



Behaviour policy

Behaviour Policy - Ursuline			
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All suspensions and permanent exclusions are governed by the KCSP Trust Suspension and Permanent Exclusion Policy (July 2026). This Behaviour Policy sets out Ursuline College's behaviour expectations and local sanctions; the Trust policy governs the statutory suspension and permanent exclusion process.	
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1. Aims

This policy aims to:

- Create a positive culture with Gospel values at the heart 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 Gospel 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

2. Legislation, statutory requirements and statutory guidance

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 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- 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](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

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

3. Catholic Values

As a Catholic school, the Gospel values are at the heart of our school.

As a Catholic school, Ursuline College places Christ at the heart of everything we do. We are committed to the values of Serviam – 'I will serve', promoting a culture of love, service, humility, and respect. Our mission is to provide a knowledge-rich, skills-led education within a Gospel-centred community that fosters mutual respect, dignity, and a deep sense of moral purpose.

4. Definitions

Misbehaviour is defined as:

- Disruption in class, corridors, or during break/lunchtimes.

- Non-completion of classwork or homework.
- Poor attitude, including defiance or refusal to follow instructions.
- Incorrect uniform or failure to adhere to school dress code.
- Mobile phone use is managed in accordance with the Ursuline College Mobile Phone Policy. For Years 7–11, a phone or covered personal device that is seen, heard or used during the school day will be confiscated in line with that policy. Mobile phone breaches are not recorded as comments on the Conduct Card.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - 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
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - 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)

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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, 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 or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Where an allegation of abuse is made by a pupil against other pupil/s, the school follows the procedures set out in the Trust's Child Protection & Safeguarding Policy.

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

6. Roles and responsibilities

6.1 The local governance committee

The local governing body of each school is responsible for:

- monitoring the effectiveness of the school's behaviour policy and
- holding the Headteacher to account for its consistent implementation.
- Producing a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils
- Notifying the Headteacher and providing him/her with any related guidance if the governing body wants the school behaviour for learning policy to include particular measures or address particular issues.
- Establishing, in consultation with the Headteacher, staff, parents and pupil (including pupils with disabilities), the policy for promotion of good behaviour and to keep it under review.

- Ensuring that the policy is communicated to pupils and parents; supports safeguarding and promoting the welfare of children and is non-discriminatory (equality Act 2010) and in respect of pupils with SEN. Ensuring that expectations are clear. Governors will support the school in the maintaining of good behaviour.
- Monitoring and assessing the impact of the policy to ensure the strategies do not impact disproportionately or unfairly on any pupils within the school.
- Ensuring the policy and the strategies take into account staff health and welfare issues e.g. by ensuring the staffing level is appropriate, that appropriate training is available and that there are support systems in place for staff etc.
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6.2 The Headteacher

The Headteacher is responsible for:

- Developing, reviewing and approving this behaviour policy and ensuring that it:
 - Provides a consistent approach to behaviour management
 - Defines what the school considers to be unacceptable behaviour, including bullying in the school as well as online
 - Outlines how pupils are expected to behave in general, as well as promoting their good behaviour for learning
 - Summarises the roles and responsibilities of different people in the school community with regards to behaviour management
 - Outlines the school's system of rewards and sanctions
- Ensuring that the school environment encourages positive behaviour
- 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 staff, 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 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)
- Ensures that the behaviour policy is publicised to staff, parents and pupils at least once per year.
- Ensures the policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied.
- Ensuring Behaviour for Learning is viewed as a core principle by all staff.
- The implementation and day-to-day management of the policy and procedures.
- Deciding which staff may impose sanctions.

- Decide on the lead professional for Behaviour for Learning in the Senior Leadership Team.
- Working with other staff, including the Lead Professional on the SLT and the unions in developing disciplinary strategies.
- Ensuring that all staff are clear about the school's expectations with regard to behaviour leadership.
- Ensuring staff have access to advice, training and development opportunities to meet their needs and that staff faced with challenging behaviour have appropriate support.
- Enabling the monitoring and assessing of the policy's impact to ensure the strategies do not impact disproportionately or unfairly on any pupils within the school can occur through provision of appropriate systems and support staff.
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6.3 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
- Challenging pupils to meet the school's expectations

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

The Senior Leadership Team is responsible for:

- Ensuring that all staff are aware that the ethos and standards of the school must be transmitted through them, as well as ensuring the effectiveness of the school as a caring community.
- Working with their designated House Manager to support them in their role.
- The day-to-day implementation of the Behaviour for Learning policy and associated strategies, including dealing with incidents in the higher stages of the sanctions process (see the staged sanctions procedure).

The Headteacher is responsible for:

- Publicising the policy to parents via the school web site.
- Working with the Head of Careers to ensure any work-related learning and enterprise activities conform to the Behaviour for Learning policy
- Analysing the data with regard to rewards and sanctions to ensure the strategies do not impact disproportionately or unfairly on any pupils within the school.

- Providing the Governing Body with a report regarding the monitoring.
- Carrying out staff training in the Behaviour for Learning policy and strategies, to ensure they are in a position to implement them
- Ensuring pupils taking part in any work-related learning activities are aware of the expectations of good behaviour and consequences of poor behaviour clear, through a learning agreement signed by the parents and pupil (as for school trips).

The Assistant Headteacher (Behaviour & Attitudes) are responsible for:

- Ensuring all staff have access to appropriate CPD for Behaviour Management.
- Providing the data with regard to sanctions and rewards.

The SLT (EVC) are responsible for:

- Ensuring that all staff organising school trips include in their standard application letter for the trip a clear statement about behaviour standards and processes and that subsequently there will be a behaviour agreement specific to the trip, making expectations of good behaviour and consequences of poor behaviour clear, signed by the parents and pupil. (see the model agreement in the school trips section of this policy).

