



2023

2024

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Next review date: November 2024

Signed by: Mr J. Cassin.

Position: Chair of Governors

A handwritten signature in black ink, appearing to read "J. Cassin".

BEHAVIOUR FOR LEARNING POLICY



Saint John Henry
Newman Catholic College



“We strive to have the courage to celebrate
and live our Christian Faith,
in love and service to all others,
to achieve dignity and excellence”

We monitor the impact of all policies on students, staff, parent and governors with particular reference to the impact on the attainment and wellbeing of students.

As a Roman Catholic College we believe that our policy should reflect our mission statement, which calls us to love and honour the dignity of every individual.

Principles

The purpose of Newman RC College is to educate young people so that they lead fulfilled lives in Jesus Christ. Learners are provided with opportunities for spiritual, moral, personal, social, intellectual, physical and cultural growth to develop their God-given talents and achieve this.

Newman RC College places high quality pastoral care, guidance, and support at the heart of its ethos and nurtures a positive culture based on mutual respect and understanding. Relationships between staff and students underpin the respectful culture and climate which in turn instils positive behaviour and attitudes in all.

Purpose

It is essential that students and staff feel safe and are safe at all times. The college provides an environment in which bullying, discrimination and peer on peer abuse (online or offline) are not accepted and are dealt with quickly, consistently, and effectively when they occur.

The purpose of the Behaviour for Learning Policy is to provide a consistent and systematic framework for managing behaviour to ensure that all learners have the greatest possible opportunities to lead lives fulfilled in Jesus Christ and achieve *'Dignity and Excellence.'*

Process

Good behaviour is not simply the absence of poor behaviour. To avoid incidents of poor behaviour, the college treats behaviour as a curriculum subject and proactively teaches students how to behave. For example, students are taught how to develop good habits of study and interact socially with one another and adults. They are also taught how to cope with intellectual challenges and adversity to develop their resilience.

Our high expectations are communicated clearly to students and staff so that they are understood and applied consistently. Clear routines are set in the classroom and across all aspects of college life, to create the social norms that we expect to see throughout and beyond our community.

The Behaviour for Learning policy describes the systems and processes that are implemented consistently and fairly to deal with incidents of negative behaviour; support improving behaviour; and recognise and celebrate positive behaviour including effort, achievement, and attainment.

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The Newman Values

'The Newman Values' of Love, Dignity, Courage and Service capture our expectations of all with values that are understood, remembered, and applied by all.

When put into practice, these simple values provide a safe environment that supports high levels of learning and progress and is the foundation for developing positive learning and life behaviours. Those students who are consistently doing the right thing exemplify the college's core values: **Love, dignity, courage and service**. Pupils who display the college's values and go **above and beyond** should be proportionately rewarded for their efforts to create a positive culture and climate. When a student in a classroom demonstrates one of these values, they are acknowledged with positive reward points by the classroom teacher via the 'core values' board to encourage behaviour that is **above and beyond** to keep standards high at our College. This structure is evident in our rewards pyramid in Appendix B.

Clear routines in classrooms and all aspects of college life have been established to create a framework of social norms that students and staff are expected to follow.

Every new half term begins with an 'Expectations & Routines Reboot' to maintain high expectations and remind all of the routines that reduce the need for reflection and reinvention of what is and what is not acceptable conduct.

A visual reminder of the Newman Values are displayed in classrooms and circulation areas such as the Central Forum. It is also included systematically in weekly assemblies and staff briefings.

Teachers are expected to use the language of The Newman Values to ensure that students are consistently reminded of 'the way we do things around here' and why.

Positive Recognition

Positive recognition of good behaviour and celebration of achievement are amongst the most powerful aids to teaching, learning, maintaining high standards of behaviour and fostering a positive culture and climate within the college. A community built on the foundation of positive recognition is far more successful, motivating, and inspiring than one driven by consequences.

It is the duty of all staff, to expect all students, to do the right thing in all aspects of college life and in turn recognise them for doing so. Positive recognition is not limited to behaviour but encompasses a far wider remit including behaviour, achievement, learning and progress, effort, uniform, attendance, punctuality, and effective citizenship.

The college implements a wide variety of positive recognition strategies for students including verbal praise, recognition points, star of the lesson awards, star of the week awards, written praise in books, celebratory tweets, positive phone calls home, letters home, My Ed messages home, certificates, reward assemblies and celebratory

events. With the introduction of the 'Newman student' and 'Newman Hero' students are celebrated more consistently for demonstrating the College core values of **courage, excellence** and **learning**.

Celebration assemblies are held each half term in all year groups. During these assemblies, students are recognised and rewarded for their achievement, effort, progress, attendance, and attitude to learning.

A suite of recognition pathways (Merit, Bronze, Silver, Gold & Platinum) are currently in place to ensure that all students are eligible to celebrate their individual successes, particularly at the end of each half term when recognition assemblies are held. Attendance, punctuality to College, attitude to learning and the balance of student recognition to responsibility points are all considered to identify the most appropriate recognition pathway. Under the requirement of the Equality Act 2010 and SEND Code of Practice, reasonable adjustments are made for students with additional needs, and these are determined at an individual student level through discussions with students and their parents/carers.

