Bellerive FCJ Catholic College Behaviour Policy

This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.

Mission Statement:

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence
- To prepare pupils for their adult life, playing a full part in a modern global society

History of Document

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RATIONALE:

Bellerive's Behaviour Management Policy encompasses our unique ethos which is underpinned by the FCJ* vision and values that we promote. It supports the fostering of a moral code of right and wrong that will carry our students forward into their adult lives. It upholds our commitment to provide the best possible education for all our students.
(*FCJ stands for the Faithful Companions of Jesus, the religious order which founded this school and others throughout the world. The FCJ values are: Companionship, Dignity, Excellence, Justice, Gentleness and Hope).

The school Mission Statement is central to the policy from which the school rules, classroom procedures, rewards, sanctions and pastoral procedures all emanate. In this way the school reflects its Christian ethos on a daily basis, paying particular attention to both the Catholic tradition and the FCJ charism.
(This policy is also mindful of, and in keeping with the need for students to be aware of and respect the 'fundamental British values' of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs).

This policy is an organic document. It will be constantly revisited, undergo improvements and be updated as circumstances and situations change and as we learn what works best to suit the needs of our school community.

1. Aims
This policy aims to:
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination (read in conjunction with our Anti Bullying Policy)
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements
This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour in schools: advice for headteachers and school staff 2024

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026

Restrictive interventions, including use of reasonable force, in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice 2024

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Defiance of a member of staff
- Refusal to follow school rules
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Refusal to comply with sanctions issued in line with this policy

Examples of serious misbehaviour (This is not an exhaustive list):

- Repeated breaches of the school rules
- Any form of bullying
- Persistent disruption of the learning environment
- Inappropriate sexualised behaviour such as sexual language and sexual bullying. This would include making explicit sexual remarks, display of sexual imagery, sexual gestures, unwanted physical attention, "upskirting", comments about sexual reputation or performance or inappropriate touching
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Being under the influence of drugs or alcohol
- Possession of any prohibited items. These are (this is not an exhaustive list):

- Knives or weapons
- Alcohol
- Illegal drugs, psychoactive substances, nitrous oxide or any of the "drug paraphernalia" connected with taking these
- Solvents or similarly dangerous substances. Aerosol canisters use solvents and propellant gases so they are not allowed (including hair sprays and deodorants – students who wish to use a deodorant while in school should opt for a "roll-on" variety
- Stolen items
- Tobacco, cigarettes, cigarette papers, matches, lighters, e-cigarettes, shisha pens, e-cigarettes, vapes or any smoking related items
- Fireworks or similar
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil in possession of the item themself)
- Any article that is thought be illegal

The school reserves the right to search, within reason, any pupil suspected of being in possession of a prohibited item. It also reserves the right to involve the police in such searches where it is felt appropriate.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	**Definition**
Emotional	Being unfriendly, excluding, name calling, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites devices

	or via images, audio, video, or written content generated by artificial intelligence (AI)
LGBT Bullying	Bullying behaviours of the types listed above that are based upon a person's sexual orientation or their perceived sexual orientation.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying strategy.

5. Roles and responsibilities

Everyone is responsible for:

- Implementing School policy and procedures consistently and fairly so as to set high standards of behaviour, support students in reaching the School's expectations, and creating a high-quality learning environment.

5.1 The Governing Body

The Governing Body of Bellerive FCJ Catholic College will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Reviewing and approving this behaviour policy in conjunction with the Governing Body of Bellerive FCJ Catholic College, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- Living our FCJ Values (Companionship, Dignity, Excellence, Justice, Hope, Companionship, Justice, Compassion, Forgiveness, Trust) into being

The senior leadership team (SLT) will support staff in responding to behaviour incidents. When required, the Senior Leadership Team will view CCTV footage (both internal and external) to investigate incidents of poor behaviour.

5.4 Parents/Carers

Parents/Carers have a responsibility for the behaviour of their child within and outside of school. They are asked to work in partnership with the school in maintaining our high standards of behaviour by:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Discuss and support their child in adhering to all school rules and policies
- Ensure that their child attends school wearing the correct uniform, as detailed in the school journal (this includes not wearing make-up, false tan, jewellery and our rules concerning hair style and colour)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Respond promptly to communication from school such as letters/phone calls
- Attend meetings in school when requested to discuss their child's behaviour/progress
- Discuss any behavioural concerns with the appropriate member of staff (usually Head of Year) promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle any behavioural issues.