The Senior Leadership Team as line manager to a curriculum area is responsible:

- Reviewing incidents and their causes with the Lead Teacher in order to inform the review of the policy and provide an opportunity for assessing training needs.
- Review the rewards issued in the department to ensure they are applied appropriately and fairly.

The SLT and Curriculum Leaders are responsible for:

- Supporting staff in their curriculum area with regards to behaviour management issues. This should be proactive as well as reactive support.
- Ensuring staff in their curriculum area are accurately following the staged sanctions procedure and using the correct language when dealing with incidents
- Reviewing incidents and their causes with their staff in order to inform the review of the policy and provide an opportunity for assessing training needs.

All staff will be responsible for:

- Ensuring that the policy and the procedures are followed fairly and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures.

- Ensuring that the staged sanctions procedure is consistently applied and they use the appropriate language when dealing with behaviour incidents.
- Creating a high-quality learning environment, modelling and teaching good behaviour and implementing the agreed policy and procedures consistently.
- Keeping accurate and timely registers of attendance to lessons in all Key Stages using Arbor.

6.4 Parents and carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher 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 behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- 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 available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School behaviour curriculum

Strategies

- The Code of Conduct, with examples to illustrate intent, and the Learning Agreement will be included in all teaching rooms and on the website. A copy will be sent home for signing as an indication of support and will be kept on file for each pupil.
- The Code of Conduct will be displayed in classrooms and other parts of the school where appropriate. It will be sent to all parents when their son/daughter joins the school as part of the Induction Pack.
- The Code is designed to be brief and easy to remember. It will include only the underlying principles of the school's expectations.
- The Code is capable of application to an infinite variety of situations and is designed to encourage pupils to develop responsibility for their own behaviour.
- It is expected that pupils will adhere to the Code of Conduct and the Learning Agreement.
- It is expected that staff will deal with behavioural incidents using a common language applied across the school and in a non-confrontational way
- It is expected that staff will follow the Behaviour Policy and apply the Rewards and Sanctions procedures consistently.
- Staff should use the pupil planner and Conduct Card as part of the school's behaviour routines and communication with pupils and parents. Behaviour incidents, sanctions, rewards and restorative actions are recorded on BehaviourWatch.

Conduct Cards are changed during Friday form time. Form Tutors issue the new weekly card, using the agreed weekly colour, and sign it to validate it.

- High standards and a positive approach in both academic and extra-curricular aspects of personal development are encouraged through the rewards system.
- Inappropriate behaviour is discouraged through the sanctions process. Staff will use the rewards and sanctions procedures to keep Form Tutors, Assistant Head of Years and Heads of Year, Learning Support Staff informed.
- Maintenance of good attendance is expected.
- The school works positively with external agencies such as Behaviour Support and the Educational Psychologist. It seeks appropriate support from them to ensure that the needs of the pupils are met by utilising the range of external support available.

Behaviour Management

- Use proactive approaches to stop undesired behaviour and model socially acceptable behaviour.
 - Use supportive feedback when things go well.
 - Make sure pupils are clear about any specific applications of the Code of Conduct within your classroom, do not assume that pupils will know.
 - Be consistent in the application of this code
-
- When pupils are not on task, deal with it calmly, quickly and consistently.

Related Policies

This policy must not be used in isolation but referral to other policies as appropriate:

- Rewards Policy
- Learning Agreement (Home-School Agreement)
- Uniform Policy

- Anti-Bullying Policy
- Special Educational Needs Policy
- ICT Acceptable Use Policy (AUP)

CODE OF CONDUCT

As members of the school community each one of us is expected to:-

- Treat each other with mutual respect, consideration & courtesy.
- Be reliable and trustworthy.
- Recognise that all pupils have a right to learn and be taught in a civilised environment.
- Take pride in our achievements and the achievements of others.
- Be punctual and well-organised in our approach to work.
- Behave in a safe and responsible manner in and around the school.
- Look after the school environment, and treat school property & the property of others with care.
- Wear the correct school uniform.
- Take a positive attitude to all aspects of school life.
- Recognise that Ursuline College is part of a wider community and that all pupils share responsibility for the reputation of the school.

Ursuline College

Code of Conduct - General Procedures

Key Stage 3 and Key Stage 4

Ursuline College is a school where everyone has the right to feel safe and to work in a challenging and rewarding environment. We ask everyone to keep our code so that we can all work to get the best from our school. Everyone in our school community is a valued person. The Code of Conduct is based on **respect**. All members of our community are expected to:

- Treat each other with mutual respect, consideration & courtesy.
- Be reliable and trustworthy.
- Recognise that all pupils have a right to learn and be taught in a civilised environment.
- Take pride in our achievements and the achievements of others.
- Be punctual and well-organised in our approach to work.
- Behave in a safe and responsible manner in and around the school.
- Look after the school environment, and treat school property & the property of others with care.
- Wear the correct school uniform.
- Take a positive attitude to all aspects of school life.

- Recognise that Ursuline College is part of a wider community and that all pupils share responsibility for the reputation of the School.

This code applies at all times, in school, on the way to and from school, on school trips, work shadowing placements etc.

To help us to achieve this, all members of our community need to know what is expected and in some cases what is not allowed. All codes are for the good of our community and are never in place for the sake of it. They are there to help us all to work together to:

- Achieve our potential
- Maintain a safe and pleasant environment
- Be respected by our school community and the community surrounding our school
- Be happy and successful

This can be achieved in a non-confrontational environment where everyone works to support and help each other. Pupils should make every endeavour to keep absence to a minimum, be punctual to all lessons and activities and prepare to start each lesson as soon as they arrive. Sanctions are in place and will be used if any person is not working to support the ethos of our school.

