



Blessed Robert Sutton
Catholic Voluntary Academy

Behaviour Policy and Statement of Behaviour Principles

GDPR & Data Protection

Data will be processed in line with the requirements and protections set out in the UK General Data Protection Regulation

1 Tim:4:12

Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, your love, faith and purity.

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Blessed Robert Sutton is a Catholic school. Our mission is to work in partnership with parents and carers to provide a great Catholic education for all our young people.

Our mission statement is:

'Academic excellence, spiritual development and social awareness through Christ'

Vision and Values of Blessed Robert Sutton Catholic Voluntary Academy

Blessed Robert Sutton is a Catholic school. Our mission is to work in partnership with parents and carers to provide a great Catholic education for all our young people.

Our mission statement is

'Academic excellence, spiritual development and social awareness through Christ'



This means:

- Inspiring and motivating young people to follow 'The Sutton Way' and achieve their full potential academically, spiritually, socially and in a full range of extra-curricular activities
- Developing in young people a deep knowledge and understanding of the Catholic faith
- Practising Gospel values (Work Hard. Be Kind. Do the right thing), such as forgiveness and helping those in need, within our school community and in society as a whole.

Our mission statement has been embedded across our school community and permeate all areas of school life.

This policy is to complement our vision and values.

Statement of intent

Blessed Robert Sutton Catholic Voluntary Academy aims to provide for each pupil an education within a caring Catholic environment. Concern for the individual child is at the heart of Blessed Robert Sutton Catholic Voluntary Academy as we seek to develop the unique talents of each pupil in the traditions of the Catholic Faith. We are a well ordered community, with a happy learning environment, and our code of conduct and our rules are all designed to promote responsibility and mutual respect. We aim to ensure that all staff and pupils enjoy learning together and that all members of our community feel safe. It is our intention to achieve a fair, warm-strict and inclusive environment, where, academic, social and spiritual excellence can be achieved by all in an orderly and positive manner. At Blessed Robert Sutton we term our expectations 'The Sutton Way', our standards are high and we expected of all. Pupils are expected to model acceptance, tolerance and respect for all our community regardless of status. Our policy has its foundations in the teaching of self-discipline, the development of self-regulation and respect for oneself as well as others. It is our aim to teach pupils these skills through continual modelling and reinforcement by all for all. Praise and reward pupils' positive behaviour are still the most effective way of ensuring our children feel valued, loved and enjoy learning. Reward and recognition will form an integral part of this policy, as with sanctions they will be applied fairly and modelled to pupils.

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1. Aims

This policy aims to:

- To contribute to the creation of a School community which is safe, purposeful, friendly and a good place for young people based upon high standards, the shared values of Respect, Honesty and Kindness, and a clear understanding that certain behaviour will not be tolerated.
- To help students to grow into responsible, self-disciplined adults who show respect for others regardless of status.
- To effectively manage student behaviour by encouraging a whole-School approach to behaviour management clearly understood by students, parents and staff.
- Students to be informed of the required standards through the School's Value system termed 'The Sutton Way.'
- To promote the concept of 'representing the School', in defining appropriate behaviour both inside and outside School.
- To take appropriate and, if necessary, firm measures to reduce inappropriate behaviour including truancy, bullying, racial & sexual harassment, assault upon other members of the School community and defiant and wilful disregard for the standards required by the School.
- To take such effective steps as are practicable to give additional support to students experiencing behaviour management problems. The special value of multi-agency provision will be noted in arranging such provision. Where appropriate offering alternative provisions through the use of external agencies.
- To act in matters of behaviour management at all times according to statutory requirements and within a clear structure of procedures which ensure fairness of treatment and proportionality of sanctions.
- To recognise the rights and responsibilities of parents in dealing with disciplinary issues.
- To make clear our expectations to staff, pupils and parents. By sending a child to Blessed Robert Sutton parents are signing up to adhere to our behaviour policies and procedures as is the case with all of our policies.
- To ensure that the School's procedures for disciplining students and managing behaviour are fair and equitable to all students.
- To publicly promote good personal and community relations and opposition to discrimination in any form.
- To outline our systems of rewards and sanctions.

2. 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](#)
- [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 and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Any such acts that steal the learning of other pupils

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If pupils are suspected of being in possession of any of the above Blessed Robert Sutton will exercise its powers to search pupils in accordance with [searching, screening and confiscation at school](#) advice set out by the Department for Education (DfE).

Positive behaviours is defined as:

- Making valid contributions to classroom environment
- Using one's own initiative
- Helping others
- Being kind

Positive behaviours are epitomised by following 'The Sutton Way'

Representing the school is defined as;

- During school operating times
- Before and after-school where pupils are making their way to or from our care. For example but not restricted to those walking home or using public transport
- When pupils are wearing our school uniform
- Residential, while representing school sports or other teams & while on school trips

Blessed Robert Sutton will reserve the right to apply behaviour and reward sanctions in any of the above or other situations that we feel a pupil is representing our school.

4. The Sutton Way

I will ensure social excellence by:

- Attending each day and arriving on time for school and lessons.
- Speaking and acting politely and respectfully to all members of the School community.
- Making it easy for other people to achieve and being pleased when they do.
 - Showing resilience and communicating a positive image of myself.
 - Moving around the school safely and sensibly.
 - Not allowing bullying to take place.
- Playing an active part in helping improve the school and the local community.
- Being a role model to others



I will ensure my own academic excellence by:

- Being organised for learning every day in the correct uniform and with the correct equipment
- Listening to instructions carefully and following them without question.
- Making it easy for everyone to learn and for the teachers to teach.
- Doing my best and taking pride in all class and homework.
- Show initiative and be an independent learner - accept advice through feedback from teachers. I will ensure I know how well I am doing and what I need to do to make progress.
- Being a role model to others.