5.5 Students

Students will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

6. Pupil Code of Conduct

Broadly speaking, Bellerive's pupils are expected to:

- Be aware of the school rules
- Follow instructions immediately and without question
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Show respect for members of the public when in school uniform (including our P.E. kit)
- Complete all work and homework to the best of their ability
- In class, make it possible for all pupils to learn
- Move in an orderly manner around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept and follow sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when online or in the wider community

6.1 Mobile phones

Pupils are allowed to have mobile phones with them in school, however all phones should be switched off and in a school bag during the school day and while on school premises.
Should a student breach the mobile phone policy the following consequences will imposed:

- **M1 - 1st confiscation**: Phone will be available for collection **by a parent (not a pupil) from office next day, no later than 4pm**, followed with an hour detention with form teacher/class teacher. Phone handed in at office each morning and collected each evening for 5 days after its return.

- **M2 - 2nd confiscation**: phone can be collected from Head of Year by a parent (not a pupil) next day, no later than 4pm, followed by a 1-hour HOY/AHOY detention. Phone handed in at office each morning and collected each evening for 5 days.

- **M3 - 3rd confiscation**: collected from a senior member of staff by a parent (not a pupil) next day, no later than 4pm followed by 2x1.5 hour SLT detentions. Phone handed in at office each morning and collected each evening for 5 days.
- **M4 - 4th or more:** a much more serious sanction will be imposed and could result in a suspension from school.

6.2 Expected Standards of Behaviour in the Canteen

To ensure that all pupils who choose to use our main dining centre and all other food outlets enjoy the experience we insist on the following:

- They line up sensibly, without pushing in, outside the dining centre/other outlets with the other members of their form in the order that they are called by the teacher on duty.
- Once called into the dining centre/other outlets,they line up in an orderly fashion for the servery selling the food that they want.
- Having selected and paid for their food they sit at the table they are directed to by the member of staff on duty – in this way we ensure that tables are cleaned in rotation so that pupils coming in after the first service have a clean and tidy place to sit at.
- To assist staff keeping tables clean pupils are expected to scrape any leftover food/place any rubbish from their lunch (wrappers, napkins etc) into the bins provided and place their used plates/cutlery on to the trolley for such items.
- Pupils are expected to treat dining centre/other food outlet staff with the same level of respect that they would any other member of staff in school, following any reasonable request made by them without question.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils
- Establish clear routines
- Communicate expectations of behaviour
- Highlight and promote good behaviour
- Deal with low-level disruption promptly and effectively

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

At Bellerive FCJ Catholic College, we have a positive praise and reward system that promotes excellence in all aspects of school life, from academic achievement, the characteristics of effective learning and becoming a well-rounded citizen. This is delivered through the provision of a stimulating and supportive environment, where all pupils are valued, respected and encouraged to reach their full potential. This is achieved through all stakeholders having continual high expectations and working collaboratively to support the social, emotional and intellectual development needs of all students.

Bellerive FCJ Catholic College believes that for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The school seeks to ensure that students complete assigned learning activities in a calm and purposeful learning environment by:

- Promoting excellent behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fair treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging positive relationships with parents and carers to develop a shared approach in the implementation of the school's policy and associated procedures.

A school ethos of recognition and encouragement is central to the promotion of good behaviour. **Rewards** are one means of achieving this. They have a motivational role in helping students to realise that good progress and behaviour is valued and are clearly defined in school procedures. The school's Governors and leaders value the positive contribution that students make to the school community and understand the importance of recognising and rewarding students. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.
When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise
- Plus marks
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges (including permission to attend school rewards trips)
- Recognition in assemblies
- Certificates and prizes
- Awards at prize giving

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that is expected, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the school's standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Incident recorded on Classcharts, usually in the form of a minus mark
- Referring the pupil to a Head of Department for sanction for poor behaviour in a lesson
- Sending the pupil out of the class to another member of staff
- Expecting work to be completed at home, or at break or lunchtime

- Detention at break or lunchtime, or after school (time to be decided my member of staff issuing detention). After school detentions will be given with at least 24 hours' notice to allow parents to make arrangements to collect pupils if required. Use of the school bus services will not be accepted as a reason for not attending detention.

- School-based community service, such as tidying a classroom
- Denial of a privilege (for example attendance on a school rewards trip)
- Referring the pupil to a Head of Year/Pastoral/Progress Leader or Assistant HOY
- Referring the pupil to a Senior Leader
- Letters or phone calls home to parents
- Internally withdrawn from lessons and social time
- Putting a pupil on report
- Suspension

- Appearance before Governors Disciplinary Committee
- Agreeing a behaviour contract
- External agency intervention
- Placement at a Student Support Centre or similar establishment, such as an alternative provision
- Consultation with the Local Authority to arrange a move to another school or setting via an offsite direction
- In extreme cases Permanent Exclusion

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Procedure for Governor Disciplinary Meetings

- A decision is made by Headteacher/Pastoral Deputy Headteacher in consultation with appropriate Key Stage Lead/Head of Year that a pupil's behaviour/effort warrants an appearance before a Governors' Disciplinary Meeting.

- The date of meeting communicated to pupil's parent/carer.
- A statement of case will be prepared by the Pastoral Deputy Headteacher/Key Stage Lead in consultation with the appropriate Head of Year. It will include attendance, tracking grades, details of plus and minus marks, comments from teachers, details of any detentions issued and or exclusions (internal and external) alongside any other information relevant to the case.
- This statement of case will be forwarded to the Headteacher, Governor(s) sitting on the panel and parents/carers before the meeting.
- Parents will be requested to confirm their attendance in the letter informing them of the meeting – if this has not been received the school office will contact them.
- The meeting can take place in the absence of parents/carers
- Normally at the end of the meeting a Behaviour Contract will be discussed with parents. This will contain specific targets for the pupil to meet.
- The Behaviour Contract discussed will be drawn up by the Pastoral Deputy Headteacher/Key Stage Lead. This will be signed by the Pastoral Deputy Headteacher/Key Stage Lead and the pupil. A copy will then be sent home to parents/carers.
- A copy of the minutes of the meeting will also be sent home to parents/carers for their records.
- 6 weeks after the meeting a review of progress will take place between Senior Staff, Head of Year, parents/carers and pupil. Any major issues in these first 6 weeks will be communicated to parents/carers prior to the review meeting. A mid-point review meeting will usually be arranged to update parents midway through the 6 week period.
- If required improvements are not evident a further Governors' Disciplinary Meeting may be arranged.
- The targets set as part of a Behaviour Contract following a Governors' Disciplinary Meeting will remain in place for the remainder of a pupil's school career at Bellerive.

7.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.7 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. We reserve the right to use screening devices such as security wands as outlined on p15 of the DfE guidance

If a pupil refuses to consent to a search then this will be dealt with as defiance under our Behaviour Policy. The police will be called if a pupil refuses to have their bag, blazer or possessions searched and we have reason to believe that she has a banned substance or item in their possession.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Our uniform rules clearly state that make-up and jewellery (other than a wrist watch and a pair of plain stud gold or silver coloured earrings worn in each lower ear lobe) are not allowed. Items of make-up and jewellery will therefore be confiscated and returned to the student on the last day of the term that they are confiscated in.

The same uniform rules also make it clear that designer coats with logos such as (but not exclusively) Moncler, Pyrenex, Canada Goose and Parajumpers are not allowed to be worn in school or on the journey to and from school. Students found with these coats will have them confiscated and a parent will be required to collect them (please see panel on school uniform for further information).

The misuse of mobile phones and their subsequent confiscation is outlined in the school's Mobile Phone Policy. If a parent/carer feels unable to support the school fully in any aspect of this policy please do not send your daughter to school with a mobile phone.

7.8 Off-site misbehaviour

Sanctions (including suspensions and permanent exclusions) may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Code of Conduct for the Use of School Bus Services

For the safety and comfort of all using the school bus services, we expect pupils to adhere to the following "Code of Conduct":

- Pupils must sit in their allocated seat.
- Pupils should remain in their seats for the duration of their journey. Walking around on a moving bus is dangerous and therefore not allowed.
- In general terms we expect the same high standards of behaviour from our students on the school buses as we do in school. Our usual school rules apply to all whilst using the services.
- Any reasonable request made by a driver or employee of the bus company (for example to sit down) that is not adhered to will be followed up by school staff and a sanction will be applied.
- CCTV is installed on our school buses to monitor behaviour and ensure pupil safety.

Purchasing of a school bus pass/paying a cash fare indicates your acceptance of the above Code of Conduct.

We must advise parents that we reserve the right to stop pupils using the bus services (either temporarily or permanently) if their daughters do not follow the Code of Conduct.

7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, lunch or after school.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by Senior Leaders/Pastoral Leaders

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Student support referral
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious behaviour incidents (see page 4) or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

A decision to suspend or exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

The decision to suspend or exclude will be made by the headteacher and only as a last resort .

Please refer to our Suspensions and Exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?

- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

These strategies vary dependent upon the behaviours sanctioned but may include:

- Daily Report Card with personalised targets
- Reintegration meeting after a suspension
- Student support sessions on anger management or similar
- Restorative practice session
- Educational intervention session with our Safer Schools link police officer

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Our staff are provided with advice on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed every term by the Pastoral Deputy Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher and the Governing Body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions & Exclusions policy

- Child protection and safeguarding policy
- Mobile phone policy
- Anti Bullying Policy
- Uniform Policy

Appendix 1: written statement of behaviour principles

At Bellerive FCJ, the Governors believe that high standards of behaviour, respect, justice and tolerance lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life and their future adult life.

