ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

BEHAVIOUR FOR LEARNING

Policy and Procedures which includes Anti-Bullying

Preparing students to stand shoulder to shoulder with their peers: locally, nationally and globally

Approved: December 2025

To be reviewed: December 2026

‘Start children off on the way they should go, and even when they are old, they will not turn from it.’
Proverbs 22:6

‘Hold onto instruction. Do not let it go; guard it well for it is your life.’
Proverbs 4:13

‘Do for others what you would want them to do for you.’
Matthew 7:12

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BEHAVIOUR POLICY:

Our Vision

We are St Catherine's College

Preparing students to stand shoulder to shoulder with their peers: locally, nationally and globally.
To achieve their God-given potential, learners in our care are inspired and supported to be:
Ambitious Hard-working Resilient Responsible

"I have come that you may have life, and have it to the full" (John 10, v10b).

The Bible teaches that the primary characteristic of God is love *(1 John 4:8*), expressed ultimately through the sacrifice of Christ for us *(John 3:16).* God's love is not abstract and distant but concrete and practical. In our college, understanding the practical nature of love means we seek to create an atmosphere of respect, kindness, patience, discipline, courtesy, and care towards each other that students learn to practise now and carry into their lives in their future relationships and communities. *(1 Corinthians 13:4-7).*

The Bible tells us that human beings are made in God's image *(Genesis 1:27)* and that they are infinitely loved and valued *(John 3:16).* Each student is, therefore, treated with respect; is of great value; and known to be in possession of great potential.

As bearers of God's image, students are capable of flourishing according to their own blend of innate talents and abilities. Within each student is the capacity to reach their God-given potential according to their unique combination of abilities. Through working hard, with the support and encouragement of staff and other students, they can develop a realistic vision for their future and find their place in this world, knowing that they are fitted to the responsibilities they have taken on. *(1 Peter 4:10).*

Pastoral care is given with an acknowledgment of our own human frailty in the face of life's difficulties and provides the support that enables students to feel connected to others through bonds of care in our college community. *(Let each of you look not only to his own interests, but also to the interests of others. Philippians 2:4)*

Policy Intent

At St Catherine's, we believe that high standards of behaviour enable our students to make the best possible progress in all aspects of their school life and supports them to be ambitious, hard-working, resilient, and responsible. Through our Behaviour for Learning Policy and Procedures which includes anti-bullying, we aim to provide a consistent approach to behaviour management that is applied equally to all students.

Our aim is to encourage and acknowledge behaviour which allows others to learn and our college to flourish. A St Catherine's College behaviour culture is developed with our students and positive behaviour is rewarded. Expectations of behaviour are high, and students are supported in reaching those expectations by a community that loves and cares for its individuals.

Behaviour data is recorded by staff and regularly analysed by Heads of Department, Heads of Year and Senior Leaders and Governors. Data is used to monitor the behaviour of individuals and groups to identify appropriate levels of support to improve and sustain high standards. Observed changes in the behaviour of individuals are considered before potentially referring the student to the Safeguarding Lead (DSL) or SENCO.

'We can't change the message or the rules for different children. If we do, we are saying we don't value you as much as the other students; that your education is not as important. What we can do, is help them to meet our expectations.'
New Horizons Practitioner, SABDEN Teaching School (working with students who have social, emotional, and mental health difficulties or associated barrier to learning).

Policy Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour
- Outline how students are expected to behave
- Outline our system of rewards and sanctions
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the 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; paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

PROCEDURE: MANAGING STUDENT BEHAVIOUR

We have high expectations of behaviour and our students are guided and supported to meet these high standards. Our expectations are regularly shared with the students and made clear to them e.g. behaviour codes are printed in the students' diaries, day-to-day routines are discussed and rehearsed. Staff are trained to manage behaviour effectively and to reward students who demonstrate positive behaviour.

Behaviour Codes

We carry our diaries with us at all times.

Corridor code

1. **We walk sensibly and quietly**, and are mindful and respectful of others.
2. **We keep left** and are safe at all times.
3. **We do not eat,** chew gum or drink in the corridors (except water).
4. **We immediately follow instructions from staff.**
5. **We do not use mobiles/electronic devices** inside the College building.
6. **We keep phones silent and out of sight.**

Outdoor code

1. **We stay within designated areas.**
2. **We stay safe** and alert to the safety and happiness of others; not communicating with others outside of the college site.
3. **We care for our environment,** putting litter in the bin and respecting college property.
4. **We care for each other,** respecting other people and their belongings and following the guidance of staff who are supervising.
5. **We may not use mobiles/electronic devices** in outside spaces during our break/lunchtime without permission from a staff member. External speakers are not permitted.

Lesson code

1. **We arrive on time**, ready to learn.
2. **We enter the lesson quietly and sensibly,** then sit and read or start a task**.**
3. **We listen carefully** to staff and others and work hard, trying our best throughout the lesson. We aim for excellence and do not give up.
4. **We behave well,** are respectful of others and their belongings, and follow instructions immediately.
5. **We come with the required equipment**. Mobile phones/electronic devices/headphones are only allowed at the teacher's discretion.

Mrs. Mutner liked to go over a few of her rules on the first day of school.

Day-to-Day Routines

Routine	Student	Staff
Arrival at School	• Enter outside Year Group areas by 08:35 • Tutor groups line up in Year group outside area with diary • Hoodies /sweatshirts are not allowed to be worn in the building, so should be removed in the line-up • Mobile phones switched off and not visible • Late students enter via Late Gate (Attendance Office in Bedewell)	• External Gates locked at 08:40 • Supervise Tutor Group line in outside area by 08:40 • Make an initial check on uniform e.g. look out for trainers; white socks; hoodies /sweatshirts (are not allowed to be worn in the building, so should be removed in the line-up), jewellery, make up • Ask students to correct their uniform immediately if they can • Students to have diary in hand
Tutor Times	• Walk quietly in single file from outside area to tutor room. • Coats should be removed immediately when arriving at tutor room • Enter the classroom quietly. Sit in your seating plan position • Place diary on the desk in front of you (open on the correct week) and read your reading book silently • Place bag under desk (or in designated area) • Answer the register politely e.g. "Good morning, Miss" or "Good morning, Sir" • Listen in silence when the teacher is addressing the tutor group • Do not leave the classroom for any reason unless you have a Corridor Pass or a note in your diary from the teacher • When travelling to collective worship, walk in single file and in silence. Remain in silence in the worship venue • At the end of the lesson and when instructed, pack away quietly and stand behind your chair • Check the room is tidy and the floor clear of litter • Wait to be dismissed by your teacher. Leave the room quietly	• At the start of the school day, meet and greet the students in the outside area. Escort students to tutor room in single file • Check that all students have their diary (open on the correct week) and are in full and correct uniform (give a uniform misdemeanour if not. If the uniform can't be corrected, then send the student to the Year Office who will deal with this as soon as possible) • Take an accurate register within the first 10 minutes of the tutor time welcoming the students with 'Good Morning' Then … • Log 'No Diary' on Arbor • Log X3 'Misdemeanours' on Arbor • Log 'Litter' and/or 'Gum' on Arbor • Log 'Full Misdemeanour Log' on Arbor • Check email from AHoY for any FADS that need processing *For further information on logging sanctions, please see 'The Role of the Tutor'* • Read the Yellow; share details with students • Check diaries and reward students • Once a week share House Point totals and Attendance data. Ask students to record these in their diaries • Follow the Tutor Time rota • When travelling to collective worship, walk with your group and ensure that the students walk in single file and in silence. They should remain in silence in the worship venue. • Do not allow students to leave the classroom without a Corridor Pass or a note in their diary. If a member of staff finds a

		student out of tutor time without a note (10 minutes or more after the start of the tutor time) they will send an Arbor alert and a detention will be set • Ask students to stand behind their chairs at the end of the lesson. Check the room is tidy and the floor clear of litter • At the door, dismiss the students a line at a time in silence. Monitor corridor behaviour as the students leave
Lessons	• Arrive promptly and enter the classroom quietly. Sit in your seating plan position • Place your diary, equipment on the desk in front of you unless otherwise directed • Read your reading book silently or begin the task set by your teacher • Place bag under desk (or in designated area) • Answer the register politely e.g. “Good morning, Miss” or “Good morning, Sir” • Listen in silence when the teacher is addressing the class • Work silently when requested to • Work hard throughout the lesson without disrupting the learning of others • Raise a hand to ask a question • Mobile phones are not to be used in lesson unless the teacher has given permission for them to be used as a learning tool • Water may be drunk in some lessons (no other drinks are permitted). Students must not leave a lesson to fill water bottles • Gum is not permitted in lessons or anywhere else on the premises • Students do not leave the classroom for any reason unless they have a Corridor Pass or a note in their diary from the teacher • Students are not permitted to go to Year Office during lesson times, unless with a note from the teacher • At the end of the lesson and when instructed, pack away quietly and stand behind your chair • Check the room is tidy and the floor clear of litter • Wait to be dismissed by your teacher. Leave the room quietly.	• Meet and greet your class in the corridor • Allow students to enter and either read or complete a starter activity whilst you monitor behaviour in the corridor from the doorway • Along with colleagues in neighbouring classrooms, monitor the movement of students in the corridor i.e. students should be travelling directly to class, quietly and sensibly • When the corridor is clear, join your class. Any student that arrives after the corridor is clear should be issued a Late Misdemeanour • Use a class seating plan and ensure it is saved on Arbor (the seating plan is determined by you and not the students) • At the start of every lesson enforce the expectation that students will be reading in silence • Check that all students have their diaries on their desk and are in full and correct uniform • Either allow the students to continue to read in silence or have a starter activity on the board for the students to begin while you take the register. This will usually be a retrieval practice task • Take an accurate register within the first 10 minutes of the lesson welcoming the students with ‘Good Morning’ or ‘Good afternoon’ • Registers must be amended by the teacher if a student arrives late • If a student is absent but was present in previous lessons (and there is no note on the register), please send an Arbor alert • Have high expectations of learning, progress, and behaviour • Be on the look-out for students chewing gum (this is a banned substance in school). Ask a student with gum to place it in the bin, then issue them with a misdemeanour • Rigorously and consistently use the college behaviour systems • Make sure that all learning is adequately challenging for every learner and that support