I will behave in a way that demonstrates Spiritual excellence by:

- Respecting other peoples views.
- Participating respectfully in Masses and Religious events.
- Taking an active role in Masses and Acts of Worship.
- Supporting charity.
- Showing Random Acts of Kindness.
- Exercising forgiveness.
- Helping others in need.
- Being a role model to others.



The Sutton Way

The school expects pupils to follow
The Sutton Way





The Sutton Way Classroom Expectations



Academic

Complete all work to the best of your ability, not distracting others. Arrive at lessons on time with the correct equipment, homework and uniform



Spiritual

Respect others peoples views and beliefs. Participate respectfully in religious activities/events.



Social

Respect members of staff, other pupils and your environment, following all instructions without question or answering back

Academic excellence, spiritual development
and social awareness through Christ

5. Bullying

Definition of Bullying

There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. (See ref: DCSF Homophobic bullying).

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying can be:

- physical (hitting, kicking, theft)
- teasing
- making threats
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Blessed Robert Sutton's [Anti-Bullying Policy](#) is available on the school website.

6. Roles and Responsibilities

6.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Key Stakeholders (staff, pupils & parents)

- Students will be expected to take responsibility for their own behaviour and understand how this should reflect the principles of the school policy
- All staff will be responsible for ensuring that the policy and procedures are followed consistently
- Incidents are recorded on SIMS. Entries made into sims must accurately reflect the nature and seriousness of the incident
- Recorded incidents where appropriate should include relevant witness statements
- Teachers/tutors and Heads of Department/Year are responsible for monitoring the behaviour of their pupils and the necessary actions/intervention and communication that are required
- Parents will be expected to take responsibility for the behaviour of their child both inside and outside of school
- Parents are expected to work in partnership with the school to maintain high standards of behaviour
- Parents will have the opportunity to raise with the school any issues arising from the operation of the policy by communicating in the first instance with the pupils form tutor and if necessary with relevant middle leaders and senior staff

7. Pupil Conduct

7.1 General Rules for Pupils

First and foremost pupils should follow The Sutton Way.

- A School is a community of young people and adults working together. What you learn about living and working with other people is as important as your timetabled lessons. An essential part of your education is the development of courtesy and good manners.
- You must adhere to the uniform expectations.
- At lesson changeover, breaks and lunchtimes, the corridors are very busy places; hundreds of people are on the move. WALK and keep to the LEFT. NEVER RUN. You should be punctual to lessons.
- At the beginning of a lesson line up quietly outside the classroom and do not enter until instructed to do so by the teacher. You should enter lessons in silence, getting your equipment out on the desk and completing the 'Do now' starter.
- We are a homework school and it is the expectation that homework is completed to the best of your ability and handed in on-time

- You should not normally need to use the toilets during lesson time. When you have to use the toilet facilities you should do so with care and tidiness.
- If you are out of a lesson you must have a valid note in your planner from a member of staff.
- You will not be allowed to leave a lesson to fill up water bottles. This must be done before school or during lunch/break times.
- Everyone in School, including yourself, benefits from a friendly and good-natured attitude. Avoid and discourage bullying which has no place whatsoever in School.
- Chewing/bubble gum, fizzy drinks (Coke Cola, Fanta etc.) and energy drinks (Monster etc.) should not be brought into School. They are forbidden and will be confiscated.
- All food (hot food purchasing hot food from the canteen and pack-up brought in from home) should be eaten in the designated eating areas only. Not taken onto the field.
- Keeping the School buildings and grounds looking attractive and tidy is EVERYONE'S responsibility. We all work better in a pleasant environment. You can play your part by always treating School property with consideration. USE THE LITTER BINS TO DISPOSE OF RUBBISH.
- Whilst travelling to and from School you are expected to show good manners and courtesy at all times. Good behaviour and politeness are expected in school, to and from school and on Public Transport.
- Some areas in school are 'Out of Bounds' and you must not go there.
- Smoking is forbidden as is the possession of tobacco, vape pens, lighters and other similar equipment. Similarly, possession or use of illegal substances is forbidden.
- The bringing of dangerous weapons or anything that could be deemed 'dangerous' is forbidden. If there is reason to suspect that you are carrying any prohibited items bags will be searched.
- All damage to school property and equipment (including ICT equipment) should be reported immediately; care should be school taken with all property.
- During lunch and break pupils in Key Stage 3 and 4 may not leave the premises.
- Mobile phones (including ear phones) should not be seen or heard. There is no need to bring electronic devices into school. Mobile phones must be switched off (not just on silent) and remain in the pupil's bag whilst on the school site. If mobile phones are seen or heard they will be confiscated. Mobile phones are not to be used in lesson other than for educational apps at the discretion of the teacher.

7.2 Classroom Entry and Exit Routines (Post-Covid)

Lesson Entry	Lesson Exit
<ul style="list-style-type: none"> • Staff member to greet pupils positively at the door- Student to reply with Good morning/afternoon Sir/Miss 	<ul style="list-style-type: none"> • 3 minutes before the bell- pupils tidy away, allowing staff member to sign reports if necessary
<ul style="list-style-type: none"> • While greeting staff member to also monitor corridor 	<ul style="list-style-type: none"> • 1 minute before the bell pupils to stand behind their chairs. Teacher to perform the final uniform check
<ul style="list-style-type: none"> • Pupils enter silently, take all required equipment out of their bag: *Add equipment list* 	<ul style="list-style-type: none"> • On the bell teacher thanks the pupils for working hard and pupils reciprocate this as they are asked to leave a row at a time.
<ul style="list-style-type: none"> • Pupil to take their coats off and place their bag under their table 	<ul style="list-style-type: none"> • Upon on leaving the classroom pupils are expected to keep to left of corridors and stairways

<ul style="list-style-type: none"> • Pupils to be seated and begin 'Do Now' starter activity in silence
<ul style="list-style-type: none"> • Register to be taken by teacher. Late pupils to be marked as 'L' code and number of minutes late recorded
<ul style="list-style-type: none"> • If a pupil would like to remove their blazer they must as the staff member

8. Behaviour Management

8.1 Dealing with unsatisfactory behaviours

All member of staff in the school are expected to challenge poor behaviour. Staff are expected to act proportionately, dispassionately, and reasonably when dealing with pupils whose behaviour has not met the required standard. Sanctions may include (but are not limited to):

Strategies for classroom staff:

Antecedents

- Narrate the positive
- Be seen looking
- Least invasive intervention
- Pastore's Perch
- Means of participation
- Step away from the speaker
- 3.30:30
- Praise
- Rewards
- Short time spent outside the classroom to enable student to cool off and/or the opportunity for the teacher to have a quiet word
- lunchtime 'catch up'
- Lunchtime detention
- After school detention (see below)
- Restorative conversation

Strategies available to curriculum/Year leaders/ Behaviour and Support hub lead.