At Bellerive, our principles are founded in hope; justice; companionship; dignity; excellence; gentleness.

The purpose of this statement is to clarify what Governors expect of all at Bellerive FCJ.

The Governors expect any policy or actions to be in accordance with their responsibility under Equality legislation.

Principles:

1. All students, staff and visitors have the right to feel safe at all times in our College.
2. Our College is an inclusive environment and we are committed to ensuring that everyone is free from discrimination of any kind.
3. All policies should be underpinned by our FCJ values of hope; justice; companionship; dignity; excellence; gentleness.
4. Expectations should be clearly set out in the Behaviour Policies and displayed around our College. Governors expect these expectations to be consistently applied by all staff.
5. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around our site.
6. Sanctions for unacceptable behaviour should be known, shared and understood by all staff and students and consistently applied. We would like to emphasise that the use of rewards and sanctions must have regard to the individual situation and the individual person and that school staff will use their discretion in their use. Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable students. Support should be offered as necessary.
7. The Governors expect students and parents to work collaboratively to maintain an orderly climate for learning.
8. The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards staff will not be tolerated.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

Appendix 2: Consequences



Consequences at Bellerive FCJ Catholic College: STUDENT VERSION



Stage	Examples of Behaviour (Please note this is not an exhaustive list)	Likely Consequence (Please note this is not an exhaustive list)
C1 Failure to meet basic expected standards	Poor punctuality, Lack of equipment, Failing to meet uniform expectations, Homework, chatty, off task, shouting out, Eating in class, chewing gum, Littering	**Minus mark issued. Break/Lunch time detention** if 2 or more C1 in same subject within a week. 3 or more C1s within any school week from different subjects/teachers **escalates to C2**. Persitent C1 = Class Teacher Report Card
C2 Inappropriate behaviour in lessons or around school	Behaviour that disrupts learning, inappropriate language, poor conduct around school, 'out of bounds', failure to attend a C1 break/lunch detention, 3 or more C1s within any school week from different subjects/teachers	**20-30 min after school detention with Class teacher. 30 minute after school detention with AHoY/HoY if 3 or more C1s in a week, additional** 5 mins added for each additional minus mark above 3. Persitent C2 = HoY/HoD Report Card
C3 Behaviour is a cause of concern	Defiance, refusal to co-operate with a member of staff, disrespect to any member of school community, failure to attend C2 detention, persistent or repeated C2 offences (x3)	**Sent to work in another classroom** (refusal to co-operate with this request will result in use of 'SLT on Call' **30-60 minute after school detention** issued with HoD/HoY. Persitent C3 = Parental Meeting & possible Behaviour Support Plan
C4 Serious Incident or Persistent Behaviour Concerns	Swearing at a member of staff, verbal abuse, physical aggression, fighting, truancy,banned substances and paraphenalia, graffiti, vandalism, bullying or discriminatory incident, inappropriate use of mobile phone or ICT, persistent C3 behaviour	**Immediate removal from lessons, parents contacted, possible suspension**. Persistent C3 or failure to attend HoD/HoY detention results in a **min of 1 hour after school SLT detention.** Persitent C4 = SLT Report Card & possible Governors Disciplinary
C5 Risk of Permanent Exclusion	Repeated C4 behaviour or severe serious incident, such as threatening behaviour, racist abuse or discrimination, violence towards a member of staff/student, slander or serious defamation of character, under the influence of or in possession of drugs	**Headteacher/Deputy Headteacher alerted immediately. Student immediately removed from circulation and removed off site as soon as possible.**

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Appendix 3: Rewards

Achievements and Rewards at Bellerive FCJ Catholic College:

STUDENT VERSION

We offer a range of rewards to:

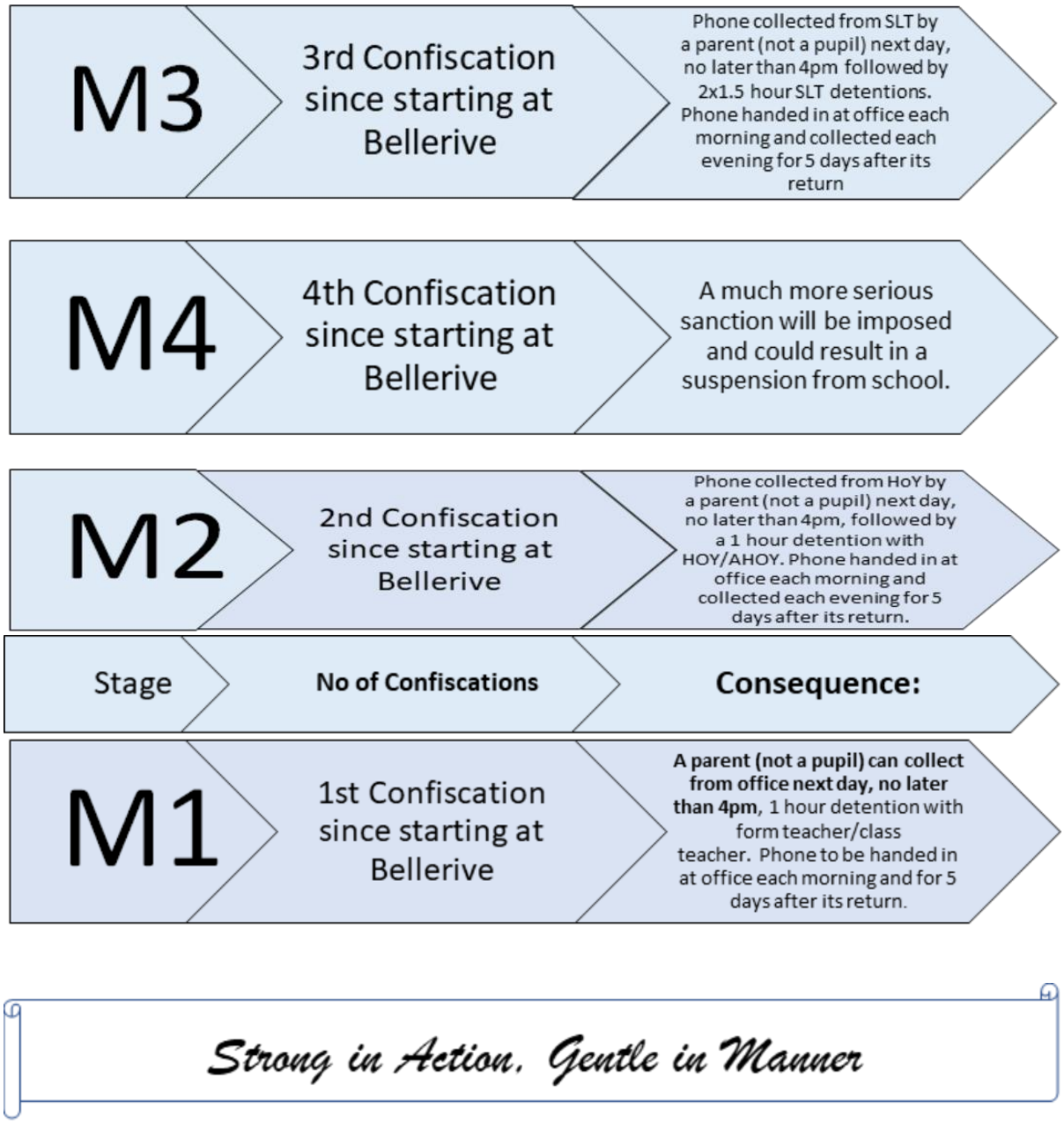
- Recognise the value of pupils' achievements, progress, effort, service and leadership within the school.
- Give positive encouragement to pupils to succeed and to contribute to the life of the school.
- Enhance pupil/staff relationships within the school.
- Improve a pupil's sense of self confidence and worth.

Stage	Examples of Achievements (Please note this is not an exhaustive list)	Examples of Rewards (Please note this is not an exhaustive list)
A1	**GOOD** - Good effort shown in lessons or a specific piece of work. Good character shown during lessons or around school. Extra-curricular attendance/contribution.	1 Achievement Point Logged. Parents notified in CC app. Praise and stickers in books.
A2	**OUTSTANDING** - Outstanding progress, effort or achievement shown in lessons or a specific piece of work. Outstanding character shown during lessons or around school. E.g. Student of the week/month. Community contribution.	5 Achievement Points Logged. Parents notified in CC app. Certificate awarded. Postcards of praise. Notice in assemblies. Positive phonecall home. Prize draws.
A3	**EXEMPLARY** - Exemplary behaviour or character. Outstanding contribution to wider school life. Acts of citizenship outside of school.	10 Achievement Points Logged. Positive phonecall home. School social media notice. Prizes. Head/SLT reward, e.g. breakfast with..

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Appendix 4: Mobile Phone

Mobile Phone Consequences at Bellerive FCJ Catholic College: STUDENT VERSION



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