Teaching Good Behaviour

Student behaviour is key to the success of most classroom outcomes. What we call behaviour is actually the sum of an enormous number of habits, attitudes and skills that adults frequently take for granted. None of these factors are innate, and they must be imparted or taught in some way. Students vary enormously in these capacities due to their histories and circumstances. All students are not equally capable of behaving successfully and therefore the habits and skills that comprise successful class behaviour should be taught to all students. It is entirely possible to do for most students.

Tom Bennett, Lead Behaviour Advisor, Department of Education.

Young people are individuals created in the image of God and therefore are treated as such. The level of guidance, direction and support that individual students require is as varied as their life experiences thus far. It is the vocation of our staff as educators, to engineer the many opportunities and experiences that will enable them all to achieve the same high standards and leave with no door closed to them.

Staff must employ both proactive and reactive approaches to behaviour management.

Proactive Behaviour Management

Teachers support students by proactively teaching them clearly what behaviour is expected of them and explaining how it will help them to succeed.

This involves:

- Introducing the students to the rules and expectations of the classroom as soon as possible.
- Being precise and carefully communicating what behaviour will help students to succeed, what is prohibited and what the consequences of both will be whilst emphasising the benefits of engaging with the processes.
- Being clear in one's mind what good behaviour looks like.
- Avoiding ambiguity, grey areas, or interpretation. Being 'concrete' and defining what behaviour is expected when they line up; when the teacher is speaking; when they are working in pairs; when they are late; and when they are stuck for example.

Teachers clarify their expectations, communicate them clearly to students and check their understanding.

In essence, teachers *'teach rather than tell.'*

Creating Social Norms: Students look to one another for social cues about what is acceptable or desired/popular behaviour. This is driven by, among other factors, a desire to fit in, not stand out, and to gain the approval of peer groups. It is entirely expected that students will compete for status and attention amongst one another. But if

misbehaviour is normal, students often drift behaviourally towards that norm. The teacher must assert what the norms of the room should be, even if they fall short. Students must see and hear them promoted and required constantly.

Teachers use normative language to encourage students to grasp norms. For example, *'In this classroom we....'* etc. They respond whenever norms are broken and demonstrate that they are important consistently over time.

Specific sequences of behaviour that students are required to perform practically all the time, without significant deviation, form **routines**. Given that students do not intuitively grasp routines without direction, nor are they equally capable of performing them without systematic instruction, they must be taught and practised.

Examples include: entry routines, class dismissal, corridor conduct, transitions between activities, assemblies; obtaining silence etc.

Routines take time to develop into habits, but the effort invested in their creation and adoption is enormously useful to the student and the class. Like all norms, they are carefully and clearly taught at the beginning of the teaching relationship, reinforced consistently over time, and periodically refreshed.

No matter how clearly rules, norms and routines are taught, students still test boundaries. When boundaries are broken, it is necessary for students to experience consequences (or sanctions) that are aimed at reminding the individual and the class that the classroom norms must be respected.

Mild sanctions attempt to deter future misbehaviour by attaching negative consequences to undesired behaviour. They are not universally effective but no one strategy is. Their certainty is far more important than their severity, as the deterrent effect of a sanction is maximised in high trust environments – that is when students are reasonably certain that the consequences will inevitably follow the misbehaviour. They remain an essential part of any behaviour management system and teachers do not hesitate to use them when necessary.

Conversely, teachers use a combination of extrinsic rewards (e.g. achievement points and prizes) to encourage good behaviour and intrinsic rewards (e.g. targeted praise and encouraging students to value good behaviour and learning for itself, not because of some other outcome).

To support students and teachers in developing securing good behaviour, the college deploy a wide range of strategies, including those detailed below:

Pastoral/Nurture provision: students who require support for their behaviour receive nurture provision either on a one to one or small group basis via their year group Pastoral Co-ordinator or Year Leader.

Report Cards: students are placed 'on report' in response to the number of behaviour incidents accrued. There is a staged system of report cards in response to the BfL escalation of response. Students must take responsibility for their completion by teachers in lessons and report to the relevant member of staff for their report card to be checked daily. Parents/Carers are notified when their child is placed on report and the college request that parents also check this each day throughout the duration of the report.

Parental meetings: a parental meeting will be required in response to a one-off serious breach of the behaviour for learning policy or as part of the BfL escalation of response. A formal record is made of the meeting including improvement targets set, support to be provided by the college and what support is required from parents.

The Pastoral Care Centre & Link for Learning Centres: students can access one to one and small group targeted provision for improving behaviour in these centres. Students are withdrawn from one or more lessons in order to provide more intensive behaviour and mentoring support to address specific areas of difficulty.

Pastoral Support Plans (PSPs): this is a formal plan drawn up through collaboration between student, parent and Year Leader and/or Pastoral Coordinator or other member of staff leading the student's plan. The plan outlines a student's main strengths, areas of difficulty and strategies to support them in improving their behaviour. The plan is implemented over a 6-12-week period and systematically reviewed mid-way and upon conclusion. (Refer to Appendix E.)

Senior Leader Behaviour Panel: this is a formal meeting held in college during which a Senior Leader meets with the student, their parents/carers to discuss how the three parties can work more effectively to support the student in becoming more successful in terms of their behaviour and progress. (Refer to Appendix F.)

Governors' Behaviour Panel: Should a student not demonstrate a commitment to improving their behaviour following a Senior Leader Panel meeting then it may be necessary to ask students and their parents/carers to appear before a Governors' Discipline Committee. Additionally, this may be held in response to a very serious incident, repeated persistently disruptive behaviour or when a student is deemed to be at risk of possible permanent exclusion.

The support afforded to students and their families incorporates a range of external agencies in addition to access to specialist staff within the college.

External Agencies that the college work with to support students include: Oldham Children's Social Care; Early Help; Positive Steps; Joanna Whitehead- Careers Service; School Health Advisor; Healthy Young Minds; KOOOTH.COM; Groundwork; Oasis- Teenage Drugs and Alcohol Service; Madhlo- Youth Provision; Commando Joe's; Dream Big Sports; Phoenix- Sexual Health; Police School Liaison Officer.

Specialist Staff within the college that work to support students include: Non-teaching Pastoral Coordinators; Pastoral Provisions Officer; Pastoral Team Manager; Safeguarding Officer; Year Leaders; Climate & Culture Impact Leads; SEND HLTA; Inclusion Key Workers; SEND Learning Mentors; EMHWP Learning Mentors; Counsellors and the Combined Cadet Force (or CCF).

Reasonable Adjustments

The College is aware of the statutory requirements placed upon them to make 'reasonable adjustments' to practice and policy for students with a disability as per the requirements of the Equality Act 2010. The college also considers any special educational need that a student may have when considering responses to any behaviour incidents. In all relevant cases the college will consider each incident on an individual basis to determine if the incident is attributable to the student's special educational need or disability. This will be done in liaison with the college SENCO (Special Educational Needs Co-ordinator). When necessary 'reasonable adjustments' will be made to how the incident is dealt with and what actions or consequences are implemented as a result.

The college will also take into consideration necessary reasonable adjustments required when determining criteria for any positive reward events such as end of term and end of year rewards trips. When making required adjustments to these criteria, this will be undertaken in full consultation with relevant college staff including Year Leader and SENCO, the student and the parent/s or carer/s.

Consequences

'Behaviour for Learning' is about developing skills in students to support them in effectively managing their own behaviour to learn, achieve and make a positive contribution to the wider college community. Consequences have a part to play in reinforcing boundaries and expectations of behaviour.

Consequences implemented by the college include 'Restore, Chance, Choice, Consequence' (RCCC); verbal instructions; responsibility points; in class support/partner classroom system; detention (breaktime, lunchtime, after college and Saturday); Report Cards (Form Tutor, Pastoral Coordinator, Year Leader etc.), reflection time in the

Immediate Response Room or Responsibility Room Placement, letters of concern to parents, Senior Leader Panel Review Meetings, Fixed Term Exclusions, Governor Panel Meetings and Permanent Exclusion.

Classroom Management: The Restore, Chance, Choice, Consequence (RCCC) system is used as the foundation for managing behaviour within the classroom. The RCCC system (outlined in Appendix B) is based on strategies to restore positive behaviour, plus two formal verbal instructions being given to students to provide them with the opportunity to modify their behaviour prior to an appropriate consequence being implemented. Reasonable adjustments must be made in respect of individual learner needs when consequences are issued: e.g. pupils with SEND or trauma behaviours.

In Class Support/Partner Classroom system: where the RCCC system has been implemented and exhausted and a students' actions are preventing the continuation of learning or there is a serious breach of the college behaviour for learning policy, the class teacher will send the pupil to a partner classroom in the same hub or summon pastoral support via the on-call support system. The student will be escorted to a partner classroom by a member of the Pastoral Support Team where they will be expected to continue their classwork away from their usual class. In the case of a serious incident, the student may be removed from the lesson and placed in the Immediate Response Room or Responsibility Room as deemed appropriate by the Pastoral Provisions Officer or Manager.

Responsibility points: on occasions where a student's behaviour fails to meet expected standards, either within or outside of the classroom, a relevant code will be recorded on Arbor **and** a class teacher consequence put in place. **The responsibility point is not a substitute for a sanction.**

Detentions: The college has the legal power to place students in detention outside of college hours. Whilst there is not a legal requirement for the college to inform parents of any detention, in the interests of student safety the college will notify parents of any detention occurring outside of the hours 9.00am to 3.15PM. The college maintains the right to issue detentions outside of college hours even in cases where parents are not in agreement. Where a student fails to attend a detention for any reason, the sanction will be escalated. The college detention system is summarised in Appendix C.

Internal Exclusion Centre Placement: in response to serious incidents or as part of the BfL escalation of response, students may be given a placement in the college IEC for one or more days. The IEC operates from 9am to 3.15pm in line with college hours, however the timings of individual lessons have been adjusted for the purpose of the room. Parents will be notified of plans to issue a placement.