- Placing the student on a Subject, Form tutor, Year Leader or SLT report
- Time spent in Corrections room(see below)
- Changing of teacher or set where appropriate
- SLT detention (2 hrs)
- Restorative conversation

Strategies available to Senior Leader Team

- Managed move to another school
- Access to alternative provision where appropriate
- Reduced timetable where appropriate
- SLT behaviour Panel
- Headteacher's behaviour panel

- Governors discipline panel
- Fixed term exclusion
- Permanent exclusion - **which will only ever be used as a last resort.**

Where the behaviour of a student needs to be challenged on a number of occasions (beyond Level 1 and causes a disruption to the learning environment) parents/ carers will always be inform through means of Firefly, e-mail, telephone conversation or face-to-face meetings.

8.2 Disruption Free Learning

Behaviour Ladder & Scripted Response-Staff



Behaviour Levels



Zero

Pupil is following The Sutton Way

Level One

Warning

1. Follow script response
2. Pupil's name placed on the board
3. Behaviour improves no further action

Response: The Sutton Way says ... you know how to ... (try to give a positive example of when they behaved in the desired way) I am going to have to write your name on the board.

Level Two

Action - Removal to Behaviour Hub (Lunchtime detention)

1. Follow script response
2. Pupil given sticker giving reason for removal placed in pupil's planner stating when the lunch time detention will be
- No further action if one of the except incidents listed as straight to Level Two
3. Pupil sent to Behaviour Hub Lead
4. Resortative discussion with Behaviour Hub Lead
5. Incident reported on Sims by teacher
6. Teacher assigns detention on Sims
7. Detention to take place next day (centralised)

Response: Normally (pupil's name), you are able to follow The Sutton Way, unfortunately because you have chosen not to do so, you are going to have to be sent to the Behaviour Hub.

Level Three

Removal to Corrections Room (After-school detention)

1. Follow script response
2. Behaviour Hub Lead to press on-call
- No further action if one of the except incidents listed
3. SLT to remove pupil to the Corrections Room
4. Behaviour Hub Lead to record the incident on Sims
5. Behaviour Hub Lead to assign detention on Sims
6. Behaviour Hub Lead to place sticker in planner
7. Behaviour Hub Lead/SLT to phone home to inform parents/carers of detention

Response: (Pupil's name), you can follow the Sutton Way, however today you have chosen not to when in the classroom, and you have continued not to. For this reason you have left no alternative than to radio for a member of SLT.

The following incidents receive an Immediate Level Two (not removed)

- Chewing Gum
- Uniform Infringement
- Missing Equipment
- Poor Punctuality
- Homework

The following incidents receive an Immediate Level Two & sent to Behaviour Hub

- Swearing

These incidents may require further investigation and more severe sanctions to be given. However all instances should result in the pupil picked up by SLT at taken to the corrections room in the first instance.

- Fighting
- Spitting
- Truancy
- Bullying/Swearing at a member of staff
- Racist comments
- Possession of dangerous weapons
- Smoking/Vaping
- Misuse of mobile technology; On-call to collect device, load to remain in their class.
- Failure to hand over mobile technology- removal to corrections room.



Behaviour Levels

Zero

You are following The Sutton Way

Level One

Warning

1. Pupil's name is placed on the board
2. If behaviour improves no further action is taken

Level Two

Action - Removal to Behaviour Hub (Lunchtime detention)

1. Pupil given sticker giving reason for removal placed in pupil's journal stating when the lunch time detention will be

No further action if this one of the except incidents listed as straight to Level Two

2. Pupil sent to Behaviour Hub Lead
3. Resortative discussion with Behaviour Hub Lead
4. Incident reported on Sims by teacher
5. Teacher assigns detention on Sims
6. Detention to take place next day (centralised)

Level Three

Removal to Corrections Room (After-school detention)

