

St Ambrose Barlow RC High School



# **Relationships & Behaviour Policy**

*September 2024*

Person Responsible: N. Irwin

Ratified by Governors:

Date of planned Review: September 2025

04	Mission
04	Policy Aims
05	How the policy was created
05	The Ambrose Way: Values and Learning Behaviours
06	The Ambrose Way: Praise and Recognition Framework
07	The Ambrose Way: Pupil Code of Conduct
08	Definition of Misbehaviour
09	Behaviour Framework for Learning: Consequences
10	Escalation Chart and Reporting Process
12	Pupil Support & Inclusion: A Graduated Response
13	Roles and Responsibilities of Adults
15	Behaviour Principles
17	Links to other policies
18	Equality Impact Statement
19	Evidence Base and further reading



## LOVE

A place of love where **everyone is welcome and respected.**

A family of faith where **everybody matters**; where we are **unique together**; where we plant the seed that will one day **flourish.**

A **community with Christ** at the centre where the dignity of each person is celebrated so that they can **embrace excellence.**

**I AM RESPECTFUL**  
**I AM KIND**  
**I AM INSPIRING**



## LEARN

A place to learn that is **alive with inspiring experiences** and a curriculum rich in knowledge and wisdom.

A family of faith where together we **seek truth, celebrate endeavour and achievement.**

A community that **values curiosity and nurtures learning** into action in the service of others.

**I AM READY**  
**I AM CURIOUS**  
**I AM BRILLIANT**



## LEAD

A place to lead where young people grow to become men and women for others, **creative and courageous, ambitious** for the higher gifts.

A family of faith where we serve with **integrity, hope and determination.**

A community that values justice for the most vulnerable so that all may have **life to the full.**

**I AM CREATIVE**  
**I AM BRAVE**  
**I AM A PROBLEM SOLVER**

## 1. Mission

“The duty of a good teacher — all the more for a Christian teacher — is to love his or her more difficult, weaker, more disadvantaged students with greater intensity. Jesus would say, if you love only those who study, who are well educated, what merit do you have? And there are some who make us lose our patience, but we must love them even more! Any teacher can do well with such students. I ask you to love the “difficult” students more... those who do not want to study, those who find themselves in difficult situations...who today pose a great challenge for schools. **Pope Francis, March 2015**

Then Peter came to Jesus and asked, “Lord, how many times shall I forgive my brother who sins against me? Up to seven times?” Jesus answered, “I tell you, not just seven times, but seventy-seven times! **Matthew 18:22**

Then Jesus told them this parable: “Suppose one of you has a hundred sheep and loses one of them. Doesn’t he leave the ninety-nine in the open country and go after the lost sheep until he finds it? And when he finds it, he joyfully puts it on his shoulders and goes home. Then he calls his friends and neighbours together and says, ‘Rejoice with me; I have found my lost sheep.’ I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent. **Luke 15:3**

## 2. Aims and rationale

- To ensure that a high-quality Catholic education is underpinned by strong, respectful and caring relationships between adults and children at St. Ambrose Barlow RC High School.
- Research shows that one of the most effective ways of supporting wellbeing and promoting mentally healthy schools is ensuring that children and their families are well-known and understood by staff. This policy details the behaviours we expect of our pupils, the systems that we use to recognise and celebrate these and what we do when things go wrong and need to be redressed.
- These systems and supports allow all pupils to enjoy success, ensure equity in how pupils’ needs are met and are underpinned by our belief that all pupils our matters as unique, special individuals created in the image and likeness of God

- Staff are trained to deliver the practice that this policy requires as part of their induction processes and through the school's CPD programme, with a particular emphasis on inclusion, de-escalation and trauma- and attachment-informed practice.

### **3. How the policy was created and process for quality assurance/ assessing impact and review**

**3.1** This policy was created after extensive and thorough consultation with pupils and staff, following a process derived from the work of the Education Endowment Foundation. It is informed by a variety of research.

**3.2** The policy will be formally reviewed for impact at least once every academic year by the Governing Board, usually at the relevant delegated committee. Senior leaders will review this policy at least once every term and report to the relevant Governing Board committee.