The purpose of a 'IEC placement' is to provide students and their parents/carers with an alternative sanction or consequence to a Fixed Term Suspension following either a serious breach of the college BfL policy or persistent breaches of the BfL policy over time.

The benefits to students are that they:

- remain safe in college and their attendance is not affected
- receive structured support to reflect on their actions and learn how to modify their behaviour
- continue their learning
- can access their Free School Meal (if applicable)

In addition, this supports parent and carers, who do not have to take time off work to supervise their child and therefore helps to strengthen the home college relationship. Reasonable adjustments are made to pupils with additional needs. The SENCO will be consulted on RR placements.

Fixed Term Suspension (FTX): in response to a serious breach or repeated breaches of the college behaviour policy a fixed term suspension may be put in place. The college can implement one or more fixed period suspensions for any student up to a maximum of 45 days in one academic year. A reintegration meeting is held with the student, parent

or parent representative and a member of the Pastoral Management team or Senior Leader following a fixed term suspension. The student must then complete an agreed RR placement where they must meet all expectations prior to them re-joining mainstream lessons. For students with additional needs, reasonable adjustments will be made to this system in line with the needs of the student and in consultation with the SENCO.

Permanent Exclusions: Newman RC College is an inclusive college. However, on rare occasions the college may have exhausted all possible support strategies and sanctions available to enable a student to modify their behaviour. The Headteacher and Governors may take the decision to permanently exclude a student in response to a serious breach, or persistent breaches of the college's behaviour policy AND where the student's behaviour is such that allowing them to remain in the college would seriously harm the education or welfare of the student or others in the college.

BfL Escalation of Response

Responsibility codes are monitored weekly by Form Tutors, Year Leaders and Senior Leaders. As responsibility codes are accrued by students, a range of actions, support strategies and consequences are implemented. Details of the escalation of response are summarised in Appendix D.

Anti-Bullying Policy

At Newman College we aim to create an atmosphere which is caring and protective, where students can learn in a secure and safe environment. Learning to respect and care for each other is part of that learning process but we do recognise that some bullying may occur.

Bullying affects everyone, not only the victim and bully. It also affects other students who may not only witness violence, aggression, and the distress of the victim but who may also be drawn into the taunting and tormenting of the victim by group pressure and other psychological factors. We therefore investigate any claims of bullying most vigorously and we take immediate action when necessary. Students or parents who suspect that a child is being bullied are encouraged to contact the school as soon as possible. The Anti-Bullying policy clearly outlines procedures for how a student or parent can report an incident of bullying and how these will be addressed by the college. Bullying incidents are reported and monitored through the CPOMS system.

Racial and Sexual Harassment

As a Catholic college, Newman RC College views any occurrence of racial or sexual harassment as abhorrent. All students have an equal right to the best possible education free from fear, harassment and bias. As with bullying, rigorous efforts are made to ensure that such harassment does not occur in the life of the college. Positive, tolerant attitudes to other races, creeds and gender are encouraged as part of the Religious Education and Pastoral programmes in the school. The college also treats any incidents of harassment very seriously and appropriate consequences apply. A member of the senior staff is always involved in any incident of this nature. Incidents are reported and monitored through the CPOMS system.

Keeping Children Safe in Education

In accordance with the '[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91221/keeping-children-safe-in-education-2023.pdf)' document, released by the Department for Education (DfE), Newman College is committed to maintaining a safe and secure learning environment for all students. Our behaviour policy is aligned with the principles and guidelines set forth in this document, and it is central to all our practices in school. The welfare and safeguarding of our students are paramount, and we expect all members of our school community to adhere to the standards outlined in 'Keeping Children Safe in Education' to ensure the well-being and protection of all.

Use of Reasonable Force and Physical Restraint

The college fully adheres to the DfE guidelines 'Use of Reasonable Force: Advice for Head Teachers, staff and governing bodies (2013)' The term 'reasonable force' covers a broad range of actions that involve a degree of physical contact with the student. Reasonable force will be used as an absolute last resort when all other de-escalating, defusing, and diverting techniques have been exhausted or are judged to be ineffective or inappropriate or where a student is in significant danger of harming themselves, others or property. The use of force is reasonable if it is appropriate to the consequence it is intended i.e. the degree of force used should be no more than is needed to achieve the desired result in safeguarding the student/s and preventing harm. The term 'restraint' is typically used in extreme circumstances to prevent a student who is in danger of seriously harming themselves or others.

All members of college staff have a legal power to use reasonable force under section 93 of the Education Inspection Act 2006. College staff have the power to use force and lawful use of the power will provide a defence to any related criminal prosecution or legal action.

The decision on whether to use 'reasonable force or physical restraint' is down to the professional judgement of the staff member and should always depend on the individual circumstances of the incident. Any action taken by staff must be 'reasonable in circumstance' meaning using no more force than is necessary to achieve the desired outcome. Staff will always try to avoid acting in a way that may cause injury but in rare and extreme cases it may not always be possible to avoid injuring the student.