1. Behaviour Hub Lead to press on-call

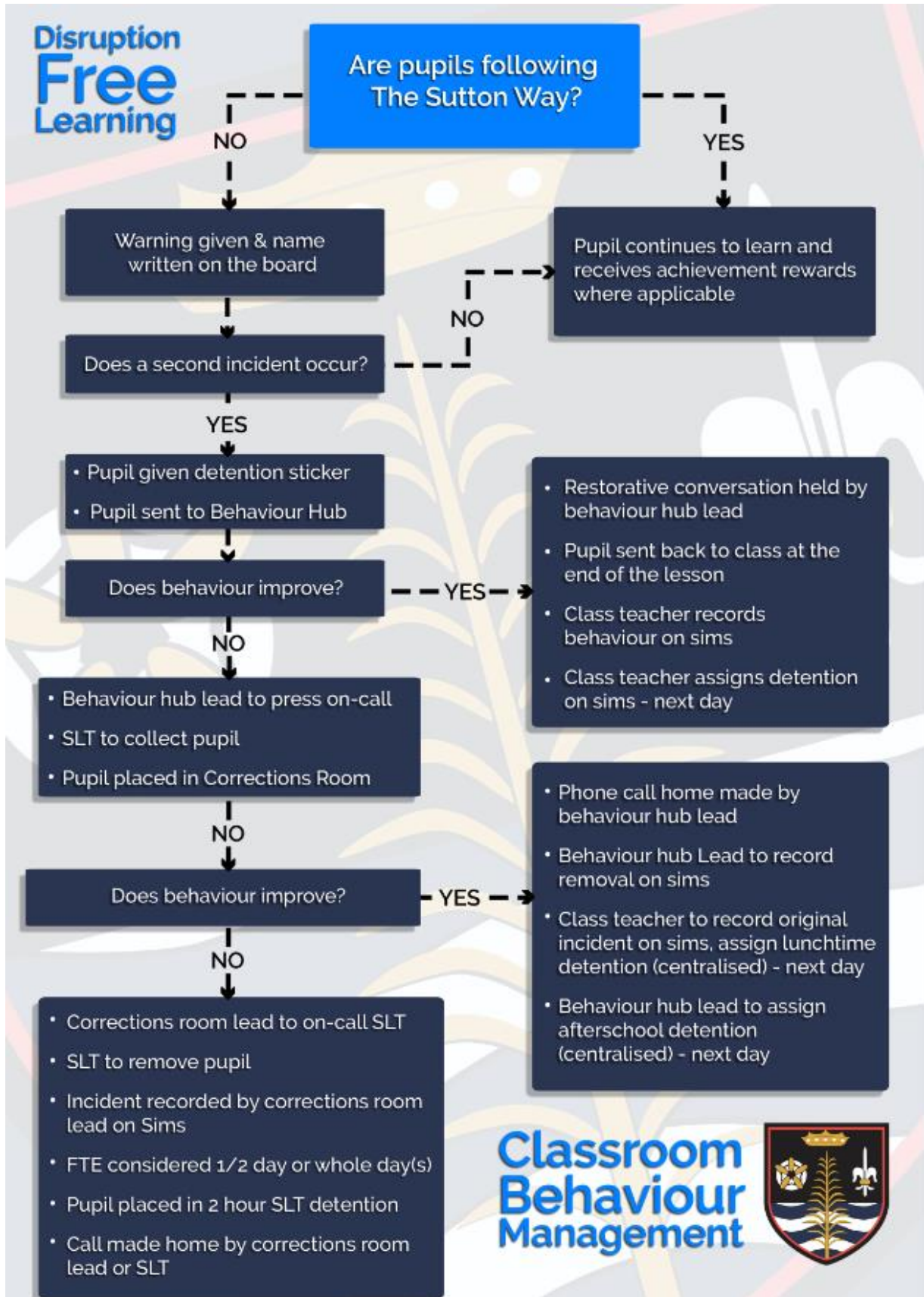
No further action if one of the except incidents listed

2. SLT to remove pupil to the Corrections Room
3. Behaviour Hub Lead to record the incident on Sims
4. Behaviour Hub Lead to assign detention on Sims
5. Behaviour Hub Lead to place sticker in pupil's journal
6. Behaviour Hub Lead/SLT to phone home to inform parents/carers of the detention