**3.3** This policy will be assessed for impact and quality using data from the school's behaviour system, the views of pupils, parents, carers and staff and, where appropriate, external inputs. Responsibility for leading the quality assurance and review of this policy lies with the Assistant Head for Wellbeing (Relationships, Behaviour and Attendance)

### **4. The Ambrose Way: values and learning behaviours**

Everything at St Ambrose Barlow is underpinned by the school's key values of: Love, Learn Lead. These values form the basis of all our decisions and processes throughout the school. Under these values we have 9 learning behaviours which we expect all staff and students to act, reinforce and shape in all aspects of school life. This is summed up by our school hashtag #lamonboard.

The values and behaviours of this policy will be explicitly modelled by all staff, following the example of the leadership team who will, particularly at social and unstructured times, be highly visible.

Pupils are taught the values and concepts that underpin this behaviour policy through a school-wide 'behaviour curriculum' provided in form, assemblies, PSHCE, all subject lessons, the modelling of expected behaviours by staff and other activities.

School value	Learning behaviour	I am Ambrose when...
Love	I am respectful	I am polite and accepting of others. I listen carefully.
	I am kind	I am thoughtful, I do the right thing, I am nice to others.
	I am inspiring	I go above and beyond, I lead by example, I make a difference.
Learn	I am ready	I have 100% attendance, I am equipped for school.
	I am curious	I ask questions, I have a passion for learning, I try new things.
	I am brilliant	I always try my best, I have an outstanding attitude to learning, I am exceeding expectations.
Lead	I am creative	I am imaginative, I am open to new ideas, I take on new opportunities.
	I am brave	I am honest, I am resilient, I stand up for what is right.
	I am a problem solver	I act on feedback, I look for solutions, I like to be challenged.

## 5. The Ambrose Way: praise and recognition policy

### Recognition policy

At Saint Ambrose Barlow we want pupils to be the best version of themselves fuelled by their own intrinsic motivation. As a school, we believe that pupils should be acknowledged and recognised for

- displaying and developing excellent learning behaviours. Therefore, we have created a rewards system as outlined below:

### **Weekly recognition**

All staff will use verbal praise linked to our learning behaviours.

- Form tutors and teachers can add positive learning behaviours on School Synergy for pupils who display any of the 9 learning behaviours.
- HOY will ask for one star of the week from each form who will be sent a certificate home and receive a hot chocolate on a Friday.
- We will also recognise pupil success through our newsletter and visually on TV screen around school.

### **Half termly recognition**

- If a pupil is nominated 3 times (per half term on School Synergy) for modelling the same positive learning behaviour they will be eligible to receive a badge for their blazer to recognise their effort. Decisions will be made on a half-termly basis at the discretion of the Head of Year and senior leader link.
- The badge will display the learning behaviour and is colour coded against the overall value (ie. love).
- If a pupil has full uniform and 100% attendance (per half term) they will receive the “ready” badge.

### **Other examples of recognition**

- Sports awards
- Positive phone calls home
- Department awards/ post cards home
- End of year trips

## 6. The Ambrose Way: Pupil Code of Conduct

### The Ambrose Way

To ensure everyone is on board we have created a code of conduct for parents/ carers and pupils to sign as part of a mutual home agreement policy. This is so expectations are clear for all.

### **Pupil code of conduct** Pupils

are expected to:

- be active and engaged learners and have the desire to be the best version of themselves
- behave in an orderly and self-controlled way
- show respect to members of staff and each other
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- wear the correct uniform at all times
- accept consequences when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school
- arrive for school by 8.45 am and each lesson on time
- be ready to learn (have the correct equipment, planners, pens, books, PE kits etc.)
- show stewardship through looking after the school environment • take every opportunity to be involved in extracurricular opportunities

### 7. Misbehaviour is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes
- non-completion of classwork
- non co-operation
- poor attitude and rudeness
- incorrect uniform and lack of equipment
- use of mobile phones in school (see below)



- Mobile phones will be confiscated by staff and stored in reception for pupils to collect at the end of the day. If pupils refuse to hand over their phone, it will be classed as none compliance and pupils will be given a 45 minute detention to complete with the member of staff they refused to give theirs to. Parents will be notified by the teacher. For more information please see our Policy on Mobile Phones.

**Serious misbehaviour is defined as:**

Repeated poor behaviour

- Any form of bullying, including online bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation. This includes the sharing of nudes and semi-nudes and online sexual misbehaviour such as harassment.
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Verbal abuse of staff and pupils
- Physical abuse of staff and pupils
- Possession of any prohibited items.

**These are:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and smoking paraphernalia (including e cigarettes)
- Fireworks
- 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) can be taken from the pupil by a member of staff.

