been confiscated will be destroyed.

10.2 **Controlled Drugs**: Controlled drugs will usually be delivered to the Police as soon as possible. In exceptional circumstances and at the discretion of the Headteacher or authorised member of staff, the drugs may be destroyed without the involvement of the Police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the student.

10.3 **Other Substances**: Substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.

10.4 **Stolen Items**: Stolen items will usually be delivered to the Police as soon as possible. However, if, in the opinion of the Headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retaining or

returning the item may place any person at risk of harm; and whether the item can be disposed of safely.

10.5 **Tobacco or Cigarette Papers**: Tobacco or cigarette papers will be destroyed.

10.6 **Fireworks**: Fireworks will not be returned to the student. They will be disposed of safely at the discretion of the Headteacher or other authorised member of staff.

10.7 **Pornographic images**: Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the Police as soon as practicable. As possession of such images may indicate that the student has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

10.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

10.9 **Article used to commit an offence or to cause personal injury or damage to property**: Such articles may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and whether and when it is safe to return the item.

10.10 **Weapons or Items which are Evidence of an Offence**: Such items will be passed to the Police as soon as possible.

10.11 **An Item Prohibited or Its use Restricted by the School**: Such items may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the student or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.

10.12 Where staff confiscate a mobile phone that has been identified as being on that student's person, the phone will be kept safely until the following Friday when it can be claimed by a parent or suitable adult, unless the Headteacher considers it necessary to retain the device for evidence in disciplinary proceedings.

10.13 **Electronic devices**: If it is found that an Apple watch, mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the school's policies on examinations, behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings.

Once the proceedings have been concluded the device must be collected by a parent and the student may be prohibited from bringing such a device onto school premises or on educational visits. In serious cases, the device may be handed to the Police for investigation.

11 **Communication with Parents**

11.1 There is no legal requirement for the school to inform parents before a search for prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.

11.2 Parents should always be informed of any search for a 'prohibited item' listed above that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

11.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school's policy.

11.4 We will keep a record of all searches carried out, which can be inspected by the parents of the student(s) involved subject to any restrictions under the Data Protection Act 2018.

11.5 Complaints about searching or confiscation will be dealt with through the school's published Complaints Policy and procedures.

11.6 The school will take reasonable care of any items confiscated from students. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.

Appendix 7 - Sixth Form Behaviour Policy

1 **Code of Conduct**

Sixth Form students have chosen to continue their studies at Cardinal Pole Sixth Form and have signed up to the Sixth Form Code of Conduct. The 6th form follows the same behaviour expectations as the rest of the school community and all behaviour policy is applied across the 6th form in the same manner it is applied throughout Years 7-11.

2 **Sanctions and Systems**

- Late to school or to lesson detention – 30 minutes after school
- ROW sanctions – 15 minutes per infringement
- Removal from the classroom
- Direction to supervised study
- Head Teacher Detention – 2 hours after school
- Whole School Late Detention – 2 hours after school
- Saturday detention
- Restorative room
- Student Reports

3 **Behaviour Points and Conduct Concerns**

Behaviour points can be issued by any staff member in accordance with the whole school behaviour policy. Sixth form students receiving a behaviour point will complete a one hour Sixth Form detention. These will take place on Fridays after school in the Sixth Form block. Students who do not attend a detention will be escalated to the next level of sanction.

4 **Truancy**

Missing lessons or part of lessons without the expressed permission of the sixth form team and class teacher is truancy. This includes sessions and activities such as Form Time, PSHE, Core RE, Enrichment and Mass. The minimum sanction for truancy is a two-hour Head Teacher Detention.

5 **Lateness to School**

Students who are late to school or to lessons once in a week between 8:30 and 9:00 will complete a 20-minute Sixth Form detention. Students who are late to school two or more times in a week between 8:30 and 9:00 will complete a 1 hour Sixth Form detention. Students being late to school after 9:00 will count as truancy, and they will complete a two-hour Head Teacher detention as a minimum. Persistent lateness to school will be monitored and followed up every half term. Persistent lateness concerns will result in parent meetings, at which targets will be set and follow-up meetings scheduled. Failure to improve punctuality may result in a students' place in the school being withdrawn.

6 **Attendance**

Sixth Form Students are expected to be in school all day, every day unless otherwise directed. Attendance will be closely monitored and followed up every half term. Persistent attendance concerns will result in parent meetings, at which targets will be set and follow-up meetings scheduled. Failure to improve attendance may result in a students' place in the school being withdrawn.

7 **Persistent conduct concerns – Students on Report**

Students who persistently fail to follow the Sixth Form code of conduct will be placed on report. This is an opportunity for students and parents to reflect on the targets they need to meet, and for the sixth form pastoral team to monitor students' performance in meeting these targets. Students on report will have a paper report that they must get signed by their teachers in every lesson, who will note down whether the student has met the agreed targets. In the first instance, students will be on report to their form tutor. Any subsequent repots will be escalated to the 6th form team. Failure to complete a report, either due to not meeting targets or due to failing to get the report signed, will result in a parent meeting. Students will stay on report until targets are achieved. Students who persistently or repeatedly fail to achieve targets while on report will be at risk of losing their place in the 6th form.

8 **Major behaviour incidents**

Major behaviour incidents both inside and outside of school may result in sanctions outside of and beyond the above systems. Major behaviour incidents can include fighting, drug use, bullying (including online bullying), sexual harassment, persistent truancy, and bringing the school into disrepute (for example through use of social media). Sanctions for these kinds of behaviour are at the Headteacher's discretion, and could include the withdrawal of a student's sixth form place.