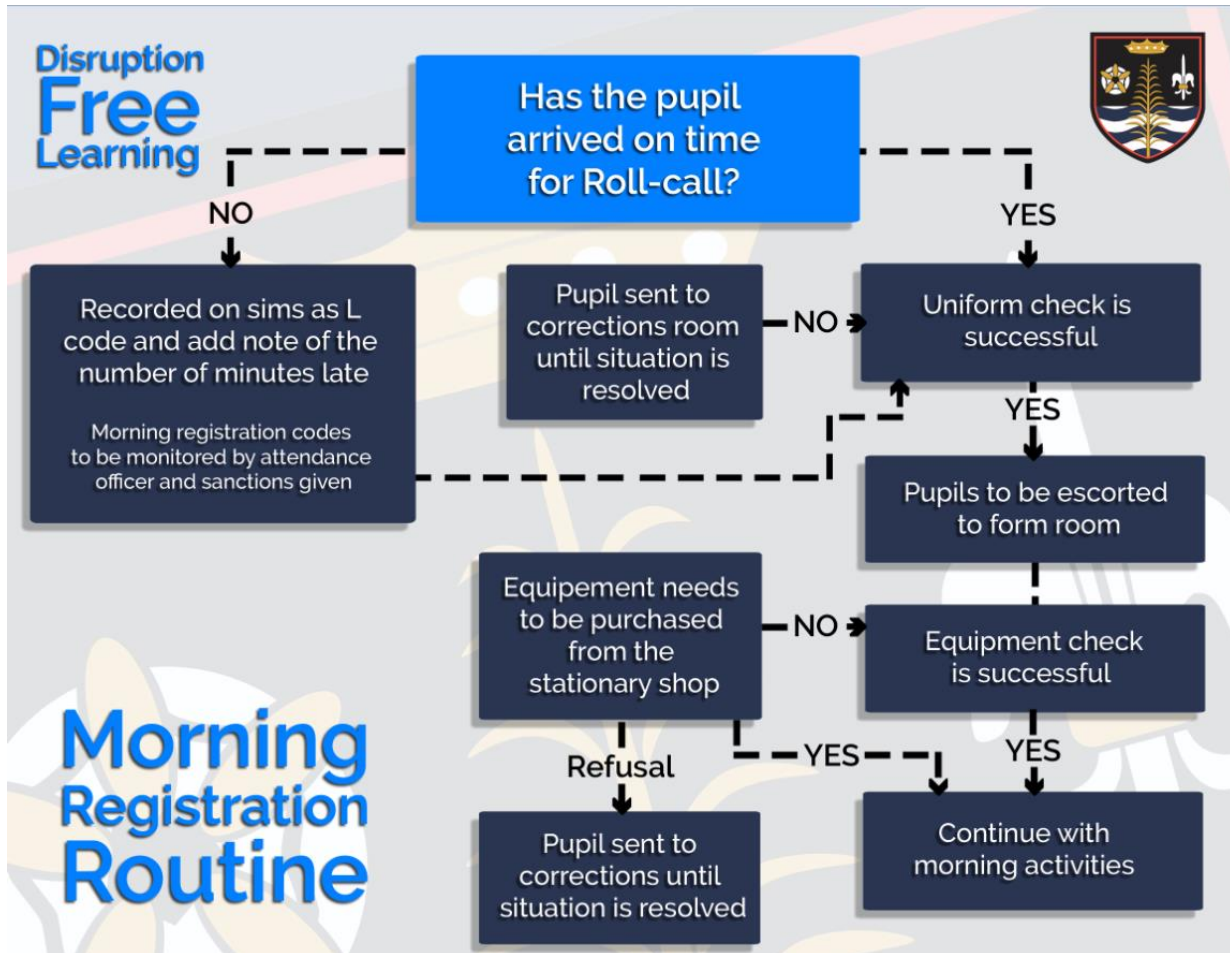
The Sutton Way



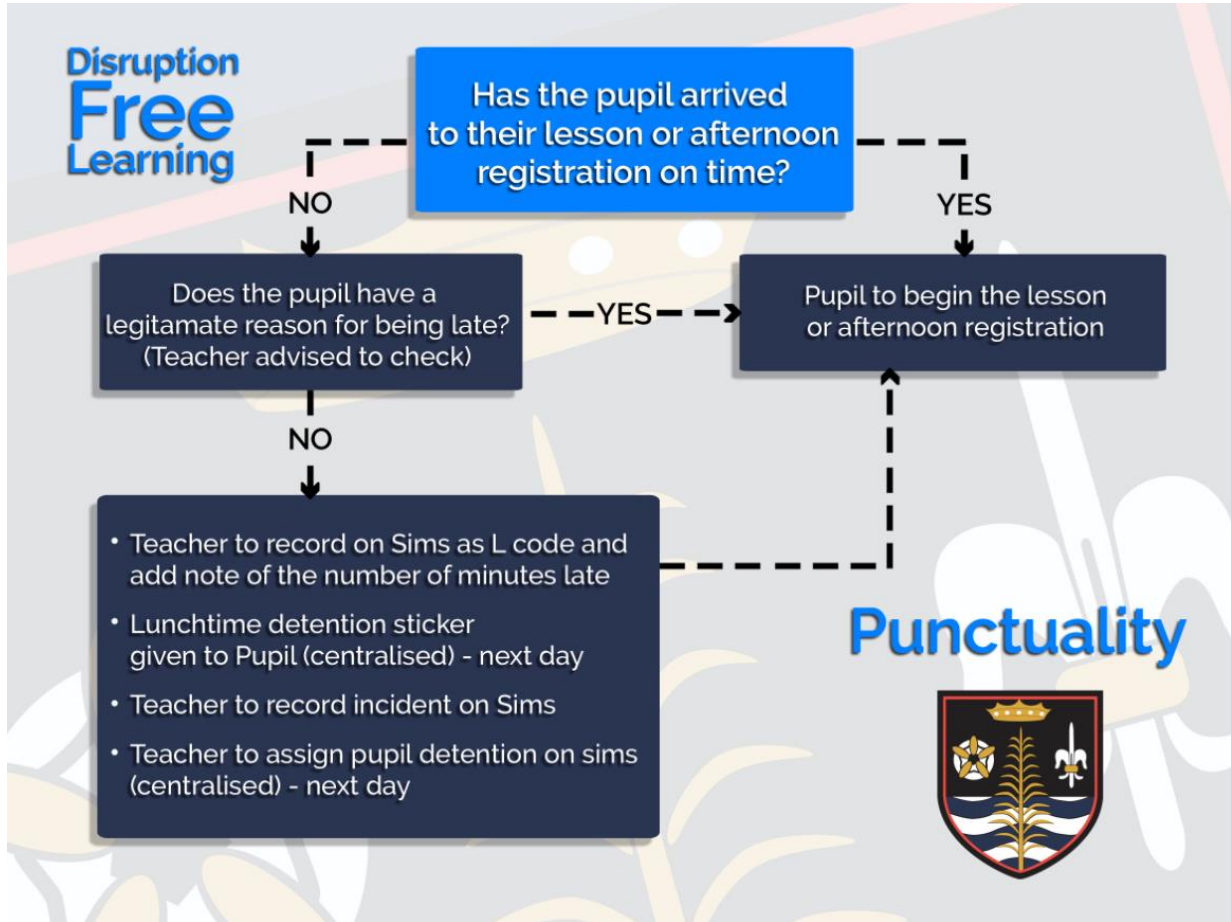
Classroom Behaviour Management Flowchart