If reasonable force or restraint is used it will be recorded and reported as a matter of urgency to the Safeguarding Officer or a member of the Senior Leadership Team. Any injuries incurred by the student will also be reported to the designated Safeguarding Officer immediately in addition to summoning for First Aid for the student concerned. The member of staff using restraint/reasonable force will complete a written record and submit it to Senior Leadership. The student will be given the option/opportunity to submit a statement of their account of the incident. Staff will also record any injuries they have sustained as a result of using reasonable force/restraint in addition to seeking first aid treatment for themselves.

The Safeguarding Officer will take responsibility for ensuring that parents of the student are informed that reasonable force/restraint has been used in respect of their child. The following will be communicated to the parent/s:

- Account of what happened
- Why reasonable force or restraint was used
- Detail of any injuries sustained by the child no matter how minor
- Confirm and give details of any first aid treatment given to their child
- Invite parent to come into college to collect their child if they wish to do so
- Provide a written copy of the Incident Report Form

The college have several staff who have completed the 'Team Teach' training which aims to 'support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.' This training is reviewed annually with additional staff undertaking training as necessary.

Searching, Screening and Confiscation

The college protocols for searching, screening and confiscation of prohibited and banned items are fully compliant with statutory guidance 'Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies' (19 July 2023). Protocols can be found in Appendix G and the recording proforma at Appendix H.

Behaviour to and from College

On their journey to and from college, students are representing the college and high standards of behaviour are expected whether walking or using any form of public transport. Newman College staff are on duty before and after

college to ensure the safe boarding and disembarking of students from and onto buses. If an incident of poor behaviour whilst travelling to and from college is reported it will be given full investigation as per any other behaviour incident occurring in college. When necessary, an appropriate sanction will be implemented for those students engaging in poor behaviour whilst travelling to and from college. This may include refusing travel on the bus either temporarily or permanently in the interests of the safety and wellbeing of other students.

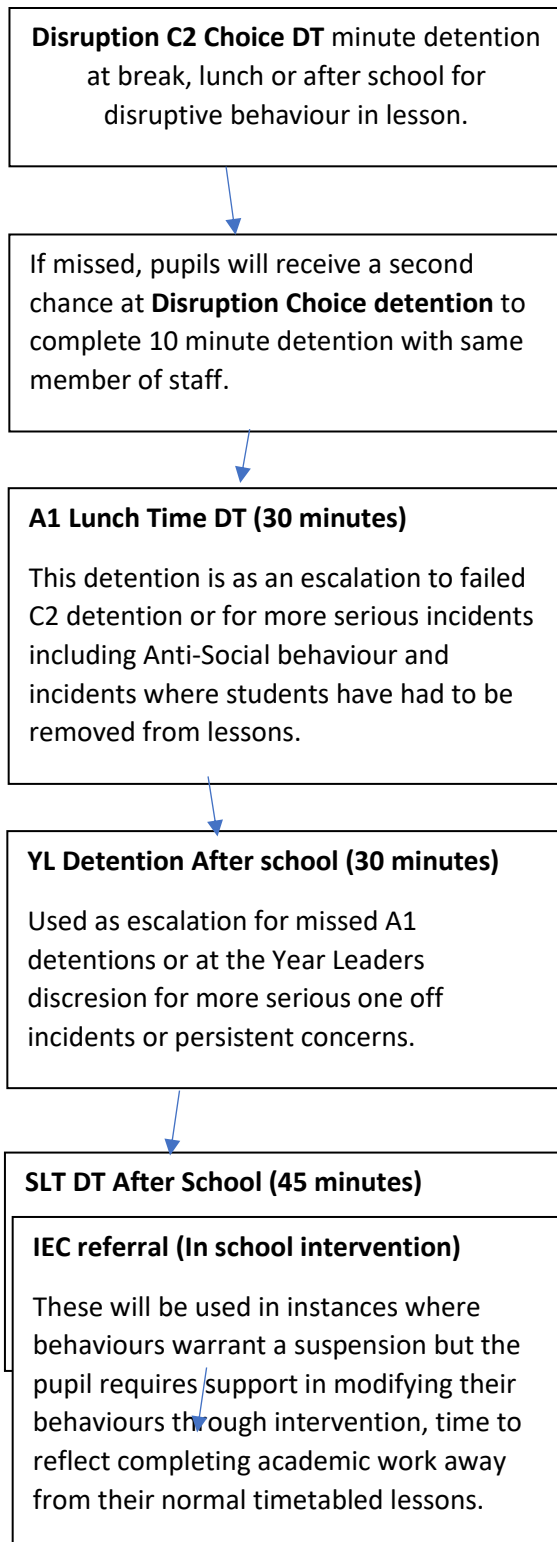
Use of Electronic Devices

The college acknowledges that parents may wish their child to bring a mobile phone to college for use on the way to and from college. Whilst on the college premises between 8.45am and 3.15pm, there is a zero-tolerance approach to the use of mobile phones. If a student is using their mobile phone on college premises, it will be confiscated and held until the end of the day. Refusal to hand over the device will result in an IEC placement. More details are available in the mobile phone policy. All other portable electronic devices such as ipads, tablets, ipods must not be brought into college under any circumstances.

Allegations made Against Staff

Allegations made against members of staff will be taken very seriously. Any allegation made will be treated confidentially, with fairness and consistency ensuring a balance of support for the student and for the member of staff who is the subject of the allegation. Allegations made against staff will be reported to the head teacher and will be handled by a member of the Senior Leadership Team or an appropriate leader identified by the head teacher, with the necessary support from the Local Authority and Unions when necessary.

APPENDIX A: Detention Work Flow



Punctuality Detention System:

L code for any lessons will result in lunch time detention with their Year Leader the following day. A 4 minute movement period is built in between each lesson to ensure all pupils are given the time to get to each lesson on time.

Late to School

Any pupil late to school will be issued a lunch time detention on the same day.

Saturday Detention

Will be used for persistent and ongoing breaches of the behaviour policy.

Overall Detention System

It is important to note that all examples given are representative of the reasons detentions will be given and not exhaustive. All detentions will be used at the Schools discretion and are not the sole mean of supporting students in meeting our expectations. Where students are struggling, support will be offered in multiple ways to ensure we do all we can to support our students and allow all our pupils to receive the quality of education they deserve without disruption.

APPENDIX B: Restore, Chance, Choice, Consequence (RCCC) System

Learning **Chance** **Choice** **Consequence**

At all points of our system, staff are doing their best to ensure that students in question are able to return to their learning and in doing so, support all other students in their learning.

Chance

Policy:

The staff member will ensure the student is aware they have received their chance as their name will go onto the valuers board alongside a tick on board at C1.

Staff Practice:

- Be clear *'that is your chance'*
- Check seating/ adjust
- Clearly **state instructions** about what you want to see (e.g. back against the chair, legs under the table)
- Identify any **barriers**
- Offer support: **modelling/** scaffolding

Choice

Policy:

The staff member will again add a tick to the board, this time at C2, they will also log this via Arbor and issue the student a 10 minute detention at their convenience.

Staff Practice:

- Reiterate and revisit practice from "Chance".
- Discuss their concerns with the pupil one to one: lowest possible intervention (private)
- Use the choice as a **Positive expectation**, not a threat

Consequence

Policy:

The pupil will be exited to a partner classroom, this will be logged and parents made aware via the behaviour point or where appropriate a phone call home.

Staff Practice:

Where an exit has happened on one or more occasion, examples of appropriate measures to be taken by the class teacher are:

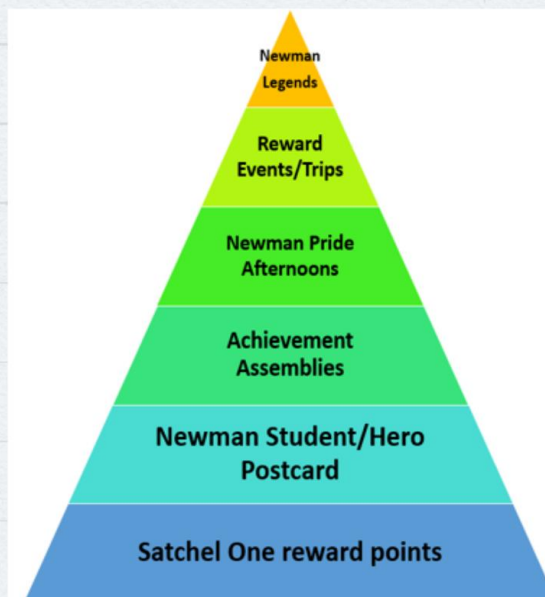
- Assign a subject report
- Send missing work home
- FT/ HoY Referral
- Restorative conversation (later)

APPENDIX C: Praise Culture

Newman Reward Pyramid

Brief overview:

- ★ **Newman Legends** – Celebration evening for the best 5 student out of each year group at the end of each term. Students can receive certificates and trophies.
- ★ **Rewards Events/Trips** – A range of trips available at the end of each term.
- ★ **Newman Pride Afternoons** – A party in the afternoon to celebrate outstanding students at the end of each term. Students receive badges & postcards.
- ★ **Achievement Assemblies** – Assemblies to congratulate students with core values at the end of each half term.
- ★ **Newman student/Hero Postcard** – Newman student postcards are given fortnightly by teachers. 3 Newman student postcards will result in a Newman Hero postcard given by the headteacher or a member of SLT.
- ★ **Satchel one reward points** – Given regularly by members of staff. Top 3 students with most out of each year will earn a Newman student postcard.