The following outlines procedures and expectations for pupils:

Late Arrivals:

The school day and Period 1 begin at 8:45am. Pupils arriving after this time will be marked as late on Arbor. Pupils arriving after 9:15am must enter through reception and sign in at the attendance office. Lateness will be recorded in accordance with the Attendance Policy and school procedures.

1. After School

Pupils who wish to work in school after 3:30pm must be under the direct supervision of a member of staff

Pupils attending clubs, fixtures, rehearsals or other organised events will be supervised by a member of staff. Pupils should write details in their planner. Where applicable permission slips should be returned to the supervising member of staff.

Pupils staying after school should collect what they need from form rooms BEFORE they attend the supervised activity

2. During Form Time

Form time takes place after lunch as part of the published school day. Attendance is recorded on Arbor in accordance with the school's registration and attendance procedures.

- All pupils should be seated with their coats/scarves off, bags on the floor, all chairs down
- The register must be taken promptly and accurately on Arbor.
- Pupils should be engaged in meaningful activities, they should use the materials provided by the Form Tutor

and/or Head of House

- Form Tutors will ensure pupils are kept informed about relevant changes to daily routines as outlined at staff briefings.
- Pupils must keep their planner up-to-date and produce it when requested by a member of staff.
- **Lunch & Break**
- Pupils should eat food bought in the school canteen in the dining hall,. No food or drink to be consumed in classrooms or corridors. Food bought at the outside school food 'pod' can be consumed within that area. No food is to be taken onto the school field.
- Lunch ends when the whistle sounds

Assemblies

- Pupils must enter and leave assembly in silence.
- All outdoor clothing – coats, scarfs, sunglasses etc to be removed.
- Pupils should sit in alphabetical class order.
- Pupils arriving after assembly has started should join the assembly as quickly as possible and enter the Theatre quietly and sit as directed by the Head of House.

4. Leaving School Premises

During the School day

Years 7 – 11

- Pupils may only leave school with written permission from their parents. If they are not collected they must be issued with an official authorisation pass

- **During Examinations**

If pupils are given study time during any examination period they must sign in and out on designated sheets at Reception. Pupils in Years 7 – 11 must have parental permission to leave school during examinations.

- Pupils should arrive on time and enter the room quietly, place bags under their desks, place conduct card and planner on their desk and get books out.
- The register must be taken at the start of the lesson. Lateness must be recorded.
- If a pupil is up to 7 minutes late to the lesson, then the teacher must sign their conduct card. Over 7 minutes then the class teacher must complete a behaviour referral form.
- Pupils are expected to demonstrate high standards of behaviour in lessons and follow the teacher's instructions.
- Pupils should complete all homework and coursework that is set and adhere to the deadline for completion. It is each pupil's responsibility to write their assignments and deadlines in their planner. An extension can only be given for specific and genuine reasons and at the discretion of the Head of Subject.

5. Collective Responsibility

Pupils and staff should work together to ensure their working environment is safe and pleasant.

- Always follow the Code of Conduct. Pupils may ask for clarification via their Pupil Voice representatives
- If you see someone you do not know around school and they are not wearing a visitor's badge, report it to reception or any other adult immediately
- If a member of staff does not arrive at the lesson after 10 minutes a pupil should report this to the office
- Pupils should sit in silence while registers are taken and be attentive at all times
- *Pupils are collectively responsible for:*
- Ensuring rooms are tidy at the end of each lesson and lunch time

- reporting bullying*
 - reporting theft*
 - reporting graffiti*
 - reporting any damages to school property*
- *Report to any teacher

6. Uniform/Dress Code

(see separate guidance)

- To be followed at all times, follow the code and take care of your appearance

7. Movement around school

- Enter rooms quickly to avoid congestion in corridors following lining up outside.
- Be very quiet in reception
- Go promptly to lessons
- Only leave lessons with permission

8. Restricted Areas

You may only enter the following areas with permission from a member of staff:

- Laboratories and prep rooms
- Workshops
- Sports Hall
- Music rooms
- Computer Rooms
- The staff room, staff offices
- Resource centre
- Theatre
- PE changing rooms

7.1 Mobile phones

- For Years 7–11, mobile phones and covered personal devices must not be seen, heard or used from the moment a pupil enters the school gates until they leave the school site at the end of the day. Full expectations are set out in the Ursuline College Mobile Phone Policy.
- If a phone or covered personal device is seen, heard or used, it will be confiscated in accordance with the Mobile Phone Policy. A mobile phone breach does not result in a comment being written on the Conduct Card.
- Pupils may carry a phone for use before and after school, but it must remain out of sight and unused throughout the school day. Confiscation, secure storage, return, refusal, repeated breaches and any exemptions or reasonable adjustments are dealt with under the Mobile Phone Policy.
- Telephones should not be used in an anti-social way.

8. Responding to behaviour

8.1 Classroom management

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

They will:

- Use restorative language within their approach.

- All pupils must have their planner on their desk, open at the correct week with their conduct card showing.
- Where a pupil is off task but non-disruptive, they should be redirected onto task e.g. by standing near the pupil as you teach, mentioning his/her name etc.
- Stage 1 - If the pupil continues off task behaviours issue a 'verbal warning' using the pupil's name, the phrase 'That is your verbal warning' with a brief explanation as to why the warning has been issued, e.g. '... because you have continued to talk when I have asked you not to'. This should be issued calmly, assertively, but without the intention of embarrassing the pupil or making an example of him or her. The teacher should take the pupil's planner and place it on their desk. This identifies which of the class have been given a verbal warning without promoting it in a visible way on the board.
- Stage 2 – If the pupil continues off task behaviours, notify them that they have received a 'first written warning' and write the details on the conduct card in their planner.
- Stage 3 – If the pupil continues off task behaviours, notify them that they have received a 'second written warning' and write the details on the conduct card in their planner.
- Stage 4 - If a pupil continues off task behaviours, send a message via the ACS system and await support. When ACS arrives, notify the pupil of their 'third written warning' and they will be removed to Isolation for the remainder of the lesson. The Isolation Manager will book a 45-minute after-school detention and notify parents through BehaviourWatch. The cut-off for a same-day behaviour detention is the end of Period 4; incidents occurring after the end of Period 4 will result in the detention being set for the following school day. The classroom teacher is required to attend that detention to hold a brief restorative meeting with the pupil. This can be supported by the House Team or a member of the Behaviour Team if required.
- In the unlikely event of behaviour that causes a risk to the pupil or to others, send a message via the ACS system and await support.