## **8. Behaviour framework for misbehaviour:**

At Saint Ambrose Barlow we believe in pupils having ownership of their behaviour. Where unwanted behaviours are being displayed, staff will give pupils a **choice** and encourage pupils to make the right choices and to take ownership of their actions. If unwanted behaviours continue then staff will extend to a chance — a further opportunity for pupils to display appropriate behaviour for learning, before applying a consequence. The **consequence** grid is a best fit attempt to explain what action should be taken in each situation. As per the teacher standards, teachers should use their professional judgement and expertise as part of their day-to-day activities. It is expected that all staff will take account of and adapt to a pupil's individual needs (i.e. SEN, SEMH, Safeguarding concerns etc.) before deciding on the best course of action.

- 1. Choice - pupils are encouraged to make a positive choice and change their behaviour.**
- 2. Chance - pupils are given a final chance to change their behaviour.**
- 3. Consequence - pupils are given a consequence for not changing their behaviour.**

Level	Action	Consequence
C1	<p><b>Low level disruption such as:</b></p> <p>shouting out</p> <ul style="list-style-type: none"> <li>• moving out of seat</li> <li>• failure to follow instructions</li> </ul>	<p>Staff must give pupils a chance and choice to correct their behaviour</p> <ul style="list-style-type: none"> <li>• removal the class room</li> <li>• Same day 20-minute detention with teacher/FT</li> <li>• restorative conversation</li> <li>• text message to parents</li> </ul>
Level	Action	Consequence
C2	<p><b>Non-co-operation such as:</b></p> <ul style="list-style-type: none"> <li>• failed to attend C1 detention</li> <li>• failed C1 detention</li> <li>• repeated poor punctuality (late to lesson two times in week)</li> <li>• repeated poor uniform and/ or equipment (two times in a week)</li> <li>• late to school</li> <li>• failed to comply with lesson removal (buddy)</li> </ul>	<ul style="list-style-type: none"> <li>• 30-minute detention with teacher / form tutor the subsequent day</li> <li>• restorative conversation</li> <li>• parental contact from teacher or form tutor</li> <li>• 30-minute late detention (text to parents)</li> </ul>

Level	Action	Consequence
C3	<p><b>Non-compliance such as:</b></p> <ul style="list-style-type: none"> <li>• persistent poor behaviours</li> <li>• persistent poor punctuality to lessons</li> <li>• inappropriate language to staff/ pupils</li> <li>• failed to attend C2 detention</li> <li>• failed to comply during C2 detention</li> <li>• internal truancy</li> <li>• failure to attend whole school late detention</li> <li>• Refusal to hand over confiscated items (ie. mobile phones)</li> </ul>	<ul style="list-style-type: none"> <li>• 45-minute detention with Head of Year or Head of Department</li> <li>• 45-minute late detention (text to parents)</li> <li>• <u>Instant</u> removal through on call for inappropriate language to staff/ pupils</li> <li>• parental phone call from Head of Year or Head of Department (meeting if needed)</li> <li>• head of year intervention (form tutor report 2 weeks)</li> <li>• 45-minute teacher detention for pupils who refuse to hand over confiscated items</li> </ul>
Level	Action	Consequence
C4	<p><b>Gross defiance such as:</b></p> <ul style="list-style-type: none"> <li>• failed C3</li> <li>• repeated non-compliance</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour HOY detention and restorative (subject support)</li> <li>• 1 hour SLT Link detention and restorative conversation (pastoral support)</li> <li>• head of year intervention (HOY report 4 weeks) instant removal through on call</li> <li>• use of IE with SLT link</li> <li>• parental meeting with SLT and HOY and/ or HOD</li> </ul>

Level	Action	Consequence
C5	<p><b>Severe incident such as:</b></p> <ul style="list-style-type: none"> <li>• persistent disruptive behaviour</li> <li>• repeated C4</li> <li>• fighting/physical/sexual assault</li> <li>• use of drugs</li> <li>• smoking/vaping</li> <li>• repeated bullying</li> <li>• verbal abuse to a member of staff</li> </ul>	<ul style="list-style-type: none"> <li>• instant removal through on call</li> <li>• use of IE with SLT link</li> <li>• parental meeting with AHT Behaviour and HOY</li> <li>• SLT report (4 weeks)</li> <li>• range of sanctions including isolation and fixed term exclusion</li> </ul>
	<ul style="list-style-type: none"> <li>• racist/sexist/homophobic/anti-social language/ hate speech</li> </ul>	