		is available for students to achieve these challenging learning goals • Recognise and reward good learning and behaviour • Staff should not leave their classes unsupervised • Students should not be allowed to leave the room to fill water bottles • Please only give permission to students to go to the toilet if it's an emergency or they have a toilet pass (use strategies to keep these times to a minimum e.g. ask them to wait or make up the missed time in a breaktime) • Do not allow students to leave the classroom without a Corridor Pass or a note in their diary. If a member of staff finds a student out of lesson without a Corridor Pass or a note (10 minutes or more after the start of the lesson) they will send an Arbor alert and a detention will be set • Ask students to stand behind their chairs at the end of the lesson. Check the room is tidy and the floor clear of litter • At the door, dismiss the students a line at a time in silence. Monitor corridor behaviour as the students leave
Movement around Corridors	• Walk on the left • Walk in a calm and orderly fashion • Do not be in 'Out of Bounds' areas • Treat the lifts with respect and allow full access by not sitting near these areas • Be quiet in the corridors • No eating or drinking (except water) in the corridors • Be safe and respectful <u>One-Way System - Main Site and Bedewell</u> • Use the skywalk when moving from Main Site to Bedewell • When moving from Bedewell to Main Site, either: 1. Use the supervised road crossing after Tutor Time, after period 1, and after period 3 2. Use the skywalk to cross to your Year group outside spaces at break and lunch (this is not necessary for Year 11 who use the Bedewell outside space). Your teachers in Bedewell will dismiss you five minutes early at the end of period 2 and 4 and escort you	• When not teaching, pastoral staff in the Year Offices should be in the corridor at lesson changeovers to monitor student behaviour • All staff must challenge poor behaviour and always issue a Misdemeanour if a student is breaking school rules • Challenge students who are out of lessons. If they do not have a Corridor Pass or a note from their teacher, send an Arbor alert and report this as truancy <u>One-Way System - Main Site and Bedewell</u> • To reduce congestion on the skywalk, teachers in Bedewell will dismiss their classes 5 minutes early at the end of period 2 and 4 and escort their class to their outdoor space (apart from Year 11 who use the Bedewell outside space)
Break and Lunchtime	• Use the designated areas for your Year Group • Litter should be placed in bins	• Be prompt to duty • Make your way back to your classroom at 11:25am and 2:00pm

	• Gum must not be used on the premises • Fill up water bottles (you will not be allowed to do this during lesson times) • Go to the toilet if needed (you will not routinely be allowed to do this during lesson times) • Line up in your tutor group when the whistle is blown • Walk in single file in silence from the outside area to the classroom. Enter the classroom quietly and go straight to your seat	
At the end of the day	• Students who have been issued a detention should go straight to the Year group detention room • When students leave the school, they should do so in uniform and in a sensible manner • When crossing Priory Road, the Puffin Crossing should be used correctly and safely	• Where possible, students with a detention should be escorted by their period 5 teacher to the Year group detention room (teachers may share this responsibility and escort students from several rooms) • Staff on detention supervision should go promptly to the appropriate detention room • Staff who have used Standby during the day are encouraged to have a Put Right conversation with the student outside of their detention room. (If this is not convenient, the conversation should take place before the next lesson with the student)
At All Times	• Speak respectfully • Follow the instructions of staff without argument • Full school uniform should be worn at all times • Outdoor clothing should not be worn inside school after the start of the school day (8:40am) or before the end of the school day (3:05pm) • Mobile phones or other electronic devices should not be visible or heard inside of school (unless the teacher has given permission for them to be used as a learning tool). Mobile phones may not be used at break or lunch times in our outdoor areas without permission from a staff member. • Headphones should not be worn • External speakers are not permitted. • Only eat at designated times and in designated areas	• Provide a positive role model to students: enthusiastic, welcoming, assertive, polite, professional, consistent …. • Adhere to the staff dress code **Link page 12**

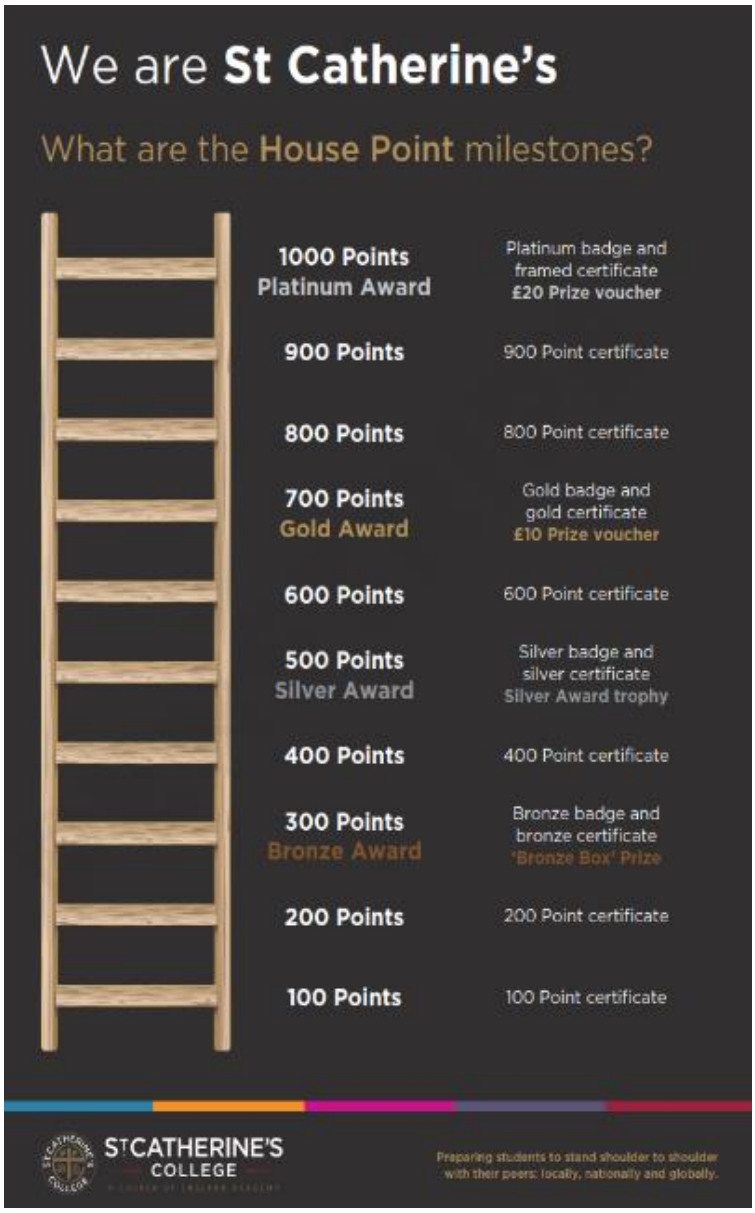
Strategies for Staff to Support Good Behaviour in Lessons

Before the lesson
• Prepare the learning environment, making sure that is well organised and tidy • Prepare your resources and equipment • Decide carefully on the seating plan and communicate this clearly with the students • Have a good understanding of each and every student (refer to ARBOR/SENCO/ SEND Register on the St Catherine's College Intranet) • Differentiate to support the learning needs of the students • Be at your classroom in good time • Welcome the students at your door
During the lesson
• Have clear and consistent routines in line with school policy • Get books/folders handed out as quickly as possible • Make sure that students know what the learning intentions for the lesson are • Give clear time limits for activities • Provide work so that students can begin learning from the moment they walk into the classroom • If homework is to be set, then try to do this before the end of the lesson so that there is enough time for any necessary clarification • Have high expectations and make sure that these are clearly communicated • Do not tolerate any behaviour that disturbs the learning of others • Manage behaviour using the cross system. Always explain clearly to the student why their name (or a cross next to their name) has been put on the board • Avoid shouting at students across the classroom. Whenever possible, go up to the student involved in the poor behaviour and have a calm conversation with them in person • Move a student to a different seat in the classroom if they are not working well where they are located • Insist that students are silent when you are talking • Expect students to be able to work in silence whenever necessary • Be assertive but also approachable • Recognise and reward good learning and behaviour • Issue an 'Equipment' misdemeanour if a student does not have the correct equipment for the lesson • Do not allow students to leave the classroom unless you write a note in their diary or provide them with a corridor pass
At the end of the lesson/after the lesson
• Have clearly communicated routines for tidying up • Issue rewards and behaviours on ARBOR • If a student is not working in line with your high expectations, find out why and address the issue. Speak to the tutor, HoD, HoY, Pastoral team, SENCO and other teachers to seek advice • Contact parents at every opportunity to celebrate success or to discuss any issues that may have arisen

Rewarding Positive Behaviour

Rewards are used to motivate and engage students. They encourage enthusiastic learners and make students feel acknowledged and appreciated around the college. It is school policy to recognise excellent work and behaviour across the college ('Catch them being good').

Teachers award House Points by recording them on ARBOR. To award House Points on ARBOR, tick the box next to the student's name on the class register; select the 'Add House Points' tab; complete the 'Reason' and 'Total Awarded' fields. House Points can be awarded in bulk by selecting multiple names on the class register.
Posters added here (in student diary/around school)



Guidance on the number of House Points to be awarded is available in the table below and in the Student Diary.

House Points

3 House Points:

Homework handed in and high quality
Responsibility
Resilience
Ambition
Hard Work
Great subject knowledge
Independent study
Kindness and helping others
No misdemeanours previous week
100% attendance previous week

5 House Points:

Homework handed in and excellent quality
Contribution to the Christian Ethos
One week no detentions or misdemeanours, with attendance 96+%
Excellent classwork
Completing 50% of Mission Responsible Booklet (Year 7 only)

7 House Points

Attending clubs (per term)
School representation
Completing the whole Mission Responsible Booklet (Year 7 only)

10 House Points

One term 100% attendance
One tern no detentions
Completing the whole Mission Responsible Booklet (Year 7 only)

In addition, a maximum of five house points can also be awarded to students for other positive behaviours in lessons and around the school. These can include picking up litter, holding open doors, carrying equipment for staff, demonstrating excellence in attitude and conduct etc.