8.2 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.

8.3 Responding to good behaviour

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.

- See Reward Policy

8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, 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 standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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 sanctions in the future.

Sanctions Procedure

The role of the Sanctions Procedure is to support the Code of Conduct and the Rewards System in achieving the aims of the Behaviour Policy. It should mirror the Rewards system in that there should be a fair and consistent approach to applying sanctions in response to poor behaviour. There must be a clear distinction between serious and minor infringements of the Code of Conduct.

An appropriate sanction is one which puts the matter right and encourages better behaviour in future. Thus, it is inappropriate to punish the whole group for the misdemeanours of a few or to impose a sanction that is designed to humiliate. Discipline with dignity should be employed at all times.

Aims

- To provide a fair and equitable means of encouraging pupils and hence support the Behaviour Policy and the Code of Conduct.
- To develop a consistent pattern of sanctions which are known, understood and agreed by all members of the school community.

Strategies

- Staff should apply the sanction at the appropriate level of the staged sanctions procedure, guidance for this is given in the following pages in table and flow chart formats. Class teachers will focus on Stages 1-4 in their daily routine. Decisions at Stage 5 are taken by Senior Leaders
- Decisions at Stage 6 and above are taken by the Headteacher in consultation with Senior Leaders.
- Staff should record behaviour incidents and sanctions on BehaviourWatch using the appropriate level of sanction.
- Staff must use Restorative Justice with pupils following a detention. This must be recorded appropriately on BehaviourWatch. See Excellence in RJ document.

Staged Sanctions Procedure

Stage	Description	Sanction
1	<u>In lessons</u> Off task behaviour (1 st offence in lesson) Laziness in lessons (1 st offence in lessons)	Verbal warning
2	<u>In lessons</u> Failure to respond to Verbal warning Disruptive behaviour (1 st offence in lesson, code 'B') Laziness in lessons (1 st offence in lessons, code 'Z') Lateness to lessons – <i>up to 7 mins past start time</i> (code 'L') Lack of correct equipment (code 'E') Uniform infringement (code 'U') Mobile phone seen/heard/used – dealt with under the Mobile Phone Policy <u>Out of lessons</u> Disruptive behaviour (code 'B') Uniform infringement (code 'U') Mobile phone seen/heard/used – dealt with under the Mobile Phone Policy	1 st written comment* *Teacher writing comment which is the 6 th in a series (not including 3 comments leaving to removal and detention) should book a 45 minute after school detention through BehaviourWatch. <i>Conduct Cards are changed during Friday form time; weekly colours are used and the new card is signed by the Form Tutor to validate</i>
3	<u>In lessons</u> Failure to respond to 1 st written comment	2 nd written comment, moved in class
4	<u>In lessons</u> Failure to respond to 2 nd written comment Urgent removal required for any infringement at Stage 5 or higher, unsafe behaviour, etc. Rudeness to a member of staff Offensive language Failure to comply with a reasonable request (Defiance) <u>In lessons/out of lessons</u> Losing conduct card (sent to Reflection immediately; Behaviour team/House manager will release) Rudeness to a member of staff Offensive language Access of 'out of bounds areas' Truancy (Internal, more than 5 mins beyond start time) Failure to comply with a reasonable request (Defiance) Lateness to school (set by Behaviour team/House manager based on Late Gate data) Inappropriate behaviour 3 x missed homework in a subject	3 rd written comment, removal from lesson Teacher to request removal in the same way; comments will not be written in planner. 45-minute after-school detention booked. The cut-off for a same-day behaviour detention is the end of Period 4; incidents after the end of Period 4 are set for the following school day. For detentions set following removal from lesson, class teacher should attend the detention to conduct RJ conversation. <i>Detentions 5 days a week.</i> In lessons: for removals, Isolation manager will book detention. For comment accumulation, class teacher giving 6th comment books the detention. Out of lessons: Staff complete behaviour referral form in BehaviourWatch, send to Behaviour

		team Behaviour team to apply sanction.
5	2 detentions booked in 1 day (for any offences at Stage 4, including receiving 10 comments in a day or 2 removals in a day) Failure to complete after school detention (with detention served after school at the end of the RU) Truancy (external) Persistent disruption to lessons/learning Persistent inappropriate behaviour Possession of school-banned items (lighters, matches, cigarette filters, e-cigarettes, laser pens, pressurised gas canisters) Possession of prohibited items (tobacco and cigarette papers) Aggression Smoking outside school in school uniform Intimidation of others	1 day Referral Unit Collected by Behaviour team/House manager, during am reg. Staff complete behaviour referral form in BehaviourWatch, send to behaviour team Behaviour team to apply sanction and to RU manager to book RU for next day.
6	Failure to complete 1 day RU (RU punishment to be served on reintegration from FTE) Failure to attend isolation following removal.	½ day FTE Staff complete behaviour referral form in BehaviourWatch, send to behaviour team & AHT, who recommends sanction. Staff complete behaviour referral form in BehaviourWatch, send to AHT, who recommends sanction. BehaviourWatch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)
7	Smoking inside school Pupil is at school while under the influence of an illegal/unauthorised drug Verbal abuse against a pupil Threatening behaviour against a pupil Bullying (first occasion) Inappropriate use of ICT & mobile technologies Bringing the school's name into disrepute	1 day FTE Staff complete behaviour referral form in BehaviourWatch, send to behaviour team Behaviour team/House manager & AHT, who recommends sanction. Staff complete behaviour referral form in BehaviourWatch, send to Behaviour team/House manager & AHT, who recommends sanction. BehaviourWatch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)
8	Physical assault against a pupil (e.g. fighting) Verbal abuse against an adult Threatening behaviour against an adult Sexually inappropriate behaviour	2-day FTE Staff complete behaviour referral form in BehaviourWatch, send to behaviour team & AHT, who recommends sanction. Staff

	Bullying (second and subsequent occasions) Racist abuse Homophobic abuse	complete behaviour referral form in BehaviourWatch, send to AHT, who recommends sanction. BehaviourWatch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action))
9	Theft Persistent disruptive behaviour Possession of prohibited items (refer to Stage 10 if very serious)	3-day FTE Staff complete behaviour referral form in BehaviourWatch, send to behaviour team & AHT, who recommends sanction. Staff complete behaviour referral form in BehaviourWatch, send to & AHT, who recommends sanction. BehaviourWatch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)
10	Possession of prohibited items (knives and weapons, Alcohol, illegal drugs, stolen items, Fireworks, pornographic images, any article that has been or is; likely to be used to commit and offence, cause personal injury or damage property) Sexual abuse or assault Drug and Alcohol related abuse Damage – vandalism, arson, graffiti Physical assault against an adult Using or supplying prohibited items (see list above) Unsubstantiated serious or malicious allegations against staff	(up to) 10-day FTE, with consideration of Permanent Exclusion or Permanent Removal (with placement at PRU) Staff complete behaviour referral form in BehaviourWatch, send to behaviour team Behaviour team/House manager & AHT, who recommends sanction. Staff complete behaviour referral form in BehaviourWatch, send to Behaviour team/House manager & AHT, who recommends sanction. BehaviourWatch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)

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.

8.5 Reasonable force

Use of Reasonable Force

Key Points

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no legal requirement to have a policy on the use of force, but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a pupil.
- Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Staff training

Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and

should consider the needs of the pupils when doing so. Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - a) When comforting a distressed pupil;
 - b) When a pupil is being congratulated or praised;
 - c) To demonstrate how to use a musical instrument;
 - d) To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - e) To give first aid.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Ursuline College – Using Reasonable Force

The school adopts the guidance provided by the DfE.

Staff at Ursuline College have been trained in using reasonable force and will follow the guidance above. Parents will be informed of the incident when staff have had to use reasonable force.

8.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Ursuline College – Using Reasonable Force

The School adopts the guidance provided by the DfE.

Staff at Ursuline College have been trained in using reasonable force and will follow the guidance above. Parents will be informed of the incident when staff have had to use reasonable force.

8.7 Off-site misbehaviour

Pupils' Conduct Outside of School Premises – Teachers' Powers

What the law allows:

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."
- The school's behaviour policy should set out what the school will do in response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises or online and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.
- The teacher may discipline a pupil for:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Behaviour Outside School: Ursuline College

The School adopts the statutory guidance provided by the DfE.

Under the Education and Inspections Act 2006, head teachers have a specific power to regulate pupils' behaviour when they are not on the premises of the school and not under the lawful control or charge of a member of staff.

If a pupil behaves in such a way as to contravene the Ursuline College Code of Conduct when out of school but under the lawful control or charge of a member of staff e.g. on a school trip, sanctions should be put into place as indicated in the Protocol for Incidents on School Trips.

If a pupil behaves in an inappropriate way while not under the lawful control or charge of a member of staff e.g. on the way home from school a sanction cannot be imposed at the time but will be put in place when the pupil is next in school. If the pupil is observed behaving inappropriately by a teacher or by an older pupil, the observer should point out they have been observed and try to persuade them to change their behaviour but must not put themselves at risk or promote further confrontation. If inappropriate conduct is seen by a member of staff or reported to a member of staff/the School then a sanction should be put in place when the pupil is next in school.

Inappropriate behaviour includes use of ICT and mobile technologies (such as mobile phones, message systems, e-mail, internet sites and chat rooms) for harassing other pupils or school staff or bringing the school's name into disrepute. The use of defamatory or intimidating messages/images inside or outside school will not be tolerated and disciplinary sanctions will be applied to perpetrators.

We regulate the behaviour of our pupils off school premises for the following reasons: -

- to maintain good order on transport, educational visits, or other placements such as work experience or college courses;
- to secure behaviour which does not threaten the health or safety of pupils, staff, or members of the public;
- to provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;
- to provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

Many extended school activities take place on school premises. Behaviour during such activities may be dealt with in the same way as for any other on-site activity. It would be logical to deal with behaviour during off-site extended school activities which are not supervised by school staff in the same way as behaviour during further education college or work experience placements.

When deciding on the sanction we will take account of the following factors

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- related to this, whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g., bullying another pupil or insulting a member of the staff);
- whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school;
- whether the misbehaviour was whilst the pupil was on work experience, taking part in a further education course as part of a school programme or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

Pupils will be suspended for harassing a member of staff off school premises, including through the internet, bringing the school's name into disrepute, and for verbally abusing members of the public (for example on a bus on the way to/from school). See staged sanctions procedures.

Where a pupil verbally abuses somebody who had no connection with the school at a weekend this will be behaviour that a school does not regulate however this is not to say that we will take no interest in this type of behaviour and liaison between the school and the local authority anti-social behaviour team will be particularly relevant in this context.