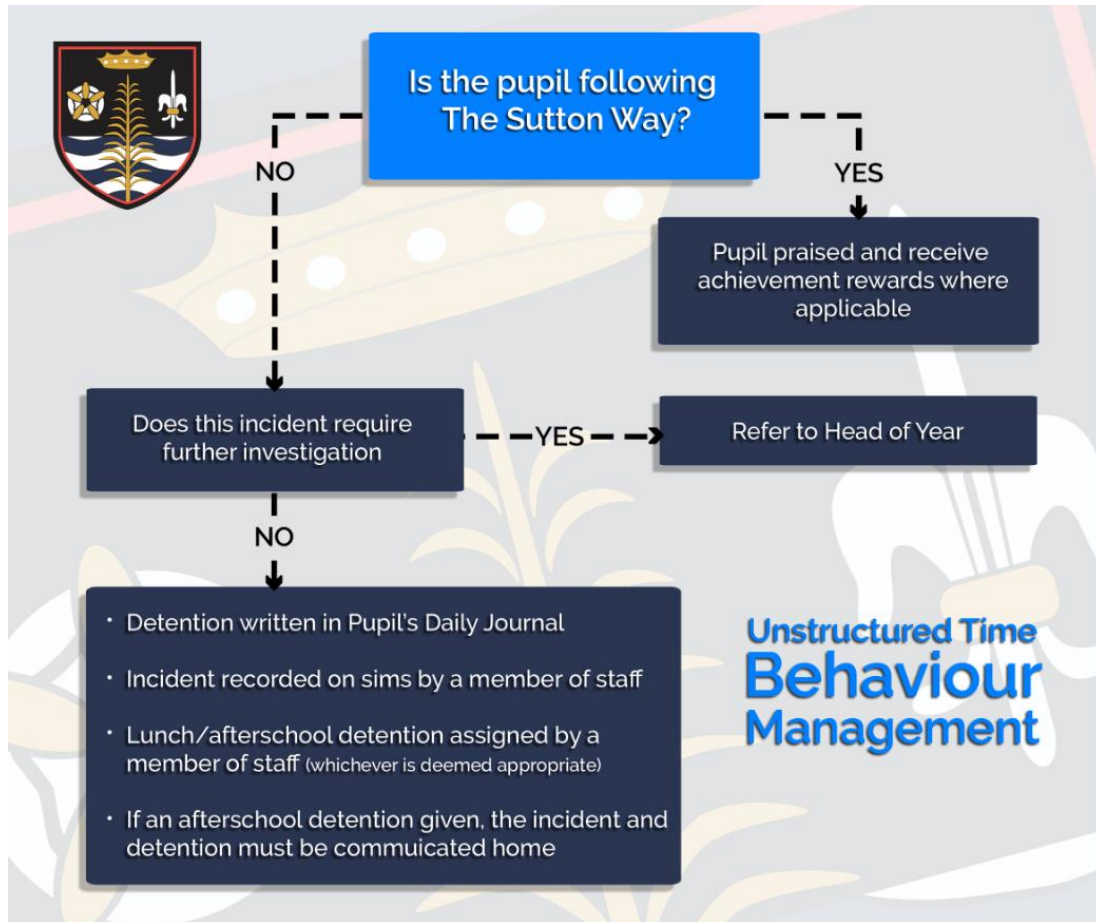
Morning Registration Routine



Punctuality



Outside of Classroom Behaviour Management



9. Misuse of Mobile Technology

The term mobile technology applies to mobile phones, headphones, speakers, and gaming devices although this list is not exhaustive. The school wishes to trust its students to use mobile technology correctly and responsibly. Permission is therefore given for mobile technology to be brought to school as long as the conditions below are met. A breach of this trust by a student will result in one or more of the sanctions, outlined below, being applied.

Mobile technology must be switched off, out of sight and never heard between the hours of 8:00 am and 5:00 pm whilst students are under the care of the school. This therefore applies to the time before school when onsite, at break, lunchtime and after school until the student is off the school premises. The also includes the use of mobile phones for listening to personal music anywhere on the school site.

The only exception to these rules is if a teacher has given a student permission to use his/her technology for a teaching and learning purpose e.g. to take a picture of a piece of work or use a learning app. Mobile technology should only be used in these circumstances under the direct instruction and supervision of a member of staff in the classroom when the 'window' opens to benefit learning and must be 'closed' so that the rule applies to all again.

Confiscation Process:

- The mobile technology will be confiscated and the member of staff, Inclusion Team or SLT will take the technology to be stored safely and securely. If a member of staff is teacher On-Call to be pressed for member of SLT to come and retrieve the phone.
- Teacher to make member of behaviour administration team aware that a pupil's mobile technology has been confiscated and admin team to call parents/carers.
- Mobile technology to be stored in the school safe by a member of SLT until collection by parent/carer.
- The incident will be logged on SIMS 'Misuse of Mobile Technology'

Offence	Action	Sanction
1 st Offence	Mobile phone confiscated, placed in the safe & Phone call home to make parents aware. Pupil can collect the phone at the end of the day	After-school detention to be served the next evening (1 Hour)
2 nd Offence	Mobile phone confiscated, placed in the safe & Phone call home to make parents aware. Pupil can collect the phone at the end of the day.	After-school detention to be served the next available Friday (2 Hour)
3 rd Offence	Mobile phone confiscated, placed in the safe & Phone call home to make parents aware. Pupil can collect the phone at the end of the day.	Next day to be sent to 'The Corrections Room.' Arrangements to be made for the pupil's mobile technology to be left and home or handed in at reception and placed in the safe daily.

The number of offences will be cumulative over a term, however, at the start of a new term this will restart.

10.1 Detention System

Students may be placed in break or lunchtime detention as deemed necessary by an appropriate adult in the school community. Students are expected to attend. In the case of an after school detention, which may run until either 4.00 pm or 5.00 pm on school nights, notification should be given to the primary parent/carer. The school will aim to give 24 hours' notice to parents/carers. If the student does not attend a lunch-detention they will need to attend an after-school the next evening. If a pupil fails to attend an after-school they will be expected to attend a 2 hour SLT detention on the next available Friday.

11. Exclusion

The aim of this section of the behaviour policy is to ensure.

- The exclusion process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils do not become NEET (not in education, employment or training)

This section is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

11.1 The Decision to Exclusions

Only the Headteacher, or member of the Senior Leading Team (SLT), can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

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

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked

- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

11.2 Informing Parents

The Headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

The Headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

11.3 Informing the governing board and local authority

The Headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the Headteacher will notify the governing board and LA once a term.

11.4 The Governing Body

Responsibilities regarding exclusions are delegated to the Exclusion Panel consisting of at least 3 governors.

The Exclusion Panel has a duty to consider the reinstatement of an excluded pupil.

Within 14 days of receipt of a request, the governing board will provide the secretary of state, Local Authority and PRU with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

11.5 Local Authority

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

11.6 Considering the reinstatement of a pupil

The Exclusion Panel will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

If requested to do so by parents, Exclusion Panel will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the Governing Body will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the Governing Body will consider the exclusion and decide whether or not to reinstate the pupil.