<u>Celebrations Worships and Awards</u>
Students are awarded for attendance, excellent conduct, individual achievements in subject areas, college representation etc. in Celebration Worships. Additionally, at the end of terms 2, 4 and 6 two students from each year group are also presented with House Point Certificates and trophies for demonstrating each college value.

At the end of the academic year, our Governors select one student from each year group who has demonstrated our school values but has also overcome a hardship or particular challenge.

PROCEDURES: RESPONDING TO NEGATIVE BEHAVIOUR

Out of Class Behaviour

All staff are responsible for managing behaviour around the school site. It is important that staff have high expectations of behaviour and that they all deal with behaviour in a rigorous and consistent way. Poor behaviour around school should always be challenged in a calm and controlled fashion; when a Behaviour Code has been broken then a 'Misdemeanour' should be issued in the student's diary. This is without exception. A student should always have their diary on them (*for how to deal with a student who does not have a diary, see No Diary in The Role of the Tutor section*).

The following behaviours should always be challenged, and a 'Misdemeanour' issued:

Misdemeanours	Example
Unruly	Shouting, running, pushing, play fighting
Uniform	Not wearing college uniform correctly without having a dated college permission sticker
Litter	Dropping rubbish on college premises
Eating	Eating food and drinking drinks (excluding water) outside of designated areas
Gum	Chewing gum.
Language	Using swear words and prejudiced based language
Out of Bounds	In rooms without permission, in out of bounds areas e.g. lift lobbies and car parks, talking to people through the fence

- Should staff witness any of these behaviours, stop the student and explain calmly and firmly why what they are doing is poor behaviour e.g. "You were pushing another student and that is dangerous behaviour".

- Ask the student for their diary and write the 'Misdemeanour' in the next available box.

- If the student cannot or will not show their diary when requested, then an Arbor alert should be sent, and the student will receive a same day College Detention. If staff do not know a student's name, then ask them. If they refuse to give their name, or it is suspected that they have given an incorrect name, then someone else nearby should be asked or the time noted, and an Assistant Head of Year be asked to check the CCTV.

"It was a matter of principal! And unfortunately, the vice-principal."

Detentions

One principle of our system is to have immediate sanctions. Therefore, detentions take place daily and, in most cases, students can be booked into these detentions on the same day as the behaviour took place. The Headteacher's Detention (60 min) is used when students have not turned up for College Detention (40 min) or when they have had a Standby on that day.

The 20-minute detention is used generally for lower-level behaviour whereas the College Detention is used for generally more serious behaviour, as well as the consequence for failing to attend other detentions. After school detentions set for the same day are communicated to parents/carers (using ARBOR).

Students will be expected to read from a book or complete a piece of work during the detentions. The detentions take place in a classroom after school with students sitting in rows.

Students who have been issued a Headteacher's Detention are collected from lesson 5 to ensure that they attend.

Behaviour	Detention Type	When?	How Long?
Three misdemeanours* *(Any type in a week)*	20-minute	Same day	20 min
Full Misdemeanour* Log	College	Same day	40 min
Late Gate *(Late to school)*	20-minute	Same day	20 min
Gum or Litter Misdemeanour	College	Same day	40 min
Truancy *(Out of lesson without a Corridor Pass/note from a teacher)*	Headteacher's	Next day	60 min
No Diary	College	Same day	40 min
Failing to attend a detention *Apart from:* Failing to attend a College Detention Failing to attend a Headteacher's Detention	College Headteacher's Reflection and Headteacher's	Next day Next day Next day	40 min 60 min 1 day + 60 min
Non-completion of homework	College	Next day	40 min
Standby *(For serious behaviour)*	Headteacher's (Reflection / suspension considered)	Same day	60 min

* Misdemeanours are recorded in the student diary in the Misdemeanour Log.

The Role of the Tutor

The tutor is responsible for supporting the behaviour system during Tutor Time by checking diaries every day, recording certain behaviours on ARBOR, and recording detentions in diaries. In addition, a tutor records the students' House Points during tutor time and encourages appropriate behaviour.

Checking Students' Diaries (No Diary, x3 Misdemeanours, Full Misdemeanour Log)

Each day in Tutor Time, the students should open their diaries at that week's page. The tutor checks that they have their diary and then checks the Misdemeanour Log.

1. If a student does not have a diary, they will receive a same day College Detention. The tutor informs the student and records it on ARBOR (*No diary = 40 min College Det. today*).
2. If a student has three misdemeanours of any combination (i.e. top line of the Misdemeanour Log) the tutor signs at the end of the row; records a same day Lunchtime Detention in the student's diary; records it on ARBOR (*3 misdemeanours = 20min After School Det. today).*
3. If a student has a Full Misdemeanour Log (i.e. six misdemeanours filling both rows of the Misdemeanour Log) the tutor signs at the end of the second row; records a same day College Detention in the student's diary; records it on ARBOR (*Full Mis. Log = 40min College Det. today).*

Recording in student diaries sanctions rising from failure to attend detentions

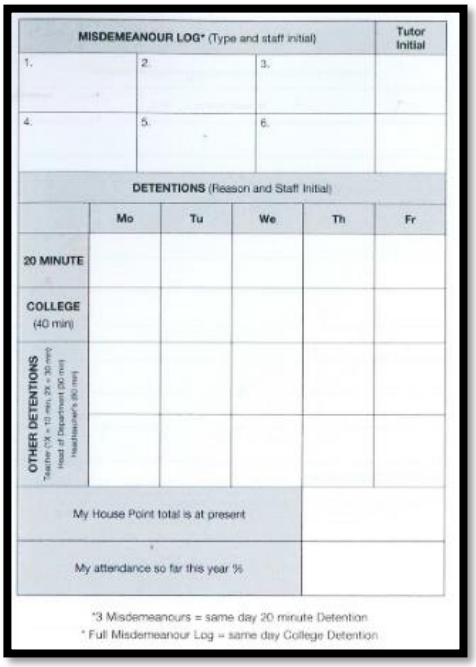
If a student fails to attend a detention, they will be set a College or a Headteacher's Detention for the following day. After the tutor register has been taken, the tutor will check for an email from the Assistant Head of Year to see if any tutee is to be set a College or Headteacher's Detention as a consequence. The tutor writes the detention into the student's diary (tutors do not need to record this on ARBOR as this will have been completed by the Assistant Head of Year prior to sending the email message).

Sharing House Point Totals with Students

House Points are recorded as Positive Behaviour Points on ARBOR. Once a week, during tutor time, tutors inform each student of the number of House Points they have. Students keep a weekly record in their diaries so that they can monitor their progress.

Sharing Attendance with Students

Once a week during tutor time, tutors inform each student of their overall attendance figure up to the end of the previous week. This figure is to be recorded in the appropriate space in student diaries. This provides an opportunity for tutors to work with individual students on improving their attendance as is necessary.



MISDEMEANOUR LOG* (Type and staff initial)			Tutor Initial
1.	2.	3.	
4.	5.	6.	

DETENTIONS (Reason and Staff Initial)					
	Mo	Tu	We	Th	Fr
20 MINUTE					
COLLEGE (40 min)					
OTHER DETENTIONS Teacher (1X = 10 min, 2X = 30 min) Head of Department (30 min) Headteacher's (60 min)					
My House Point total is at present					
My attendance so far this year %					

*3 Misdemeanours = same day 20 minute Detention
* Full Misdemeanour Log = same day College Detention

The weekly page from the Student Diary showing the Misdemeanour Log, Detention record, and the House Points and Attendance record.

No Diary

Definition:

Students should always carry their diary with them. If they are unable to produce their diary for a member of staff this will result in a same day College Detention.

Process:

Each day the Tutor checks that all students have their diary during line-up. A student without their diary is set a same day College Detention. The tutor records this on ARBOR: *'No Diary = 40 min College Det. today'*

After lunch, Assistant Head of Years run a report that includes students with 'No Diary'. This will act as a register for that day's College Detention. AHoYs will notify parents/carers via ARBOR.

If a student cannot show their diary when requested by any member of staff up until the start of lesson 5, the member of staff informs the student that they have a same day after school College Detention. An email should be sent to the relevant Assistant Head of Year. If 'No Diary' has not been already recorded that day by the Tutor, the Assistant Head of Year will record this on ARBOR: '*No Diary = 40min College Det. today'* and a same day College Detention will be set. The Assistant Head of Year notifies the parent/carer via ARBOR. If a student is found to be without a diary during lesson 5, the teacher should follow the same procedure but let the student know that the detention will be the next day. The Assistant Head of Year will not enter this information onto ARBOR until the following day.

A student without a diary must be issued a diary sheet to record any misdemeanours / detentions during the day. This should be returned to the year office at the end of the school day. Staff can email misdemeanours and detentions to the student's tutor who will update the student's diary during the next Tutor Time.

If a diary is lost and cannot be found that day, the student must buy a new one (£5 via Arbor) and obtain it from the Head of Year / Assistant Head of Year the following day otherwise they will receive a further College Detention.

3 Misdemeanours

Definition:

A student receives three misdemeanours in a week of any combination below:

Misdemeanour	Definition
Late	Late to lesson or tutor time.
Unruly	Inappropriate behaviour **out of lesson** e.g. shouting, running, pushing, play-fighting in corridors.
Uniform	Not wearing uniform correctly **in and out of lesson** (unless a dated Assistant Head of Year sticker has been issued).
Equipment	Student arrives at class without necessary equipment e.g. pen, pencil, ruler, subject book, PE kit. Only one Equipment issued per item per day.
Litter	Dropping rubbish on college premises **out of lesson**.
Eating	Eating food and drinking drinks, other than water, outside of designated areas **in and out of lesson**.
Gum	Chewing gum or in possession of gum **at any time.**
Language	Using swear words and prejudice-based language e.g. sexist, racist, homophobic, transphobic or disablist on college premises **in and out of lesson**.
Out of Bounds	In rooms without permission. In Out of Bounds areas e.g. lift lobbies, car parks and talking to people through the fence.