Ursuline College Code of Conduct for all School Visits

1. You are representing Ursuline College and your teacher/s. You should always act responsibly and with courtesy and always follow the School's Code of Conduct.
2. Your teachers are acting in loco parentis and they will be the final and undisputed arbiters in all matters.
3. You should be dressed accordingly following guidance from the teacher in charge.
4. You must be punctual at all times. Lateness will inconvenience the whole group.
5. "Prohibited items" are not allowed: Knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images. School "banned items" are not allowed: lighters, matches, cigarette filters, e-cigarettes, laser pens, pressurised gas canisters, spray paints.
6. You may not go out in your free time unless:
 - i) you notify the duty person where you are going
 - ii) you never go out alone- Accompanied by another pupil.
 - iii) you only go where you said you would
 - iv) you return by the time agreed with your tutor
 - v) you report back using the official system in operation
 - vi) You receive specific permission from the member of staff in charge
7. You are responsible for the security of your own possessions. Travellers' cheques are a safer way to carry money than cash. You should make a list of all the valuables you are carrying.
8. You are responsible for adequate supplies of any medicines you may need during the trip.
9. You will be expected to check and comply with all customs and immigration laws.
10. You will be responsible for ensuring that your travel documents and European Health Insurance Card (EHIC) are valid.

For serious inappropriate behaviour the pupil will be sent home early and it will be the responsibility of the parent to arrange suitable travel and supervision.

I agree to abide by the guidelines in this code of conduct and understand that failure to do so will result in appropriate disciplinary action being taken on return to school which may result in forfeiting the right to participate in future trips or visits.

Pupil Signature: _____

Form: _____

Parent/Guardian Signature: _____

Date:_____

Protocol for Incidents on School Trips

The School's Code of Conduct and staged sanctions procedures apply on all School Trips.

Any incident will impact on the risk assessment that was carried out prior to the trip. The action that is taken to ensure pupils' safety following the incident should be such that it will reduce the impact. It must be clear to the pupil that the consequence of the misdemeanour is to ensure his/her safety and that of others in the party. A copy of these procedures must be incorporated into the Teachers' Pack for the trip so that all accompanying adults have a copy.

Following an incident immediate action should be taken to ensure the safety of all members of the party:

- Take steps to safeguard against further incidents by isolating pupils from the scene.
- Send for immediate help.
- Administer first aid/ and or take immediate action to prevent further injury or trauma if relevant.
- Account for all pupils and staff by checking groups
- Make appropriate arrangements for pupils not immediately affected.
- Ensure all accompanying adults are informed of the incident and of the action that has been taken.
- As far as possible access to telephones by pupils should be restricted initially until parents of pupils involved and/or the Headteacher have been informed if necessary – see the table for specific guidance depending on the severity of the incident
- In all cases a detailed written statement should be prepared as soon after the incident as possible by the member of staff who dealt with the incident stating the sequence of events; including timings, the involvement of other members of staff and the names of pupils who were witnesses. Care should be taken in the preparation of the statement as legal action might follow an incident.

On return the H&S officer should be provided with all the information regarding the incident and will advise on completion of accident report forms and on contacts with the LA and H&S Executive.

Severity of the incident	Action on the trip	Action in School
Minor misbehaviour Stage Sanctions 1-4	Sanction applied as per the Staged Sanctions procedures such as “detention” – loss of free time	Parents should be informed on return. Record on return and inform BEHAVIOUR TEAM/HOUSE MANAGER/SLT to decide if the pupil is able to take part in future trips
Persistent low level misbehaviour or inappropriate behaviour. Stage Sanction 5 failure to follow instructions that could have impacted on Health & Safety	Pupil to be escorted by a member of staff for an appropriate amount of time (“isolation” - taking part in activities but with staff rather than friends). Followed by loss of free time	Parents should be informed on return. Record on return and inform BEHAVIOUR TEAM/HOUSE MANAGER/SLT to decide if the pupil is able to take part in future trips
Potentially serious incidents Stage Sanction 6-7 e.g. one that could have resulted in prosecution	Party Leader to inform Headteacher - Pupil to provide written statement of the incident. Parents to be contacted immediately by the member of staff leading the trip and informed of incident and the consequential action. Pupils should be allowed to phone their parents after the member of staff has informed them. - Pupil to be escorted by a member of staff for the remainder of the trip or sent home if more appropriate as agreed with HT. If there is more than one pupil involved in the incident they should be separated as much as possible, they should be put into different groups so that one member of staff is not overburdened with their care; or both sent home as agreed with HT. - Pupil should still take part in all activities unless the risk factor is raised to a level that would make this inappropriate and it is more appropriate that they are sent home to avoid ruining the trip for others. - Any “prohibited items” or school “banned items” should be dealt with as per the School behaviour Policy. Items should be confiscated by the member of staff leading the trip and dealt with	- Parents should have an interview with Deputy Headteacher to discuss any issues and consequential action (pupils involved will not be allowed to take part in any future residential visits) - Party Leader and T Swift should adjust the Risk Assessment ready for future trips