The Exclusion Panel can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, Exclusion Panel will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Exclusion Panel will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Exclusion Panel's decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the SRSCMAT to appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

11.7 An Independent Review

If parents apply for an independent review, the SRSCMAT will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by The Exclusion Panel of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the Headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the SRSCMAT or governing board of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the SRSCMAT, or the governing board, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the SRSMCAT, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

11.8 Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Use of 'Time Out'
- Reduced timetable
- Appointing a named mentor to support re-integration

12. Rewards

12.1 Types of Reward

The school makes regular use of rewards and praise to promote and reinforce good behaviour and marginalise poor behaviour. At Blessed Robert Sutton we still believe that positive reinforcement is key to the develop of a school community that is kind, courteous and respectful for all. We have a number of tangible and intangible rewards at staff members' disposal to ensure that pupil receive the recognition that they deserve.

Rewards include but are not limited to:

- Praise (verbal & written feedback)
- Praise Postcards
- Positive behaviour points (recorded on sims)
- Chip Friday vouchers
- Hot Chocolate
- Certificates for attendance
- Subject specific certificates
- Character activity achievement certificates
- Rewards trips
- Headteacher awards

12.2 Rewards Points

Reward	Achievement Pts	Administered by
Attendance Reward	5	SCR
Chip Friday	3	Subject Leaders & Year Leaders
Headteacher Award	10	LOL
Hot Chocolate (weekly/Half-Termly)	3	Year Leader
Jump the queue pass	2	Subject Leader & Year Leader
Positive Call home	3	All Staff
Positive Verbal feedback	1	All Staff
Postcard home	3	All Staff
Subject Award (termly)	5	Teacher through Subject Leaders
Sutton Star (half-termly)	5	Form Tutor
Other rewards	1	All Staff

12.3 Rewards Badges



Bronze Award 25 Reward Points



Silver Award 50 Reward Points



Gold Award 75 Reward Points



Platinum Award 100 Reward Points

13. CCTV and Photographs of Pupils

Formal photographs of all pupils will be taken for the Academy record. These will be used by Academy staff for identification purposes only and, save where required by law, will not be divulged to a third party without parental permission. The Academy operates a Closed Circuit Television system in the buildings and around its grounds, including the public footpath, to prevent crime, monitor and deal with behaviour issues and help secure the safety of children and staff.

Images from CCTV and formal photographs may be used by the Academy to identify pupils and staff in connection with the above, but will not be passed to or viewed by a third party who is not an employee without the permission of the parent or the person themselves if a post 16 student or member of staff. The only exception to this is the police in connection with their role as officers of the law, and this is covered by regulation. The use of images by the Academy and/or the police for the purposes noted above may also be applied to a pupil's journey to and from the Academy.

Appendix 1: Uniform

Blazer	Black blazer with school logo. Blazers must be worn at all times, unless permission has been given by a member of staff to remove it. Blazer cuff's should not be turned up
Shirt and Tie	Plain white shirt or blouse with collar, tucked into waistband of trousers/skirt - must be worn with a school tie knotted to the neck. School Tie appropriate for Lower School (Y7-9) and Upper School (Y10-11).
Trousers / Skirts	Plain black straight leg tailored (loose fit) school trousers. (Denim/jeans/tight fit/cropped trousers/turn ups/low slung or Lycra based trousers are not allowed). Plain black knee length , tailored, straight or pleated skirt (Lycra, tight fit skirts are not allowed)
Optional Jumper	Black V-neck jumper with school logo.
Footwear	Smart black polishable shoes (no high heels, boots, fashion shoes, trainers, sandals or Converse type pumps).
Jewellery	A wrist watch. A light chain crucifix. A single stud earring. A set of plain stud earrings, one in each ear, worn in the lower ear lobe. No other piercings/jewellery is permitted. Nose-ring or earring retainers are not permitted.
Outdoor Wear	Outdoor waterproof coats, capable of being worn over the blazer. Hoodies or tracksuit style tops are not permitted.
Belts	Plain black (without studs).
Hair/Make-up	Hair should be neat and tidy without decorative attachments. Extreme styles, unnatural hair colours, tramlines, shaved shapes in the hair or eyebrows are not permitted. If make-up is worn, it should be moderate and unobtrusive. False eyelashes, nail polish, false/acrylic nails are not permitted.
School Bags	These should be of a suitable size to accommodate A4 sized books, folders and sports equipment, e.g. rucksack, satchel, messenger bag. Handbags are not appropriate as a school bag.
Socks / Tights	Black or charcoal school socks. Pupils should not wear white socks. Black or natural coloured tights (not patterned).
Mobile Phones & other Electronic Devices:	There is no need to bring electronic devices into school. Mobile phones must be switched off (not just on silent) and remain in the pupil's bag whilst on the school site. If mobile phones are seen or heard they will be confiscated. If a pupil has a mobile phone, visible on the school site, it will be confiscated as per the Mobile phone policy. The same applies to gaming devices, earphones, speakers and any other music device.

Appendix 2: Shoe & Skirt Policy



Blessed Robert Sutton Catholic Voluntary Academy

Acceptable Shoe Policy



Shoes must be:

- Black
- Traditional, formal style
- Closed-toe
- Leather/Leather-style

The following styles are NOT acceptable:

- Boots
- Trainers/Trainer-style
- Converse-style shoes
- Canvas/fabric



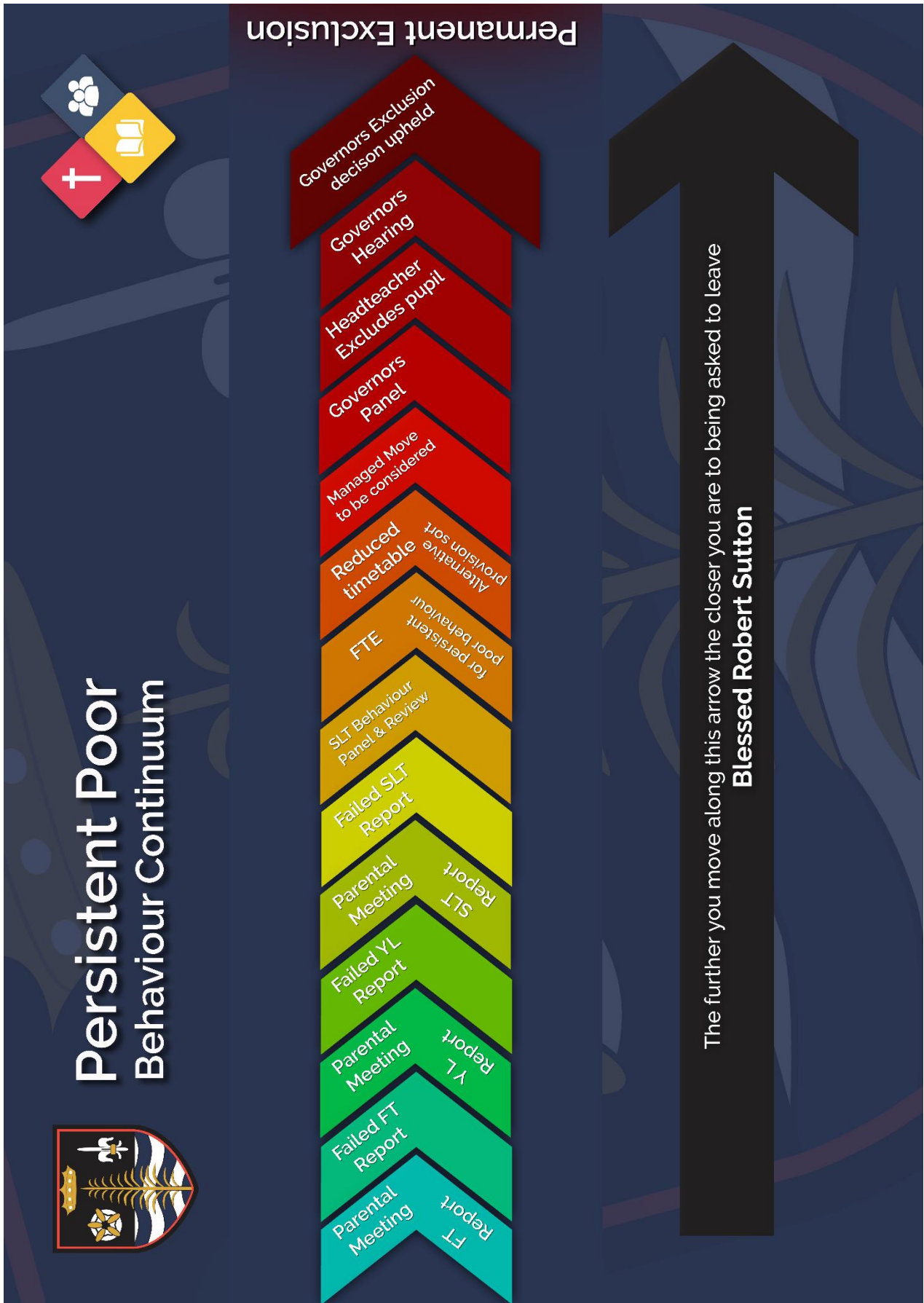
Blessed Robert Sutton Catholic Voluntary Academy

Acceptable Skirt Policy



Lycra or stretched material skirts are not allowed

Appendix 3: Behaviour Continuum



Appendix 5: Example Report


✓ = Well done! You are following 'The Sutton Way'
 X = Failure to follow 'The Sutton Way'

Date: _____

LESSON	SUBJECT	Behaviour	Effort	Homework	Staff Signature
Form Time:					
PERIOD 1					
PERIOD 2					
BREAK:					
PERIOD 3					
PERIOD 4					
LUNCH					
PERIOD 5					
Form Time:					
Staff (FT) Signature: _____					
Comments: _____					
Parent/Carer Signature: _____					
Comments: _____					

The Sutton Way

The school expects pupils to follow 'The Sutton Way'



REPORT INFORMATION

Report	Fail	Sanction
Form Tutor Report	1 X = a failed report	Lunch-time detention next day
Head of Year Report	1 X = a failed report	Lunch & After-school detention next day
Senior Leaders Report	1 X = a failed report	Spank-day / After-school detention next day in 'The Corrections Room'
	Failure to complete report	Lunch-time detention next day
	Failure to have report signed	Lunch-time detention next day
	Lost Report	After-school next day

The minimum an X can be given for is a name on the whiteboard.

Week Number: _____



**BLESSED ROBERT SUTTON
CATHOLIC VOLUNTARY ACADEMY**
Report Card

NAME: FORM:

Form Tutor REPORT:

Academic
Give me 10 words to write in my report and how well I've done in my lessons and how well I've done in my homework.

Spiritual
Report other people's views and opinions and how well I've done in my religious activities/events.

Social
Report other people's views and opinions and how well I've done in my social activities and how well I've done in my homework.

The reason that you have been placed on report is:

Behaviour Punctuality Attitude Effort Homework

Other:

Pupil Signature:

Appendix 6: Equipment List

BRS Equipment Check



The Sutton Way - 'I will be organised for learning every day in the correct uniform & with the correct equipment'



My Daily Journal


Water Bottle


Lunchbox / Money for Canteen


My Class Books


Hand Gel (Recommended)


My Reading Book


Scientific Calculator


Dictionary & Thesaurus


A Plastic Pencil Case which includes:

- 2 Black Pens
- 1 Purple Pen
- 1 Red Biro Pen
- Rubber
- Highlighter(s)
- 1 Black Whiteboard marker
- 2 Pencils
- Pencil Sharpener
- Ruler
- Gluestick

**KS3 Art: Black Fineliner
Fine Paintbrush**



BE PREPARED FOR LEARNING