Process:

Each day the Tutor checks the misdemeanour log in the students' diaries. If a student has three misdemeanours in the log for that week, the Tutor sets a same day 20-minute Detention. The tutor records the x3 Misdemeanours on ARBOR immediately (during tutor time): *'x3 Misdemeanours (20 min Detention today)'* and records a 20-minute Detention in the student's diary for the same day. The tutor then initials the appropriate box in the misdemeanour log in the diary. After tutor time, Assistant Heads of Year run a 20-minute Detention report that includes 'x3 Misdemeanours'. This will act as the register for that day's 20-minute detention.

Litter and/or Gum

Definition:

To make St Catherine's College a litter-free and gum-free school, a student who receives a 'Litter' or a 'Gum' misdemeanour will be issued with a College Detention regardless of whether or not they have been or will be issued with a 3 Misdemeanour Detention (20-minute).

Process:

Each day the Tutor checks the misdemeanour log in the students' diaries. If a student has a 'Litter' or a Gum in the log for that week, the Tutor sets a same day College Detention. The tutor records the 'Litter' or 'Gum' Misdemeanour on ARBOR immediately (during tutor time): *'Litter' (40 min College Detention today)'* or a *'Gum' (40 min College Detention today)'* and records a College Detention in the student's diary for the same day.

After lunch, the Assistant Heads of Year run a College Detention Report which will include students with 'Full Misdemeanour Log'. Assistant Head of Years will notify parents/carers via ARBOR.

Full Misdemeanour Log

Definition:

A student has a Full Misdemeanour Log when six misdemeanours are recorded in their diary in a week.

Process:

Each day the Tutor checks the misdemeanour log in the students' diaries. If a student has a Full Misdemeanour Log the Tutor sets a same day College Detention. The tutor records the Full Misdemeanour Log on ARBOR immediately (during tutor time): *'Full Mis. Log = 40 min College Detention today'.* The tutor then initials the appropriate box in the misdemeanour log in the diary.

After lunch, the Assistant Heads of Year run a College Detention Report which will include students with 'Full Misdemeanour Log'. Assistant Head of Years will notify parents/carers via ARBOR.

Behaviour in Tutor Time

Sometimes during Tutor Time, tutors may need to use the cross system with poorly behaved members of their tutor group.

If a student reaches 2-crosses, the tutor should remove them from the class, and refer them to the Year Group Office

To set the detention:

1. The tutor writes a College Detention into the student's diary for the next day (i.e. next day)
2. The tutor records the College Detention on ARBOR immediately (during tutor time): *'Tutor 2cross =40min College Det. next day'*

The Role of the Assistant Head of Year

The Assistant Head of Years are responsible for:

- Running daily ARBOR reports for after school detentions (ran after midday). This will list the students that should attend these detentions and act as registers for the detention supervisors.

- Recording on ARBOR students who are

1. Truanting.
2. Standby calls.
3. Reported to be without a diary (outside of tutor time).

- Escorting students to Headteacher's Detention at the end of period 5.

Truancy

Definition:

A student is more than 10 mins late to a lesson or is found out of lessons/tutor time without a note from a member of staff.

Process:

If a student is more than 10 mins late to a lesson or found out of lessons without a note, an Arbor alert should be sent. The Assistant Head of Years will record this on ARBOR: *'Truancy = 1h Headteacher's Detention next day'* and send an ARBOR message to the student's tutor/s.*

Assistant Heads of Year will make a telephone call home to parents/carers on each occasion. During Tutor Time the next day, the tutor writes a College Detention into the student's diary.

If a student truants from Tutor time, the tutor should send an Arbor alert to the Assistant Head of Year in the Year Group Office. They should include details of detentions that are required to be set. An AHoY will find the student before the end of the day, check the Misdemeanour Log and action the appropriate sanctions.

**It is important that both tutors of shared tutor groups are included in ARBOR Messages.*

Detention Registers

After printing registers for after school detentions, the Assistant Head of Year will deliver them to the detention venues for the start of the detention.

The Role of the Attendance Team

Late Gate / Late (after 9.10am)

Definition:

A student arrives late to school after 8.40am and has no note or notification about the reason from a parent/carer.

Process:

The student enters the school via the Attendance Office and an Attendance Officer registers them as late. Students arriving before 9.05am will be sent to their tutor group or worship.

The Attendance Officer records same day 20-minute Detention in student's diary (including the time of arrival to school) or a 1-hour Headteacher's Detention. The lateness is recorded on ARBOR: *'Late Gate (20 min Detention today)'* or '*Late (after 9.10) = 1hr Head. Det. today'*.

The Role of the Classroom Teacher and the Head of Department

The Teacher's Standards set out that it is a teacher's responsibility to manage behaviour effectively to ensure a good and safe learning environment.

Inappropriate Behaviour in Lessons

NOTE: Some Misdemeanours also apply during lesson time (*see* x3 *Misdemeanours in The Role of the Tutor section*).

Behaviour in lessons is managed using the Cross System. Writing a student's name on the board or adding a cross happens when a student breaks one of the Lesson Codes (see the Behaviour Codes section) and/or negatively impacts on the learning of others. The process involves writing the student's name on the 'sad face' side of the board when a verbal warning is given. Each subsequent warning results in a cross being written next to the name. Should a student reach two crosses then they are sent to the HoD or an agreed classroom. The HoD will record all 2-cross send-outs on the departmental spreadsheet (or similar record).

The Cross System

When writing a student's name on the board or when adding a cross, it is important that the student is clearly and succinctly told the reason.

Name on board – This is an initial warning to a student and no further action is taken.

Note: Crosses are not removed from the board for improved behaviour. If a student's name is on the 'smiley-side' of the board, this has no bearing on the crosses and vice versa.

It is essential that each 2-cross detention is recorded on ARBOR once and at the time of, or shortly after the incident. When students reach 2-crosses and are sent to the HoD, it is important that the HoD provide guidance to the department staff to ensure that this is done efficiently for their specific department circumstances.

One Cross (1x)

Definition:

A student receives a verbal warning (name on board) and one cross during the lesson.

Process:

Teacher should discuss briefly the student's behaviour at the end of the lesson. One cross incidents are not recorded on ARBOR.

First Two Cross

Definition:

A student receives a verbal warning (name on board) and two crosses during the lesson.

Process:

Should a student reach two crosses then they are sent to the HoD. The teacher records a 1st 2cross 30 min detention on ARBOR: *'1st 2cross= 30min Subject Det. next day*' and writes the date of a next day 30 min after-school detention in the student's diary (not the same day). The HoD will record all 2-cross send-outs on the departmental spreadsheet (or similar record).

Second Two Crosses

Definition:

A student receives a verbal warning (name on board) and two crosses during a lesson for a second time during the school year in the same subject.

Process:

Should a student reach two crosses again, they are sent to the HoD. The HoD ensures that they or the class teacher has recorded a 2nd 2-cross HoD detention on ARBOR: *2nd 2cross= 30min Subject Det. next day*' and writes the date of a next day 30 min after-school detention in the student's diary (not the

same day). The HoD will record all 2-cross send-outs on the departmental spreadsheet (or similar record).

The HoD should discuss the student's behaviour and issue a Head of Department Report. The HoD must contact the parent/carer by telephone or email.

Third Two Crosses

Definition:

A student receives a verbal warning (name on board) and two crosses during the lesson for a third time during the school year in the same subject.

Process:

Should a student reach two crosses for a third time, they are sent to the HoD. The HoD ensures that they or the class teacher has recorded a 3rd 2-cross College Detention on ARBOR: *3rd 2cross= 40min College Det. next day''* and writes a next day 40 min College Detention in the student's diary. The HoD will record all 2-cross send-outs on the departmental spreadsheet (or similar record).

The HoD contacts parent/carer and arranges a meeting (teacher, HoD, parent/carer, student). During the meeting, a Parent Contact Meeting Form (PCM) is completed detailing the interventions that will be put in place. A copy of the PCM is attached to the student's ARBOR record and copies are emailed to relevant members of staff e.g. subject teacher, HoY.

Fourth Two Crosses

Definition:

A student receives a verbal warning (name on board) and two crosses during the lesson for a fourth time during the school year.

Process:

Should a student reach two crosses for a fourth time, they are sent to the HoD. The HoD ensures that they or the class teacher has recorded a 4th 2-cross College Detention on ARBOR: '4th *2cross= 40min College Det. next day*' and writes a next day 40 min College Detention in the student's diary. The HoD will record all 2-cross send-outs on the departmental spreadsheet (or similar record).

The HoD arranges for the student to be internally excluded from the student's regular class for 60 minutes of lessons and the class teacher provides appropriate work for the internal exclusion. This should be within the department or with a 'buddy HoD'. In addition, the interventions previously put in place are reviewed and additional ones introduced as required.

Fifth Two Crosses (5th 2-cross)

Definition:

A student receives a verbal warning (name on board) and two crosses during the lesson for a fifth time during the school year.

Process:

Should a student reach two crosses for a fifth time, they are sent to the HoD. The HoD ensures that they or the class teacher has recorded a 5th 2-cross Headteacher's Detention on ARBOR*: '5th 2cross= 1hr Headteacher's Det. next day*' and writes a next day 60 min Headteacher's Detention in the student's diary. The HoD will record all 2-cross send-outs on the departmental spreadsheet (or similar record).

The HoD arranges for the student to be internally excluded from the student's regular class for 120 minutes of lessons and the class teacher provides appropriate work for the internal exclusion. This should be within the department or with a 'buddy HoD'. The HoD makes an Individual Intervention referral to the SENCO.

If a student receives 2-crosses again after an Individual Intervention referral has been made and interventions have been put into place, then the consequences should start again from the beginning of the department system with a 1st 2-cross detention. The department process begins again from the beginning to allow time for interventions to take place.