	appropriately as per School Policy. (Alcohol and tobacco should be destroyed).	
Serious incident Stage Sanction 8-10 e.g. one that results in injury that needs hospitalisation	• Headteacher to be informed of the incident • Parents to be contacted immediately by the member of staff leading the trip and informed of incident and the consequential action. • If injury was caused by another pupil failing to follow H&S instructions the action for Potentially Serious incidents should be followed. • The rest of the party should be kept informed • A written report of the incident and the consequential action should be written by staff	• Parents should have an interview with Deputy Head teacher to discuss any issues and consequential action (if the injury was a result of failure to follow H&S instructions the pupil will not be allowed to take part in any future residential visits and may face further sanctions in School) • Party Leader and T Swift should adjust the Risk Assessment ready for future trips
Major Incident A Fatality	• Headteacher to be informed immediately; Chair of Governors to be informed by the Headteacher. (If unavailable Deputy Head should be informed). • Headteacher to inform the next of kin of the deceased following advice from the police • Parents of pupils on the trip to be informed following advice from the police • A report of the incident and the consequential action should be written by staff. • Staff on the trip to inform the rest of the party and keep them updated to prevent speculation. Pupils should not be allowed to ring home until parents of the pupil have been informed. • Staff on the trip will need to be prepared to provide support for the pupils at the same time as dealing with their own distress. • Early return home should be arranged if possible	• Staff in school should be informed as soon as possible. • A press statement should be prepared by Headteacher and the Chair of Governors in case the incident results in press interest. • The school should be informed. It may be more appropriate to inform in form groups since in a large group there is greater risk of mass hysteria. • If appropriate the police will be asked to provide a police presence outside the school gates • Staff and pupils should be prepared for press outside school and instructed not to give an interview, as a press statement will be provided. • A written statement should be prepared for pupils to take home • The KCC Critical Incident Policy should be used to enable support to be provided in school on return of the party. • If it is necessary to close the school advice from the police and LA should be used to help the SLT and Governing Body decide when to re-open.
An incident that results in prosecution.	• Headteacher to be informed immediately; Chair of Governors to be informed by Headteacher.	• Staff in school should be informed as soon as possible.

	(If either is unavailable the Deputy Head should be informed). • Headteacher to inform the parents • Staff on the trip to inform the rest of the party and keep them updated to prevent speculation. Pupils should not be allowed to ring home until parents of the pupil have been informed.	• A press statement should be prepared by Headteacher and the Chair of Governors in case the incident results in press interest. • The school should be informed, if appropriate. • Staff and pupils should be prepared for press interest outside of school and instructed not to give an interview as a press statement will be provided.
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8.8 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.

8.9 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.

8.10 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.

8.11 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.

9. Serious sanctions

Sanctions Procedure

The role of the Sanctions Procedure is to support the Code of Conduct and the Rewards System in achieving the aims of the Behaviour Policy. It should mirror the Rewards system in that there should be a fair and consistent approach to applying sanctions in response to poor behaviour. There must be a clear distinction between serious and minor infringements of the Code of Conduct.

An appropriate sanction is one which puts the matter right and encourages better behaviour in future. Thus, it is inappropriate to punish the whole group for the misdemeanours of a few or to impose a sanction that is designed to humiliate. Discipline with dignity should be always employed.

Aims

- To provide a fair and equitable means of encouraging pupils and hence support the Behaviour Policy and the Code of Conduct.
- To develop a consistent pattern of sanctions which are known, understood and agreed by all members of the school community.

Strategies

- Staff should apply the sanction at the appropriate level of the staged sanctions procedure, guidance for this is given in the following pages in table and flow chart formats. Class teachers will focus on Stages 1-4 in their daily routine. Decisions at Stage 5 are taken by Senior Leaders
- Decisions at Stage 6 and above are taken by the Headteacher in consultation with Senior Leaders.

- Staff should record behaviour incidents and sanctions on BehaviourWatch using the appropriate level of sanction.
- Staff must use Restorative Justice with pupils following a detention. This must be recorded appropriately on BehaviourWatch.

Staged Sanctions Procedure

Stage	Description	Sanction
1	<u>In lessons</u> Off task behaviour (1 st offence in lesson) Laziness in lessons (1 st offence in lessons)	Verbal warning
2	<u>In lessons</u> Failure to respond to Verbal warning Disruptive behaviour (1 st offence in lesson, code 'B') Laziness in lessons (1 st offence in lessons, code 'Z') Lateness to lessons – <i>up to 7 mins past start time</i> (code 'L') Lack of correct equipment (code 'E') Uniform infringement (code 'U') Mobile phone seen/heard/used – dealt with under the Mobile Phone Policy <u>Out of lessons</u> Disruptive behaviour (code 'B') Uniform infringement (code 'U') Mobile phone seen/heard/used – dealt with under the Mobile Phone Policy	1 st written comment* *Teacher writing comment which is the 6 th in a series (not including 3 comments leaving to removal and detention) should book a 45 minute after school detention through BehaviourWatch. <i>Conduct Cards are changed during Friday form time; weekly colours are used and the new card is signed by the Form Tutor to validate</i>
3	<u>In lessons</u> Failure to respond to 1 st written comment	2 nd written comment, moved in class
4	<u>In lessons</u> Failure to respond to 2 nd written comment Urgent removal required for any infringement at Stage 5 or higher; unsafe behaviour, etc. Rudeness to a member of staff Offensive language Failure to comply with a reasonable request (Defiance) <u>In lessons/out of lessons</u> Losing conduct card (sent to Isolation immediately; Behaviour team/House manager will release) Rudeness to a member of staff Offensive language Access of 'out of bounds areas' Truancy (Internal, more than 5 mins beyond start time) Failure to comply with a reasonable request (Defiance) Lateness to school (set by Behaviour team/House manager based on Late Gate data) Inappropriate behaviour 3 x missed homework in a subject	3 rd written comment, removal from lesson Teacher to request removal in the same way; comments will not be written in planner. 45-minute after-school detention booked. The cut-off for a same-day behaviour detention is the end of Period 4; incidents after the end of Period 4 are set for the following school day. For detentions set following removal from lesson, class teacher should attend the detention to conduct RJ conversation. <i>Detentions 5 days a week.</i> In lessons: for removals, Isolation manager will book detention. For comment accumulation, class teacher giving 6th comment books the detention. Out of lessons: Staff complete behaviour referral form in BehaviourWatch, send to Behaviour

		team Behaviour team to apply sanction.
5	2 detentions booked in 1 day (for any offences at Stage 4, including receiving 10 comments in a day or 2 removals in a day) Failure to complete after school detention (with detention served after school at the end of the RU) Truancy (external) Persistent disruption to lessons/learning Persistent inappropriate behaviour Possession of school-banned items (lighters, matches, cigarette filters, e-cigarettes, laser pens, pressurised gas canisters) Possession of prohibited items (tobacco and cigarette papers) Aggression Smoking outside school in school uniform Intimidation of others	1 day Referral Unit Collected by Behaviour team/House manager, during am reg. Staff complete behaviour referral form in BehaviourWatch, send to behaviour team Behaviour team to apply sanction and to RU manager to book RU for next day.
6	Failure to complete 1 day RU (RU punishment to be served on reintegration from FTE) Failure to attend isolation following removal.	½ day FTE Staff complete behaviour referral form in BehaviourWatch, send to behaviour team & AHT, who recommends sanction. Staff complete behaviour referral form in BehaviourWatch, send to AHT, who recommends sanction. BehaviourWatch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)
7	Smoking inside school Pupil is at school while under the influence of an illegal/unauthorised drug Verbal abuse against a pupil Threatening behaviour against a pupil Bullying (first occasion) Inappropriate use of ICT & mobile technologies Bringing the school's name into disrepute	1 day FTE Staff complete behaviour referral form in BehaviourWatch, send to behaviour team Behaviour team/House manager & AHT, who recommends sanction. Staff complete behaviour referral form in BehaviourWatch, send to Behaviour team/House manager & AHT, who recommends sanction. BehaviourWatch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)
8	Physical assault against a pupil (e.g. fighting) Verbal abuse against an adult Threatening behaviour against an adult Sexually inappropriate behaviour	2 day FTE Staff complete behaviour referral form in BehaviourWatch, send to behaviour team & AHT, who recommends sanction. Staff

	Bullying (second and subsequent occasions) Racist abuse Homophobic abuse	complete behaviour referral form in BehaviourWatch, send to AHT, who recommends sanction. BehaviourWatch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action))
9	Theft Persistent disruptive behaviour Possession of prohibited items (refer to Stage 10 if very serious)	3 day FTE Staff complete behaviour referral form in BehaviourWatch, send to behaviour team & AHT, who recommends sanction. Staff complete behaviour referral form in BehaviourWatch, send to & AHT, who recommends sanction. BehaviourWatch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)
10	Possession of prohibited items (knives and weapons, Alcohol, illegal drugs, stolen items, Fireworks, pornographic images, any article that has been or is ;likely to be used to commit and offence, cause personal injury or damage property) Sexual abuse or assault Drug and Alcohol related abuse Damage – vandalism, arson, graffiti Physical assault against an adult Using or supplying prohibited items (see list above) Unsubstantiated serious or malicious allegations against staff	(up to) 10 day FTE, with consideration of Permanent Exclusion or Permanent Removal (with placement at PRU) Staff complete behaviour referral form in BehaviourWatch, send to behaviour team Behaviour team/House manager & AHT, who recommends sanction. Staff complete behaviour referral form in BehaviourWatch, send to Behaviour team/House manager & AHT, who recommends sanction. BehaviourWatch must send Stage 6> BRFs to Behaviour team/House manager (for info) and AHT (for action)

Detentions

What the law allows

- Teachers have a legal power to put pupils (**aged under 18**) in detention.
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - a. any school day where the pupil does not have permission to be absent;
 - b. weekends - except the weekend preceding or following the half term break;
 - c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

- The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably, as described above in, “Punishing poor behaviour what the law allows”, when imposing a detention

Detentions outside school hours

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

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short afterschool detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent of the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Detentions at Ursuline College

The School adopts the statutory guidance provided by the DfE.

Detentions may be given if appropriate (see the Staged Sanctions Procedure guidance).

Detentions outside school hours

Detentions will be set in accordance with the Staged Sanctions Procedure. The cut-off for a same-day behaviour detention is the end of Period 4. For behaviour incidents occurring after the end of Period 4, the detention will be set for the following school day. Parents/carers will be notified through BehaviourWatch once the detention has been set. After-school detentions begin at 3:30pm and run for 45 minutes, finishing at 4:15pm.

The school reserves the right to issue a no-notice after-school detention where a pupil displays persistent poor behaviour or serious misbehaviour during the school day that warrants this. Parents/carers will be informed of the detention, the reason for it and that the detention will finish at 4:15pm.

10. Responding to misbehaviour from pupils with SEND

10.1 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 take its legal duties into account 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 a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measure will consider the specific circumstances and requirements of the pupil concerned.

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

The school's special educational needs co-ordinator (SENCO) will 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.

10.4 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.

11. Supporting pupils following a sanction

- Pupils will spend 1 day in the removal unit following a suspension
- Parental reintegration meeting will take place with student and school following a suspension.
- Reasonable further support can be provided by pastoral team

12. Pupil transition

12.1 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.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The use of the behaviour protocol
- Strategic training for classroom behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 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 pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, local governance committee members and other stakeholders (via anonymous surveys)

The data will be analysed three times per year by the headteacher and presented to the local governance committee for monitoring.

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.

The Trust will work with its schools to consider this data, and whether there are patterns across the Trust, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis.

15. Links with other policies

This behaviour policy is linked to the following policies

- KCSP Trust Suspension and Permanent Exclusion Policy (July 2026)
- Child protection and safeguarding policy

- Physical intervention policy
- Anti-bullying strategy/policy
- SEND policy and information report
- Mobile phone policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The KCSP Trust Suspension and Permanent Exclusion Policy sets out the Trust-wide statutory process and responsibilities for suspensions and permanent exclusions. Decisions at Ursuline College will be made in accordance with that Trust policy and this school Behaviour Policy.
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 - Strip searches procedure

The authorised member of staff's power to search outlined in section 8.6 above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.