APPENDIX D: Escalation of Behaviour System

Sanction	Escalation	Responsibility
Disruption Choice	Repeat "disruption choice detention" at time appropriate for staff member by logging "missed disruption choice detention"	Logged on satchel as "disruption choice" by class teacher
Second Chance for "Disruption Choice" Detention	If missed again, phone call home, logged as "missed disruption choice" detention for a second time and used to add a faculty detention	Logged and managed by class teacher as "missed disruption choice detention" on both occasions they miss it
Faculty detention	YL DT	If escalated from missed disruption DT, class teacher logs second missed disruption choice DT but this time "set detention" for faculty DT the next day. If placed directly into faculty DT for Exit or another incident eg "self-exit, truancy, verbal abuse, antisocial behaviour" class teacher to log and add the detention to related incident.
YL DT	SLT DT	Set through pastoral team for persistent breaches, and used an appropriate sanction for more serious logs sent via on call. If escalated through missed faculty DT, logged by faculty DT lead and added to DT manually by a member of the team.
SLT DT	IEC Placement	Logged by SLT/Pastoral team for more serious incidents If escalated, YL team will log "YL DT missed" and set SLT detention.
IEC placement	Suspension	Missed SLT Dt logged by SLT and taken to debrief on Friday for placement in isolation to be booked in.
SLT Saturday Detentions	DHT/HT	If a student is a repeat offender of the same type or similar behaviour then students can be escalated to a 60 minute SLT Saturday detention.

APPENDIX D: Pastoral Support Plan

Pastoral Support Plan (PSP)

Date of PSP meeting:		
Pupil:	Year:	
Year Leader:	Pastoral Coordinator:	Form Tutor:

This information must be completed prior to PSP meeting:		
Summary of main barriers to learning and progress:		
Current behaviour points:	Current achievement points:	Current attendance %:
Current progress data:		
Subject	Estimated grade	Current Working Grade
English		
Maths		
Science		

Person leading the meeting:
Others present at the meeting:

Strengths / what is currently working well?
Student view:
Parent / carer view:
College view:
Things that we can do to improve the situation:
What can College do to support the students and improve the situation?
What can the student do to help themselves and improve the situation?

What can parents / carers do to support the students and improve the situation?	
What external partners and agencies could be involved to support the student	
Agreed targets for the student:	Success criteria:
1.	
2.	
3.	
4.	

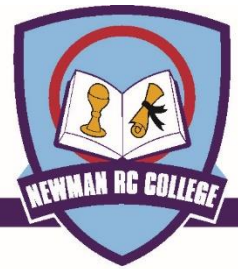
Agreed actions and support	Who is responsible?	By when?
1.		
2.		
3.		
4.		
5.		

<p>Any additional information that needs to be recorded:</p> <p>Next PSP review date and time:</p>

	Print Name:	Signature:
On behalf of the College		
Parent / carer		
Student:		

Pastoral Support Plan Review (PSP)

BLESSED JOHN HENRY NEWMAN RC COLLEGE



Dignity & Excellence

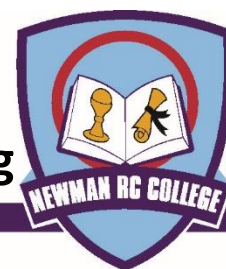
Progress Review:

Have targets been achieved?

What has worked well and had a positive impact?

What may have helped to achieve greater success?

Agreed actions and support	Who is responsible?	By when? (date)
1.		
2.		
3.		
4.		
5.		



Behaviour for Learning Escalation: SLT Panel Meeting

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Dignity & Excellence

SLT Panel Meeting Details			
Date		Time	
Student		Senior Leader(s)	
Parent(s)/Carer(s)			

Student Profile			
Attendance		Punctuality to College	
Uniform/Prep' for learning		Punctuality to Lessons	
Achievement Points		Behaviour Points	
Detentions		Fix Term Exclusions	
Initiatives to Date			

Barriers to Success	Changes Required

Representative	Agreed Actions
Student	
Parent	
College	

Signed on behalf of the College: _____ Print Name (Capitals): _____

Position of Responsibility: _____ Date: _____

APPENDIX G Searching, screening and confiscation

1. Searching

We will follow all statutory guidance given in by the government document; [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Bellow is a summary of how this will look at Newman;

Reasons to search:

School staff can search a student for any item if the student agrees. Headteachers and staff authorised by them also have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Knives or other weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any article that the member of staff 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 student).
- any item banned by the college rules

Who can search?

At Newman College, the Headteacher authorises the following staff to conduct searches of students:

- Either of the Deputy Heads
- Pastoral Team Manager

In certain situations, the Head may give the authority to members of the wider Senior Leadership team or Pastoral team to search but this will require verbal or written direction from the Headteacher.

Authorised staff receive annual training on procedures for carrying out searches, screening and confiscation. Training will also be undertaken following changes to any statutory powers and guidance.

Any member of college can witness a search as long as the search is conducted by an authorised member of staff.

Staff conducting the search will be the same sex as the student being searched. There will also be another member of staff to witness the search and if at all possible this will also be a member of staff of the opposite sex as the student being searched. Staff can carry out a search of a student of the opposite sex and without a witness present but only

where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not practicable to summon another member of staff to witness the search.

The person conducting the search will not require the student to remove any clothing other than 'outer clothing' i.e. clothing that is not worn next to the skin. Hats, shoes, boots, gloves and scarves can be removed as part of the search. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that which only a person with more extensive powers (e.g. police officer) can do.

Student lockers and bags can be searched with or without the student's consent where it is suspected that a prohibited item is contained within as long as the search is carried out by a member of staff authorised to conduct searches by the Headteacher.

2. Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Banned items in college include energy drinks and quantities of sweets, crisps, chocolate and snacks that are considered to be too large for the consumption of one student in a single school day.

Schools' general power to discipline, as set out in Section 91 of the Education Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. Where any article is thought to be a weapon, illegal substance, stolen goods or pornographic images that are believed to contravene the law it will be passed to the police as soon as practicable.

3. Obligations under the European Convention on Human Rights (ECHR)

- Under article 8, students have a right to expect a reasonable level of privacy
- The right under article 8 is not absolute, it can be interfered with, however any interference must be justified and proportionate
- The powers to search in the Education Act are compatible with article 8.

4. Screening

Staff can require students to undergo screening by a walk-through or handheld metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

Statutory powers to make rules on student behaviour and the duty as an employer to manage the safety of staff, students and visitors enable the college to impose a requirement that students undergo screening at any time.

Any member of staff within the college can screen students but where possible the college will restrict screening to the list of staff authorised to search students.

If a student refuses to be screened, the college can refuse to have the student on the premises. Health and safety legislation require a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include the screening of students.

If a student fails to comply and the college refuses to allow a student to remain in college as a result, the college will not have excluded the student and the student's absence will be treated as unauthorised.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers of search without consent.

5. Statutory guidance for dealing with electronic devices

Where a member of staff conducting a search finds an electronic device that is prohibited or they reasonably suspect has been, or likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so unless the intention is that the device will be handed to the police. There is no need to have either student or parent consent to search through a mobile phone in these circumstances. If it is believed that the device contains evidence related to an offence the phone will be passed to the police as soon as practicable. If the device does not contain material suspected to be evidence of an offence, data may still be deleted if it is in breach of school discipline. Where confiscation and examination of the device content leads to a suspicion of 'sexting' the phone will be retained and the incident reported immediately to the designated Safeguarding Officer.

6. Location of searches and screening

Searches can only be carried out on the college premises, or if elsewhere, where the member of staff has lawful control or charge of the student, for example on college trips and visits or in any other location organised by the college.

Searches of bags and pockets can take place at any location within the college. Searches requiring the removal of any clothing or screening of students will take place either in the medical room, pastoral office, The Link or offices of senior leaders. The exception to this will be where a student refuses or where there is a serious risk of harm to the student, other students or member of staff.

7. Use of force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for a prohibited item. Use of force cannot be used to search for items banned under the college rules.

8. Informing Parents and Complaints

There is no legal requirement for parents or carers to be informed or consent to be given prior to a search or screening taking place.

The college will inform parents of searches if illegal substances or potentially harmful substances are found even though there is no legal requirement to do so.

Any complaint about screening or searching will be dealt with through the college complaints policy.

9. Recording and monitoring of searching and screening undertaken

Whilst there is no legal requirement to do so, all searches and screenings of students are recorded on a 'Record of a search or screening of a student' proforma (see Appendix H). A central log of all searches and screenings will be kept. The searching and screening log will be monitored on a half termly basis and will be reported to Governors termly.

APPENDIX H Record of a search or screening of a student

Searching & Confiscation Incident Report

Department for Education Guidance: [Searching, screening and confiscation: advice for schools 2022](#)

Section 1: Details of Search

Student(s) Searched		Other Students Present	
Date & Time		Location	

Reason (Explained to student)	
Item(s) searched for	

Senior Leader conducting search (same sex as student)	<input type="checkbox"/> PGL <input type="checkbox"/> PKE <input type="checkbox"/> SRV <input type="checkbox"/> SHE (DSL) <input type="checkbox"/> SMA (DDSL)
Search Witness	<input type="checkbox"/> PGL <input type="checkbox"/> PKE <input type="checkbox"/> SRV <input type="checkbox"/> SHE (DSL) <input type="checkbox"/> SMA (DDSL) <input type="checkbox"/> Other*
*Other Staff Member (authorised by the Headteacher, DSL or DDSL)	

Section 2: Search Outcomes



1. PROHIBITED ITEM* FOUND & CONFISCATED (Paragraph 3)	<input type="checkbox"/> Knife/Weapon <input type="checkbox"/> Alcohol <input type="checkbox"/> Illegal Drug <input type="checkbox"/> Stolen Item <input type="checkbox"/> Tobacco <input type="checkbox"/> Cigarette papers <input type="checkbox"/> Fireworks <input type="checkbox"/> Pornographic images <input type="checkbox"/> Article suspected to have been used or likely to be used to commit an offence or to cause personal injury to or damage to property of any person (including student)
	<p><i>Note: If any of the above are being searched for then parents/carers MUST be informed of the search and of the Search Outcome.</i></p> <ul style="list-style-type: none"> • Name of Parent Carer Notified: • Date and Time of Notification: • Method of Notification: • Notification logged on SIMS by Whom? • Sanctions to be applied in the case of possession of a prohibited item:
2. Banned item found & confiscated	Please specify (e.g. Energy Drink)
3. No items found	<input type="checkbox"/>
Further follow up actions required	
Date Report uploaded to CPOMs	

This form must be completed within 24 hours of a search or screening taken place and handed to A. Hodgkin to be logged.