Cross System Summary

Crosses	Sanction	Record on ARBOR?	Support (in brief) (For full detail see p19-20)
1 cross	None	No	Teacher discusses briefly the behaviour with student at end of lesson
1st 2-crosses	Subject Detention (30min)	Yes	HoD discusses briefly the behaviour with student at end of lesson
2nd 2-crosses	Subject Detention (30 min)	Yes	HoD discusses behaviour with student Department Report HoD Phone / Email parents
3rd 2-crosses	College Detention (40 min)	Yes	Meet parents (teacher, HoD, parent/carer, student) and support recorded on a Parent Contact Meeting Form (PCM)
4th 2-crosses	College Detention (40 min)	Yes	60 min subject exclusion Review support agreed previously
5th 2-crosses	Headteacher's Detention (60 min)	Yes	120 min subject exclusion Individual Intervention referral to SENCO

Department Interventions

Heads of Departments, supported by the class teachers, are responsible for monitoring the behaviour of students who are on Department Report and of those who have interventions in place following a meeting with the student's parent/carer.

Students who have agreed interventions and/or targets on a report, will require time to amend their behaviour; time will be needed for the intervention to take effect.

Interventions may be general or specific to the child. For example, they may include: rewards (school or home-based), positive comments/praise, positive phone call home, responsibility

within the class, change of class (temporary or permanent), change of seating plan, arranged 'time out' / 'cooling off' time.

HoD Report

The cross system should be used as normal whenever a student is on report i.e. subsequent 2-cross detentions should be set regardless of whether the student is on report.

The purpose of the report is to help a student focus on behaving correctly and should not be used to judge if a student should move up through the department system.

The report should run for at least 6 lessons. The report is completed by the class teacher after each lesson. The student is to show their report to the HoD at the end of each lesson in that subject. The teacher should reward a student with House Points for meeting their report targets, and the HoD should contact parents informing them of the student's progress.

Dealing with Defiant Behaviour

Within any school environment when dealing with young people we will come across behaviours that we might consider outside of the 'norm'. Our college behaviour systems are there to help us all to maintain an orderly disciplined environment in which students can learn effectively.

The systems do not replace the need for effective classroom management. It is a teacher's responsibility to manage poor behaviour effectively. Teachers need to make sure that they have done everything to engage and support the student and then they need to use the college system firmly and assertively, without encouraging escalation. This is because every student at St Catherine's College has the right to learn in a disruption free environment. This is without exception.

Defiance in Lessons

Use your behaviour management strategies (speak to the student about their behaviour, move their seat etc.) to help resolve the situation. Use the cross system. Once the student has reached two crosses, they should be sent to the HoD (or linked HoD). A Behaviour Incident is logged on ARBOR should a student receive 2-crosses in line with College procedure.

Occasionally in lessons students will display behaviour that is extreme, when they have refused to follow all reasonable instructions. If this happens send an Arbor alert. The student will be collected, and the member of staff on Standby duty will aim to resolve the situation. If the situation cannot be resolved to the teacher's satisfaction, then the student will be isolated for the rest of the day. College policy for Standby will then be used.

Defiance out of Lessons

If a student refuses to follow instructions and all effort has been made by the member of staff to get the student to comply then, once again send an Arbor alert. The student will be collected, and the member of staff on Standby duty will aim to resolve the situation. If the situation cannot be resolved to the teacher's satisfaction, then College policy for Standby will then be used.

Standby

Definition:

Any incident of serious behaviour that requires a student to be removed from a lesson or from general circulation.

Process:

Get a message to an Assistant Head of Year requesting that the student be removed from the class by sending an send an Arbor alert. A senior staff member (SLT/HoY/HoD on a rota), will be notified, and they will visit the classroom.

If the senior member of staff can resolve the issue with agreement of the classroom teacher, the student may return to the lesson, or they can be taken to the HoD.

If the issue cannot be resolved, the senior member of staff isolates the student for the remainder of the day in Reflection where they will be supervised by the Reflection Manager. An Assistant Head of Year records the Standby call on ARBOR: *'Standby (1h Head Detention today)'* and records a same day Headteacher's Detention in the Student Diary. The Assistant Head of Year notifies the parent/carer via ARBOR. The Reflection Manager will make their own record of the Reflection referral on ARBOR on the Internal Exclusion tab of the student's Behaviour record.

The class teacher is responsible for logging the details of the behaviour via Arbor alerts, with further detail e.g. Verbal abuse / threats to staff, Fighting etc.

If the incident is serious, a school suspension will be considered.

Put Right Conversations

A 'Put-Right' conversation should take place following a Standby from lessons. This aims to resolve the issue between the teacher and student in a spirit of forgiveness and reconciliation.

Put-Right conversations are to take place in the Headteacher's Detention at the end of the same day as the Standby call. Staff are expected to report to the detention where the student will be allowed out of the room to have the conversation. Staff may wish to request the presence of the HoY to help facilitate this discussion (HoYs may be on detention duty or in the nearby Year Group Office).

Put right conversations can:

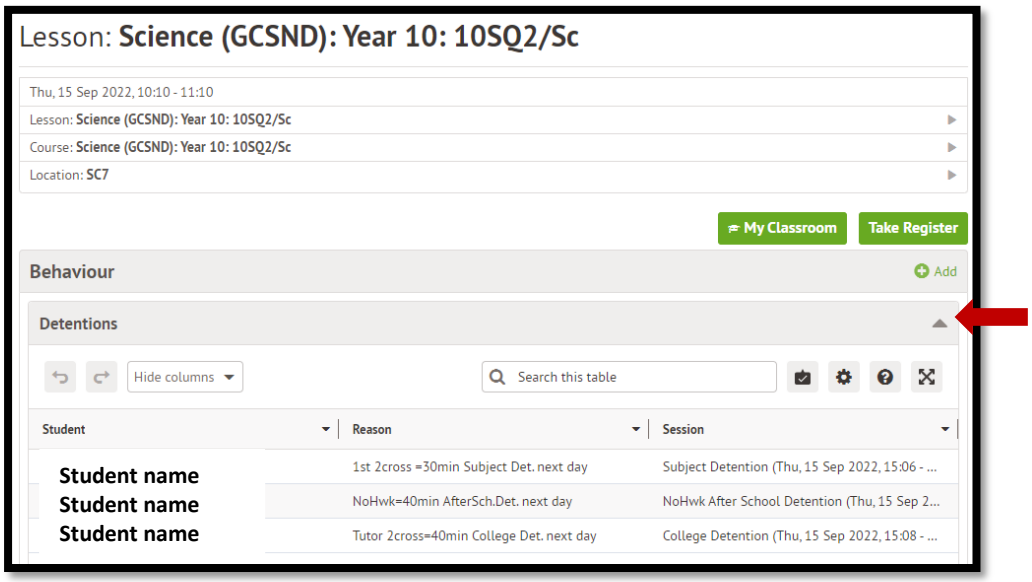
- Help the student to reflect on their behaviour
- Help the student to move forward and prevent the student from behaving in the same way again
- Help reconcile the relationship between the member of staff and the student

Prompts to help the student to reflect
• 'Talk me though why I needed to call Standby.' • 'Why do we not accept that behaviour at St Catherine's College?' • 'Why were you behaving it that way?' • 'What strategies could you use to prevent you from behaving in that way again?' • 'Is there anything that I can do to help?'

Prompts to help the student to move forward
• Make your high expectations clear. • Be positive with the student about how they are able to meet these expectations. • Share positives about how the student can behave. • Agree on strategies for the future that will help the student to improve their behaviour. • Thank the student for the conversation and let them know that you are looking forward to teaching them again soon.
What else …
• Recognise the needs of the individual; what should be taken into account? • Be positive, focus on challenging the behaviour rather than the child. • Insist that the student responds positively to you. If they do not, refer this on to the HoY who will then facilitate a further put right conversation with you at a different time. • If you think that you may have got something wrong be prepared to admit this to the student. An apology can go a long way to help build a relationship.

Increasing Attendance at Detentions

Class teachers should remind students to attend detentions. Period 5 teachers should remind students to attend after-school Detentions. Period 5 teachers can identify on ARBOR who has a detention by using the Detention drop-down list in the Behaviour section of the class page (no detention drop down menu means no-one in detention).



Detention drop-down list in the Behaviour section of the class page.

Period 5 teachers are asked to escort those with a detention to the Year Group's detention venue (see 'At the end of the day' in the Day-to-Day Procedures (Staff)). However, it is the students' responsibility to arrive at the detention on time.

Assistant Heads of Year will escort students to Headteacher's Detention near to the end of period 5.

The Role of the Detention Supervisors

All Detentions

These will take place in a classroom with computers or laptops in/near the Year Group Office. When not available, alternative classrooms will be identified. This will be communicated to students and duty staff.

Detentions are supervised by classroom-based staff, AHoYs and HoYs on a rota. SLT and/or the Head of Year 11 supervise Year 11 detentions from 4pm after period 6.

The Assistant Head of Year will supply a register created from ARBOR after lunchtime that day.

The Assistant Head of Year updates the ARBOR record of any who have failed to attend (see Failure to Attend Detention (FAD) section).

The detention supervisor will initial the detention in the student's diary to confirm that the student has attended.

Managing Behaviour in Detentions

1. The expectation is that students will sit in silence and read or complete work.
2. The Detention Supervisors are to use the Cross System to record warnings given to students. Should two crosses be reached then the student will be escorted to the Year Group Office or an SLT office for supervision. These students will have a detention set for the next day (the next detention in the hierarchy) e.g. Non-completion of a College Detention leads to a Headteacher's Detention, non-completion of a Headteacher's Detention leads to 1-day Reflection plus a Headteacher's Detention. Detention supervisors should record the detention in the student's diary and the code for Non-Completion of Detention on the student's ARBOR Behaviour Log: *'Non-Compl of 20min Det. = 40mColl.Det. next day'* or *'Non-Completion College Det. = 1h Head. Det. next day'* or *'Non-Completion Head. Det = 1h Head. Det.next day'*

   The detention supervisor will initial the detention in the student's diary to confirm that the student has attended.