## 9. Pupil Support & Inclusion: a Graduated Response

**9.1** In dealing with issues of misbehaviour we follow a framework that applies equally to in-school incidents and those occurring off-site and/ or that may bring the school into disrepute. This Framework takes into account:

- What all children and young people will need (actions to be undertaken for ALL children and young people. Much of this is based around Inclusive Quality First Teaching).
- What some children and young people will need will need (actions based around Inclusive Quality First Teaching plus additional time-limited support programmes).
- What a few children and young people will need will need (actions that include Inclusive Quality First Teaching plus increasingly individualised intervention programmes to accelerate and maximise progress and narrow performance gaps).

- The primary importance of the wellbeing and safety of all concerned, informed by the latest research and practice concerning the known impact of trauma, stress and adverse childhood experiences (ACEs).
- Exclusion is always used as a planned response, once a range of inclusive strategies have been trialled and reviewed or in response to a serious incident that threatens good order or safety school has a legal duty under the Equality Act (2010) to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to distressed or angry behaviour may be differentiated to cater to the needs of the pupil. This is not about tolerating misbehaviour, but about recognising and responding appropriately to distress, trauma or anxiety.
- The school's Special Educational Needs and Disabilities co-ordinator (SENDCO) will evaluate a pupil who exhibits distressed or angry 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 to create the plan and review it on a regular basis.
- Removal from classrooms (sometimes known as 'isolation' or 'internal exclusion', and not to be confused with the use of nurture/sensory rooms for non-disciplinary reasons to meet need), is only be used for "*serious disciplinary reasons*" in response to specific circumstances, and for a limited amount of time (during which pupils are provided with meaningful continuous education). Parents are informed on the day or in advance. Once Internal Exclusion has been completed, pupils will be reintegrated formally. We monitor the use of this consequence and analyse the data related to it. In addition to this we also operate on site planned interventions in small groups or 1-2-1 in place of mainstream lessons as a pastoral or behaviour support, often for our most vulnerable pupils where they are at risk of exclusion with the aim of improving behaviours and addressing underlying needs such as SEMH. This is not the same as Alternative Provision.

## **10. Roles and Responsibilities of Adults**

**10.1** This policy makes clear the high expectations that we have of our pupils – these are part of providing an excellent Catholic education. Similarly, we have high expectations of staff and of parents, carers and other family members. Everyone has a role to play in ensuring that our

Relationships and Behaviour policy underpins a community that is safe, happy and that provides for the fulfilment of our Catholic mission.

**10.2** Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014). This guidance promotes the idea that the SEMH needs of all should be at the heart of the school.

**10.3** Research also suggests that school leadership is second only to classroom teaching as an influence on pupil learning (Leithwood et al, 2006). This guidance suggests that it is essential for school leaders to be driving a whole system approach to inclusive learning and achievement for all.

**10.4** High Expectations of All Staff: We expect that Staff are excellent role models for principles and practice of this policy, bringing it to life through consistent care and professional practice by: Senior Leaders commit to and drive an ethos of wellbeing, high standards and consistency through their visibility in the school and clear, positive communication

- Supporting our commitment to prioritising wellbeing, equity, equality and diversity, thereby fostering an atmosphere of acceptance and mutual respect.
- Taking decisions in the best interests of children, especially the vulnerable, allowing for context, understanding that behaviour is a form of communication and that distressed, traumatised or angry children may be communicating an unmet need through their behaviour
- Paying first attention to best conduct; praising and recognising achievements however small; meeting and greeting pupils and ensuring a calm, purposeful start to lessons; ensuring a fresh start each time; having clear learning routines; communicating high expectations clearly and consistently; adhering to the graduated response framework; prioritising and maintaining good relationships
- Regulating their own behaviour, thereby modelling regulation to young people by speaking and acting with professional courtesy, calm and respect for personal space
- Developing strong relationships with all members of the community
- Treating everyone fairly, consistently, making reasonable adjustments for individual needs
- Undertaking training relating to inclusion, relationships and behaviour to support them in implementing the latest research-informed practice

- Adhering to school policies and national standards, especially those relating to the safety and welfare of children.

**10.5 High Expectations of Parents & Carers:** We expect that parents, carers and family members will support and encourage the application of this policy by:

- Being the first educators of their children, working with the school and its staff to help pupils grow and learning, making wise and informed decisions that impact positively on their achievement, progress and wellbeing
- Working in partnership with the school to ensure that their child follows school expectations and the Ambrose Way
- Encouraging their child to act with respect, courtesy and behave in an orderly way that takes account of the rights of other members of the school community

## **11. Behaviour Principles**

**11.1** This policy is based on the following principles. These inform the way in which staff build relationships with young people to create a harmonious environment that promotes wellbeing, self-regulation and good order.

**11.1** Behaviour is a form of communication and must always be viewed within the context of important relationships within the child's life. Responding to the needs of a child or young person is the responsibility of every adult in the school, not just a few trained personnel.

**11.2** Everything we do in our school should be built upon a bedrock of positive, healthy relationships that starts with staff knowing the young people they work with. Each young person's God-given uniqueness is the source of their dignity. This must be recognised and celebrated in every interaction through unconditional positive regard (defined as 'the basic acceptance and support of a person regardless of what the person says or does, recognising the inherent dignity of another human').

**11.3** All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel respected and safe at all times and in all parts of the school.



**11.4** We have clear expectations of all pupils and we believe that they are all capable of meeting these expectations with the correct support. Our expectation is not wishful thinking nor are we enforcing unthinking compliance and conformity. Instead by the clear, positive and kind reinforcement and modelling of our expectations we afford young people the opportunity to engage fully with experiences for learning and growth.

**11.5** We have a positive approach to discipline that is in keeping with our Catholic ethos. Our professional habit must be to look for the good, not the bad: catch pupils doing something right, doing something good and praise them. This builds a constant positive dialogue across the school that overwhelms and crowds out negativity. Our use of praise should be consistent, frequent, descriptive (rather than general and vague), focussed on behaviours we wish to encourage, and genuine rather than indiscriminate.

**11.6** The vast majority of young people in our school do the right thing all the time, a very small number do not and there are reasons for this. Regardless, they are all entitled to an education in our school. We are proudly Catholic, comprehensive and inclusive and the presence of young people in our school who find our standards and expectations challenging is healthy, reflecting our community and society at large. Some young people are the 'lost sheep', they test our Catholic mission, but that challenge makes it strong so that we maintain a robust sense of moral purpose. This is best served by recognising and praising what pupils do right, rather than focusing relentlessly on what is wrong. Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Pupils with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

**11.7** It is well established that disadvantaged young people, particularly boys and those from certain ethnic groups are more at risk of exclusion. Furthermore, permanent exclusion frequently puts already vulnerable young people on a path to criminality or pushes them to the margins of society. Our Catholic commitment to social justice and to embracing excellence means we have a particular duty to address the needs of these young people to keep them in school and support them to succeed. Similarly, there has been an evident increase in the frequency of young people presenting with mental health conditions. We must recognise the impact of these in dealing with the young people in our care. A child who is not well (or who is distressed or traumatised) will struggle to learn

and to engage with our expectations and standards. They require love and effective support, not sanctions that may be a barrier to learning and growth.

**11.8** Young people, regardless of their circumstances, wish to be hopeful and successful. They are resourceful too. Everyone can change and grow. No-one is beyond help. We must start from the view that even when our most challenging pupils appear to be at their worst, they are doing their best.

**11.9** There is no conflict between being having high expectations, boundaries, strong routines, being assertive, firm and being kind. Indeed, when we lower our standards and expectations we do a great disservice to our most disadvantaged learners. Choices and consequences are effective for most young people, but there are others for whom they are an ineffective strategy. In those instances, we need to accept that treating people equally is not the same as issuing the same sanction or consequence to all.

Misbehaviour is often the communication of an unmet need, sometimes this is the result of trauma, distress, anger or frustration. This means that the way that some young people behave is not always a choice on their part, but a reaction to the situation or context in which they find themselves. Sometimes the young people who seem to push us away with their behaviour have experienced a lifetime of rejection that makes it hard for them to build strong attachments. We must recognise this and respond sensitively and appropriately, pulling them closer to us and fighting the urge to reject them yet again. Consistency is important, but so is intelligent inconsistency. Where a young person receives a consequence, it is vital that it is clear, proportionate and issued quickly.

**11.10** We have a professional duty to model at all times the behaviour we expect to see from all young people in our school. We are always the calm, dignified adult, committed to finding a solution. We de-personalise and de-escalate situations that are highly charged, without raised voices or aggressive body language. Even if we are hurt or angry we avoid showing this. We deal with situations without drama or emotion, sometimes choosing to return to address the matter when all involved are calm rather than in the heat of the moment. When we are dealing with misbehaviour of any sort it is an opportunity for us to teach and model better behaviour, this requires a specific pedagogy that this policy seeks to clarify and make accessible.

**11.11** Our policy is predicated on the idea that the way in which we treat one another as professionals should inform how we treat young people - this is compatible with truly being a Catholic community. We must have the capacity therefore to recognise our own frailties and imperfections, recognise the need to apologise and be humble, ask for help from others and share practice and

information generously. It is a reasonable expectation that senior staff and those who are more experienced are on hand to assist others with challenging situations, to offer advice, coaching and reflection. Furthermore, we are professional in the way that we talk about young people, avoiding labelling them and always separating the 'behaviour' from 'the child'. In this way we articulate hope and the possibility of change.

## **12. Links to other policies**

This policy is linked to the following school policies:

- Exclusion
- Attendance
- SEND
- Safeguarding
- Anti-bullying
- Policies and practices related to fostering diversity and eliminating discrimination or 'hate speech'
- Restraint and reasonable force statement
- Searching pupils and confiscated items

## **13. Equality Impact Statement**

The school recognises its duties under the *Equality Act 2010* and *Children and Families Act 2014* when dealing with behaviour incidents involving pupils with SEND. We will always consider the support that has been provided to the pupil (at the time of an incident and beforehand) and whether this was adequate. We operate a graduated approach by assessing, planning, delivering and reviewing the impact of the support, as well as adjusting the application of this policy and other school policies to avoid particular or substantial disadvantage in their application to these more vulnerable pupils.

Through training and the sharing of information we expect staff to anticipate likely triggers for misbehaviour and put in place support/interventions to prevent these, as well as using de-escalation techniques (such as pre-agreed scripts and phrases) where appropriate.

The school recognises that where adjustments are not made for pupils with a disability that can manifest in a breach of discipline if their needs are not met, a decision to sanction (including a decision to suspend or permanently exclude, and removal from class) may be discriminatory.

PC	Negative	Positive	Neither +/-	Comments
Age	x			This policy is intended to address the behaviour of pupils aged 11-16. Therefore it is this age group that will be affected by the decisions that flow from it. These can be mitigated, where there are risks, by following inclusive practices.
Disability	x			Young people with learning disabilities (those with EHCPs for example) are more likely to be excluded from school. We will use our graduated response, ensure appropriately trained staff and employ inclusive practices to limit this risk.
Gender Re-assnt	x			Many young people who are transitioning or have transitioned are at increased risk of vulnerability and mental health issues. These will be managed sensitively by the school and we will act to ensure that any risk of exclusion is mitigated where possible.
Race	x			It is well established that BAME pupils are at greater risk of exclusion. Our data does not currently show this, but it will be monitored and actions put in place to mitigate risk.
Religion or belief			x	
Sex	x			In general male pupils are at great risk of exclusion. Our inclusive systems and practices are designed to mitigate this. Our data shows an increase in girls in Y910 being excluded with a subsequent impact on their attendance and progress. We are monitoring this and will address it through support and inclusive practice.
Sexual orientation			x	
Marriage & CP			x	
Pregnancy/ maternity			x	

### **Other at-risk groups:**

- Pupils who are Looked After or Previously Looked after
- Pupils who are economically disadvantaged

Addressed via monitoring, tailored support and inclusive practices

### **14. Evidence Base and further reading**

This policy has been written with reference to:

#### **The Education Endowment Foundation Improving Behaviour in Schools**

**(2020)** <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improvingbehaviour-in-schools/>

#### **The SEND Code of Practice (2014)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) **The**

**Equality Act (2010)** <https://www.legislation.gov.uk/ukpga/2010/15/contents>

**The Royal Society of Arts Pinball Kids (2019)** <https://www.thersa.org/projects/pinball-kids>

#### **Brighton & Hove Council Developing an Attachment Aware Behaviour Policy**

**(2018)** [https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/](https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%202018_1.pdf)

[Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%202018\\_1.pdf](https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%202018_1.pdf)

#### **University of Oxford Attachment & Trauma Aware Programme in Schools**

**(2020)** <http://www.education.ox.ac.uk/research/the-alex-timpson-attachment-andtraumaprogramme-in-schools/>

## **Appendix 1 - Our approach to dealing with Mobile Phones and Digital Devices in school**

We fully understand that children rely heavily on their mobile phones and that parents and carers find it reassuring to know that their child has a phone for safety and ease of contact. In PSHE and ICT, pupils are taught about the safe use of phones and social media. Phones are not a substitute for personal, face-to-face interaction.

### **1. Switched off and stored safely**

During the school day, including break and lunchtime, pupils' phones must be switched off and kept in their bag, not in their blazer pocket. It is too tempting to look at your phone if it is kept in their blazer pocket.

### **2. Pupils who use their phones in school**

Pupils who have their phones out during the day will be asked to hand the device to the member of staff on duty. This phone will then be handed to staff on reception, and kept in a locked cupboard, in a locked office, until the end of the day. We expect pupils to cooperate with this reasonable expectation at the first time of asking.

### **3. Next steps**

If pupils co-operate, phones will be given back at 3:15pm. Failure to hand over the mobile phone will result in a detention. Failure to attend the detention will result in a further, more serious sanction.

### **4. Contacting home during the day**

If pupils need to contact their parents or carer during the school day, they must do so via the school office or student services- They must NOT make contact themselves by phone. Doing so means that adults who care about them do not know there is a problem and this may put the child at risk.

### **5. Other devices**

Headphones/Airpods etc should not be used in school. These items will also be confiscated by a member of staff if seen at social time.

### **6. Safeguarding**

Where pupils fail to comply with reasonable requests, the matter can be passed to the Safeguarding Team who will decide whether or not external agencies need to assist, especially if we have concerns about what the children were using the phone for. Contact with people outside of schools is not

permitted and the phone may be passed on to outside agencies who will then deal with the matter and make decisions on whether the phone is returned or not.

There may also be occasions where parents are required to collect the phone from school e.g safeguarding issues, consistent/persistent non-co-operation.

## **Appendix 2**

### **Salford Secondary Schools Appendix for Behaviour Policy: Off-site Directions and Managed Moves, September 2022**

#### **1. Rationale and Principles**

Our school works in collaboration with other Salford secondary schools and the local authority to arrange off-site directions and managed moves between schools. This approach is intended to be inclusive and safe; to respond to the needs of young people and maintain continuity of education. It is essential that all movement of young people between schools is carefully managed and fair - these principles underpin our approach and that of all schools in Salford. Our school follows the *Salford City Council Offsite Direction and Managed Move Protocol (2022)*. This document explains in detail how offsite directions and managed moves should be facilitated and scrutinised.

We use off-site directions and managed moves as part of our graduated response and, where possible, as an early intervention. Off-site direction is a positive strategy to be used when other interventions have proven ineffective.

Our school is a 'home' school (meaning that we send pupils on offsite directions and managed moves) and a 'receiving' school (we take in pupils from other schools on such moves). All decisions to undertake arrangements for such moves are informed by our capacity, the safety and needs of pupils and a spirit of collaboration with other schools in Salford. These moves are discussed each month at the In Year Fair Access Panel (IYFAP).

#### **2. Off-site Direction**

An off-site direction is the temporary placement of a child or young person in another school, academy or AP school, intended to improve their behaviour. Our approach is guided by Salford City Council's protocol and by the following Department for Education advice:

#### **3. Managed Moves**

A managed move can only be offered as a permanent transfer to another school and may be the outcome of an off-site direction.

Parent or carer agreement is required for a managed move.



#### **4. Off-site directions and Managed Moves for Vulnerable Pupils**

Where a child has an EHCP, is on a Child Protection Plan, is Cared for or has a social worker, we will try to avoid off-site direction or a managed move where possible. In particular, moves for Cared For children are strongly discouraged.

#### **5. Timescales**

An off-site direction will usually last for 12 weeks or one school term, but may be shorter. It is the responsibility of the child's home school to ensure regular reviews are undertaken at least every six weeks. These reviews may lead to the off-site direction being ended early, but it is expected that the receiving school will allow a reasonable period of time before concluding the move.

#### **6. Ending an Off-site Direction**

At the end of the off-site direction the pupil will either return to their home school or take up a permanent place at the receiving

## Appendix 3

### POSITIVE HANDLING

St Ambrose Barlow RC High School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions could be used. This is a last resort and rare but may be needed on occasion. When this occurs we log the details and have due regard for the Department for Education guidance on The Use of Reasonable Force in schools which can be read here:

[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