Multiple Detentions on the same day

Students will only attend one detention on a day even if there are multiple reasons for attending. However, the times of the multiple detentions will be added together to determine the length of time the student stays. Students are not kept longer than 60 min regardless of the total time. Behaviour points for all behaviours are added.

Failure to Attend a Detention (FAD)

It is important that staff record any Failure to Attend a Detention in ARBOR immediately, as messages are sent to parents.

At the detention, the Assistant Head of Year records onto ARBOR all failed to attend incidents e.g. *FAD 20 min, FAD College, FAD Headteacher's, No HWK FAD, FAD 1st 2 cross, FAD 2nd 2 cross* etc.

The AHoY sends an email message to the student's tutor/tutors*. During tutor time the next day, the tutor writes the detentions into the diaries of those on the email.

**It is important that both tutors of shared tutor groups are included in ARBOR Messages.*

The Role of the Head of Year

Students who reach the following behaviour point thresholds will receive the additional interventions outlined in the table below. HoYs will run a weekly report to identify which students have reached the thresholds and will be responsible for overseeing the following interventions:

Behaviour Points	Intervention	Staff to Lead
10	Phone call home from Assistant Head of Year	Assistant HoY for Year group
20	Letter to parents/carers detailing behaviour points	Assistant HoY produce for HoY
30	HoY telephones parents/carers and Green Tutor Report	HoY
50	HoY and Assistant Head of Year meets with parents/carers and Amber HoY Report	HoY
100	HoY and SLT link meet with parents/carers and Red SLT Report (Individual Intervention referral considered)	HoY and SLT link
150	HoY and an Assistant Headteacher (Behaviour) meet with parents/carers (Individual Intervention referral considered)	HoY and Assistant Headteacher (Behaviour)
200	HoY and a Deputy Headteacher meet with parents/carers (Individual Intervention referral considered)	HoY and Deputy Headteacher
250	HoY and Headteacher meet with parents/carers (Individual Intervention referral considered)	HoY and Headteacher
300	Governors' Panel	HoY and Deputy Headteacher

Monitoring Intervention Reports (Green, Amber and Red)

The student should be placed on the report for a minimum of two weeks. The member of staff monitoring the report (tutor, HoY, SLT) should review the students report grades daily. The intervention reports are a support mechanism and House Points will be awarded for receiving positive grades. One House Point is to be awarded for each successful day when E and G grades have been awarded only.

Replacement Diaries

Heads of Year, along with their Assistant Head of Year, are responsible for issuing replacement diaries to students who have lost their diary (cost £5) through Arbor.

Mobile Phone Procedures

Definition: ***Please note that this may be superseded by national guidance***

Updated in line with the student diary

Although we allow students to bring mobile phones and headphones/ear buds to school, **these items are brought to school at the student's own risk. They are not required at school and must remain switched off and out of sight whilst students are in the college building**. Any devices that are seen will be confiscated.

Students are permitted to use their mobile phones/electronic devices, with permission, during **break and lunchtime in any of the outside areas** but not with external speakers. Any devices that are used without permission, and are seen or heard, will be confiscated.

Process:

If either a mobile phone, headphones, electronic device, or speaker is seen whilst a student is in the building, or outside without permission, it should be confiscated. An Arbor Alert should be sent with the heading 'Phone Collection' and including the classroom number. The member of staff who confiscated the phone/device should record on ARBOR: *'Mobile phone confiscation'.*

The phone/device will be collected from the member of staff by an Assistant Head of Year or senior member of staff, who will deliver it to the student's Year Group Office. The Year Group Team will complete the confiscation register. The student should be told that on the first occasion the device may be collected at 3.05pm from the Year Group Office. Subsequent occasions will require a parent/carer to collect any confiscated device.

In the Year Group Office, the Assistant Head of Year will place the device inside an envelope labelled with the student's name and tutor group inside a locked drawer or cupboard. In addition, a note of any damage to the phone should be recorded on the envelope. If the confiscation register for the academic year indicates that a student has previously had their mobile phone, headphones, electronic device or speaker confiscated, then a telephone call should be made by the AHoY to the parent requesting that they collect the item.

If a student refuses to hand over a mobile phone/device, this then becomes defiant behaviour and an Arbor alert should be send or Standby radio'd. The Assistant Head of Year/ senior member of staff should then confiscate the mobile phone/device and follow the procedures for a Standby. If the student then refuses to hand over the phone/device to the Assistant Head of Year/ senior member of staff, the situation should be referred to a member of the SLT. The member of staff who attempted to confiscate the phone should record on ARBOR: *'Mobile phone refusal'.*

Serious Behaviour

Definition:

Incidents of serious behaviour may be defined as extreme and outside of the 'norm'. These behaviours can be recorded on ARBOR as:

- Defiance
- Non-completion of Isolation
- Off-site without permission
- Serious disruptive behaviour
- Dangerous behaviour
- Damage to property
- Theft
- Offensive material possession / distribution
- Unacceptable use of IT
- Bullying
- LGBT+ harassment / assault
- Racist harassment / assault
- Sexual harassment / assault
- Serious swearing / abusive language
- Verbal abuse / threats to staff
- Verbal abuse /threats to students
- Fighting
- Physical aggression to staff
- Physical aggression to student
- Tobacco and vape use / possession
- Alcohol use / possession
- Drug and solvent use / possession
- Offensive weapon use / possession

Process:

Record on ARBOR and report to the Assistant Head of Year of the year group, Head of Year and Tutor as soon as possible. If an issue needs urgent attention, staff are asked to liaise with a member of the SLT immediately.

Reflection

Definition:

Reflection is a type of internal isolation. It is used as a serious consequence and can be used as an alternative to a suspension from school. Reflection is either used when a student has been involved in a serious behaviour incident or when students fail to complete a Headteacher's Detention. The Reflection room is supervised by the Behaviour Support Staff. In Reflection, students work independently on tasks provided by their subject teachers. The Behaviour Support Staff coordinate the provision of this work. In addition, the Behaviour Support Staff supports students in reflecting on their behaviour and, in conjunction with the year team, identifies strategies to help them improve their conduct.

Process:

A member of SLT or a Head of Year may refer a student to Reflection. Parents are notified by the Behaviour Support Staff on the day that the Reflection takes place.

Students are expected to work silently and independently whilst in Reflection. The Behaviour Support Staff will use the College cross system to manage any inappropriate behaviour in the room. Should a student reach two crosses, they will be removed from Reflection and they may be issued with a suspension from school or will repeat the day and a further day of Reflection added.

Behaviour Email Protocols

Some behaviours may be reported to Assistant Heads of Year via their individual email addresses or via Arbor alerts. Below is a summary of which addresses to use and a recommendation on how to provide the important information.

Behaviour	Description	To:	Additional Information
No Diary	A member of staff (other than the tutor) finds a student without a diary.	Email the relevant AHoY	Subject: **No Diary** (*Name)*
No Diary **plus** a misdemeanour/ detention to be recorded	A member of staff (other than the tutor) finds a student without a diary because they wish to add a misdemeanour or set a detention.	Email the relevant AHoY	Cc: *(Tutor or Tutor**s** of shared groups)* Subject**: No Diary** (*Name)* Text: *Details of any misdemeanour/ detention that needs recording by the tutor at a later date.*
Truancy (from lesson)	A member of staff encounters a student out of lesson, 10+ min after start of lesson and without a note.	via Arbor alert	Subject: **Truancy** (*Name)* Text: *Time and place e.g. 9.30 Skywalk*
Truancy (from Tutor time)	If a student truants from Tutor time, the tutor should alert the Assistant Heads of Year.	via Arbor alert	Subject**: Truancy** (*Name)* Text: *Details of any detentions that needs recording in student's diary e.g. FAD received in ARBOR My Messages.*
Standby (Behaviour)	If a member of staff requires support with a student displaying serious behaviour (above and beyond the use of the cross system).	via Arbor alert	Subject: **Standby Behaviour** (*Room)*
Mobile phone confiscation	A member of staff confiscates a mobile phone from a student who has it out inside the building.	via Arbor alert	Subject: **Phone Collection** *(Room)* Text: *Student's name*
Smoking / vaping	A member of staff observes a student smoking or with smokers whilst on the premises or close to	via Arbor alert	Subject: **Smoking** (*Name)* or Subject: **With Smokers** (*Name)*

	the school (in uniform).		Text: *If reporting a group of students, please name all involved.*

The Use of 'Reasonable Force'

There are circumstances when it will be appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

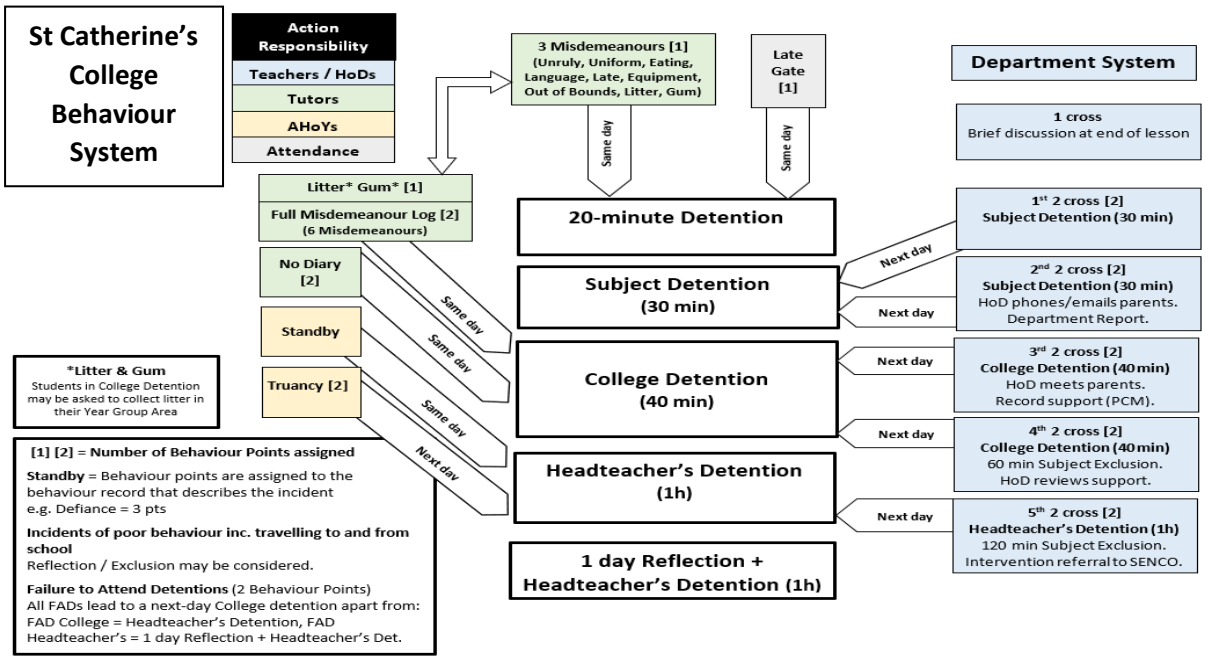
Further Information

St Catherine's College has other school policies to support other aspects of Behaviour that are available upon request:

1. Fixed-Term and Permanent Exclusion procedures, see the '**DCAT-SCC Exclusion and Suspension Policy 2024-2026'**
2. Teachers' powers to search: see the '**Searching, screening and confiscation Guidance 2025-2027'**. The key points are outlined below.
    - School staff can search a student for any item if the student agrees.
    - Headteachers and staff authorised by them 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 weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers and 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).
    - Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.
    - School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.
3. The use of reasonable force: see the '**Positive Handling and Physical Restraint Guidance'**
4. Students who are found to have made malicious accusations against school staff: see the '**Safeguarding and Child Protection Policy 2025-2026'**.

In addition, the responsibility of the Headteacher to discipline students for misbehaviour outside of school is outlined in the '**Anti-Bullying Policy**' below, as well as in the **Education and Inspections Act 2006 (sec 89)**. The College's Behaviour Policy allows the sanctioning of students for poor behaviour whilst travelling to and from college.

Behaviour System Flow Chart



Anti-bullying Policy Statement of Intent

Bullying of any kind is unacceptable in our college and this message will permeate throughout our culture. At St Catherine's College, all students should be able to learn in a supportive, friendly and safe environment based on Christian care, without fear of being bullied, so that they can develop to their full potential.

Under the Education and Inspections Act 2006 (sec 89) a school must have measures in place to prevent all forms of bullying amongst students. At St Catherine's College, all teachers and support staff must report any instances of bullying through our online reporting system *My Concern* and Arbor. This mandatory message will be reinforced by high quality training. Through education and training with students, they will be told to report any form of bullying behaviour to a member of staff. The member of staff will be clear to indicate that the matter will be taken seriously and that it will be dealt with promptly and effectively.

The Education and Inspections Act 2006 (sec 89) gives headteachers the authority to ensure students behave when they are not on school premises or under the lawful control of school staff. Therefore, schools have a responsibility to respond to bullying incidents that occur when children journey to and from school and incidents involving cyberbullying.

The Equality Act 2010 deals with the way in which schools treat their students: the relationship between one student and another is not within its scope. It does not therefore bear directly on such issues as racist or homophobic bullying by students. However, if a school treats bullying which relates to a protected ground less seriously than other forms of bullying – for example dismissing complaints of homophobic bullying or failing to protect a transgender student against bullying by classmates –

then it may be guilty of unlawful discrimination. It is unlawful for a school to discriminate against a student by treating them less favourably because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity (Protected Characteristics).

Any report of sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school or college will be considered carefully. In some cases of sexual harassment, for example, one-off incidents, the children concerned may not require referrals to be made to statutory services so it would be appropriate to handle the incident internally, through utilising the behaviour and anti-bullying policies and by providing pastoral support.

Anti-bullying Policy Objectives

- This policy outlines how we define, prevent, and tackle all forms of bullying
- This policy reflects our anti-bullying culture, where bullying of children, young people and adults will not be tolerated

This policy has been drawn up with reference to:

- 'Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies', DfE July 2017.
- 'The Use and Effectiveness of Anti-Bullying Strategies in Schools' Research Report DFE-RR098, Fran Thompson and Peter K. Smith Goldsmiths, University of London, DfE 2010.
- 'Working together to prevent bullying', East Sussex County Council.
- Anti-bullying School Policy and Procedures Checklist, Kidscape 2014.
- 'The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities', DfE May 2014. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- 'Creating LGBT+ Inclusive Policies for Schools and Colleges – a Guide', Janet Palmer (Former Ofsted HMI and Educational Consultant) for The Rainbow Flag Award
- Anti-Bullying Alliance
- Bullying UK
- Keeping children safe in education DfE statutory guidance for schools and colleges Sept 2022 Update
- Sexual Bullying: Developing Effective Anti-Bullying Practice Anti-Bullying Alliance
- Cyberbullying: Advice for headteachers and school staff DfE 2014

What is Bullying?

At St Catherine's College we define bullying as *the **repetitive, intentional hurting** of one person or group by another person or group, **where the relationship involves an imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace* (Anti-bullying Alliance, 2014).

Bullying can take many forms:

Physical bullying (hitting, punching, finger jabbing, inappropriate touching, pinching, jostling, breaking or taking of property)
Verbal bullying (name calling, put-downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm)
Psychological bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection)

Cyber bullying (nasty phone calls or messages / images sent by text, email or social media)

Some bullying happens because a child is deemed to belong to a certain group. This has been labelled '**prejudice-based bullying**,' and includes homophobic, biphobic and transphobic (HBT) bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities.

We acknowledge that both friendship / relationship problems and bullying behaviour can be extremely upsetting and unpleasant. It is important to distinguish between the two, the responses to friendship problems will be different to strategies used to address bullying behaviour. This will be outlined in the 'procedures' section of this policy. Friendship issues may be an occasional incident where students disagree and find it difficult to resolve without adult help. It is unlikely to be repeated behaviour and may even be accidental. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour. In all cases, we will respond swiftly and take the appropriate actions.

For the purpose of this policy, the student who is reported to be the focus of physical, verbal, psychological or cyber bullying behaviour will be referred to as the **target**. The student in reported incidents that is responsible for physical, verbal, psychological or cyber bullying behaviour will be referred to as the **perpetrator**.

Preventative Measures

Bullying of any kind is unacceptable in our college and this message will permeate throughout our culture.

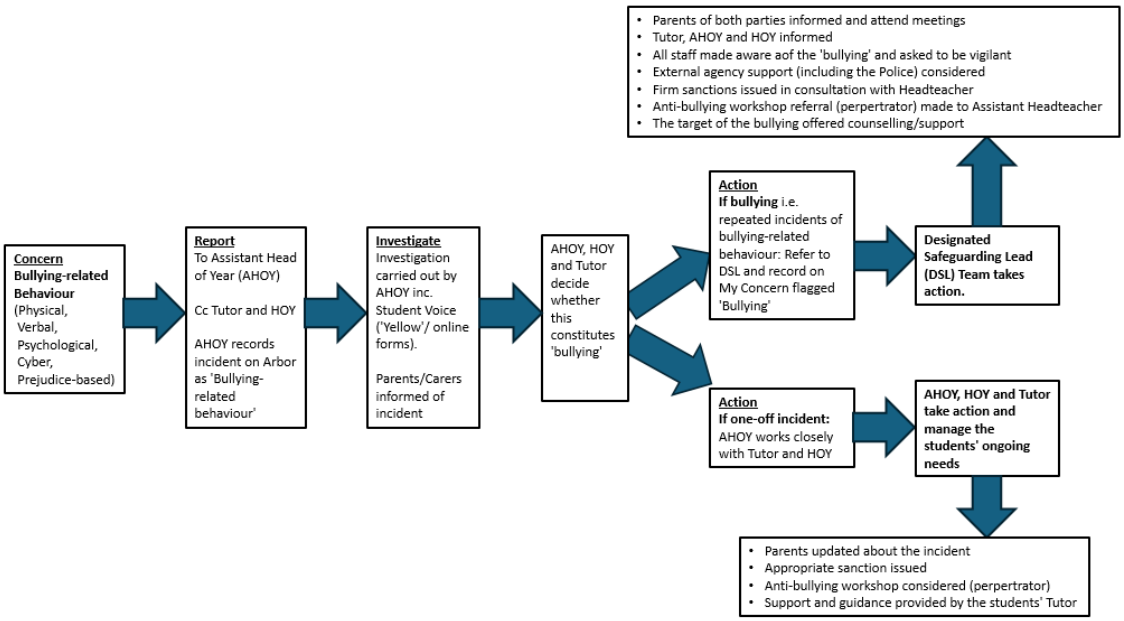
At St Catherine's College we use a range of proactive strategies to create an environment that promotes anti-bullying throughout the College. These include:

- A dedicated Tutor who meets daily with students, considering their wellbeing and works closely with parents/carers in line with Teachers' Standards
- A dedicated non-teaching Assistant Head of Year for each year group, who tracks and records any issues that arise on our school ARBOR database, working closely with parents/carers
- A dedicated Head of Year who is responsible for the wellbeing of all students in the year group. He/she delivers high quality worships on values that include accepting differences, tolerance, forgiveness as well as explicit sessions on anti-bullying. The Head of Year is responsible for the effective delivery of Life Skills (PSHE) within the year group
- A high-quality Life Skills (PSHE and RSHE) curriculum which promotes happy and safe behaviours, anti-bullying, and healthy relationships of all kinds, and raises students' awareness of unsafe and harmful behaviours including the spectrum of harmful sexual behaviours
- The promotion of our Church School ethos, driven by our St Catherine's College vision statement, which is clear that children are in the care of the College and are inspired and supported to be resilient and responsible
- The creation and support of an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- The challenging of practice which does not uphold the values of tolerance, non-discrimination and respect towards others

- Staff training, including the importance of showing children that any bullying matters have been taken seriously, the importance of first-class communication with parents/carers and the insistence that all incidents are recorded effectively, following policy
- A culture of listening to students. There are a wide range of adults that students can speak to and this will be followed up with the completion of a Student Voice Form 'Yellow Form' (hard copy) or online version obtained via the QR code in the back of every student diary, so that students are able to report bullying easily
- 'My Voice', a dedicated form via the safeguarding section of the website, encourages students to seek support for themselves or for anyone they are concerned about.
- The promotion of behaviour codes for in and out of the classroom (see Behaviour Policy)
- The promotion of appropriate behaviour through College, Year and Tutor Worship sessions (see 'Worship Guidance')
- The promotion of the importance of reporting bullying and not being a bystander during Anti-Bullying Week, through displays and during the Life Skills (PSHE) curriculum delivered by tutors
- The promotion of the British values of tolerance and raising awareness of different cultures and communities through Worship and our Life Skills (PSHE) curriculum e.g. race, disability, religion, LGBT+
- Actively providing opportunities to develop students' social and emotional skills, including resilience
- The development of peer support by Student Leaders
- The use of 'Lunch Club' as a haven for vulnerable students during lunch time
- The development of student diversity groups to offer time to listen and share experiences
- Education on safer internet use as part of the ICT and Life Skills (PSHE) curricula (see Online Safety Policy)
- Regularly updating and evaluating our approaches to consider the developments of digital technology
- Vigilant, supervision at break and lunch times
- Opportunities for recreational activities during breaks
- Formal annual evaluation of anti-bullying work with staff and students alongside regular ongoing reflections and review

Procedures

The following procedures are designed to unequivocally show staff what is expected. This procedure is accompanied by high quality annual training for staff. It should be noted that in response to a bullying incident, timely and effective communication is key.



Reporting and Recording a Concern

Note: if a concern relates to child protection then this must be immediately passed to our Designated Safeguarding Leads and followed up by completing a welfare concern form using *My Concern.*

- All staff must report any incidents of bullying-related behaviour to the child's Assistant Head of Year in the first instance, copying in the Head of Year and Tutor. This will be recorded on our ARBOR database by the Assistant Head of Year as 'bullying-related behaviour.'
- Students are educated to report any incidents of bullying-related behaviour to any member of staff or their parents/carers. This must be passed on to their Tutor, Assistant Head of Year or Head of Year. They can do this in several ways: by seeing the member of staff in person and then completing a Student Voice Form 'Yellow Form' (hard copy or online); sending an email to the member of staff's work email address; by sending an email to dsl@stcatherines.college; or by completing the 'Wellbeing Support Referral Form' on the Our School section of the College website. All of which will be picked up by the relevant Assistant Head of Year or DSL and then recorded on our ARBOR database as 'bullying-related behaviour.'
- Parents/carers are expected (reinforced by messages in our newsletter) to report any bullying-related concerns to their child's Tutor and Assistant Head of Year in the first instance. If the issue does not relate to their child, they are to report concerns to their child's Head of Year who will ensure that the message is recorded and passed on to the appropriate member of staff. Reported concerns will be recorded on our ARBOR database as 'bullying-related behaviour.'

Recording a Confirmed Bullying Concern

- If a repeat instance of bullying has occurred or a judgement is made that the child is at risk and/or requires additional support, then, in addition to recording on ARBOR, a *My Concern* referral is made flagged 'bullying'. The Designated Safeguarding Leads will respond and act.

Action when a Bullying-related Incident has been Reported

- Assistant Heads of Year ensure that clear and precise account(s) of the incident(s) has (have) been recorded on ARBOR taking regard for dates, times, locations. Body maps will be used

when appropriate (see recording points above). They will work closely with the child's Tutor and Head of Year

- Assistant Heads of Year and Heads of Year will meet to agree next steps working with the child's Tutor
- Parents / carers will be informed about the incident ** see note on the next page regarding contact with parents*
- Sanction issued
- An anti-bullying workshop will be considered for the perpetrator in addition to the whole school Life Skills (PSHE) work on anti-bullying
- Support and guidance from the child's Tutor for those involved.

Action when an Incident has been Confirmed as Bullying

- The Assistant Head of Year ensures that clear and precise account(s) of the incident(s) have been recorded on ARBOR taking regard for dates, times, locations. Body maps will be used when appropriate. He/she will work closely with the child's Tutor and Head of Year to determine if the repeat nature of the bullying-related behaviour now constitutes bullying
- This now, in addition to recording on ARBOR, should be referred to the Designated Safeguarding Leads using our online system My Concern. It is to be clearly flagged as 'Bullying'
- The Designated Safeguarding Lead will review all the accounts taken and will review the chronologies for all involved, considering all known factors
- Parents/carers of both parties involved will be informed and will be asked to attend separate meetings to discuss the issue ** see note on the next page regarding contact with parents*
- The child's Tutor, Assistant Head of Year and Head of Year will be kept informed at each stage
- All staff will be made aware of the 'bullying' and asked to be vigilant and support as necessary
- External agency support (including the Police) will be considered and actioned by the Designated Safeguarding Lead
- In instances involving cyber-bullying, College staff may use the search powers provided by the Education Act 2011 and the DoE 'Searching, screening and confiscation' advice (Jan 2018) and delete inappropriate images (or files) on electronic devices, including mobile phones
- Firm sanctions will be issued in consultation with the College Headteacher
- An anti-bullying referral will be made to the Assistant Headteacher with responsibility for anti-bullying and this will mean that the perpetrator of the bullying will be made to attend timetabled anti-bullying workshops in school that will be run by a trained member of staff
- In every confirmed case, in liaison with parents/carers, the target of the bullying will be offered counselling and an additional member of staff who will be available to provide extra support and guidance (see additional points in the section below).

Safeguarding Students who have been Bullied

At St Catherine's College, we use a range of interventions as all students and bullying incidents are individual - what works for one will not necessarily work for all.

The following steps may be taken after the bullying has been confirmed:

- The child's parents/carers will be involved at the earliest possible opportunity ** see note below regarding contact with parents*
- The student involved will be given an opportunity to discuss his/her experience with a trained member of staff in a supportive environment

- Support will be offered to the student involved, including timetabled sessions on emotional wellbeing, self-esteem, resilience
- Mediation facilitated by trained staff will be offered – a restorative justice approach will be taken and targets will be followed up to ensure that the process has been successful. There is evidence, especially in cases of HBT bullying, that some students who have experienced the restorative justice approach would no longer report bullying. Staff will consider this if mediation is offered
- The perpetrator will be invited to genuinely apologise
- Seating plans/class moves may be reconsidered
- Targets of bullying will be offered a quiet, supervised place for break and lunchtime
- External agency support
- All staff will be made aware of the 'bullying' and asked to be vigilant and support as necessary.

** Note on contact with parents: Some LGBT+ young people cannot rely on support from their families if they report HBT bullying. It is important that staff consider a student's family situation and provide appropriate support. The consequences of being 'outed' by the College may be serious for some students.*

Students who have Bullied

Bullying of any kind is unacceptable in our college and this message will permeate throughout our culture. Bullying behaviour will not be tolerated and the Headteacher reserves the right to consider the highest sanctions available to respond when students are not changing their behaviour relating to bullying.

The following steps may be taken after the bullying has been confirmed:

- The child's parents/carers will be involved at the earliest possible opportunity
- The student involved will be met to discuss his/her behaviour with a trained member of staff
- A firm sanction will be issued that may include exclusion from school/areas of the school/breaks and lunchtimes
- A warning on the consequences of further bullying will be formally issued by the College Headteacher
- The child may be asked to take part in mediation with the target of the bullying, facilitated by a trained member of staff
- An anti-bullying referral will be made to the Assistant Headteacher with responsibility for anti-bullying and this will mean that the perpetrator of the bullying will be made to attend timetabled anti-bullying workshops in school that will be run by a trained member of staff
- All staff will be made aware of the 'bullying' and asked to be vigilant and support as necessary
- Additional work with the parents/carers will be considered to help reinforce key messages in the home
- The child will be directed to engage with any external agency support
- If online, a request will be made for the content to be removed and accounts/contents will be reported to service provider

Monitoring and Review

- The Assistant Headteacher, with responsibility for anti-bullying, is responsible for termly review

- The Assistant Headteacher, with responsibility for anti-bullying, monitors any increase or decrease of reported incidents for both 'bullying-related behaviour' and 'bullying' instances. The Assistant Headteacher monitors the effectiveness of the policy and reports termly to the Governor's Teaching and Learning Committee
- Regular feedback is sought from students on bullying through our diversity groups
- An annual survey is carried out with the students to assess their perception of bullying in the College (incidents, the reporting process, and responses by staff)
- Reports on bullying incidents is provided termly through the Governor Data Packs for the Governing Body

Behaviour Policy Review

This policy is to be reviewed annually within the Governors' Policy Review Cycle.

APPENDICES

Key Holders of Job Titles Referred to in this Policy.

Job Title	Staff Member 2025 - 2026 and contact email
Headteacher (with responsibility for behaviour)	Mr S Berhane sberhane@stcatherines.college
Designated Safeguarding Lead	Ms K Guppy kguppy@stcatherines.college
Head of Year 7 / Assistant Head of Year 7	Mr P Wenham / Mrs L Filsell and Mrs L Guy pwenham@stcatherines.college lfilsell@stcatherines.college lguy@stcatherines.college
Head of Year 8 / Assistant Head of Year 8	Mrs S Stewart / Mrs E Pearson sstewart@stcatherines.college epearson@stcatherines.college
Head of Year 9 / Assistant Head of Year 9	Miss N Haggart / Mrs A Poston nhaggart@stcatherines.college aposton@stcatherines.college
Head of Year 10 / Assistant Head of Year 10	Mrs H Preston & Mrs E Massey (Thurs only) / Mrs N Isherwood hpreston@stcatherines.college emassey@stcatherines.college nisherwood@stcatherines.college
Head of Year 11 / Assistant Head of Year 11	Mr Howe / Mrs F Penk Jhowe@stcatherines.college fpenk@stcatherines.college

If additional help and support is needed for both students and parents/carers, please find below a list of useful contacts:

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT+

- Allsorts Youth Project: www.allsortsyouth.org.uk
- EACH: www.eachaction.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational