



**St Ralph
Sherwin**
Catholic Multi Academy Trust



Behaviour Policy (including anti-bullying policy statement)

**Version 1
July 2025**



One of three Catholic
Multi Academy Trusts in
the Diocese of Nottingham



Document Provenance

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1	March 2026	This is a new Trust-wide policy for all CMAT schools aligning with national guidance and best practice in regard to embedding a consistent and positive behaviour culture across the CMAT.



‘So always treat others as you would like them to treat you; that is the meaning of the Law of the Prophets.’ Matthew 7:12

St Ralph Sherwin Catholic Multi Academy Trust Vision

Schools within the St Ralph Sherwin Catholic Multi Academy Trust ensure that each child is treated individually and with respect. We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord’s will “today rather than tomorrow”. All schools within the Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision:

Vision

We are a Catholic family of schools, working as one. We aim to ensure:

- The best possible education for every child.
- To provide Catholic formation which inspires all of us to live a life of service modelled on the Gospels.
- To continue to build sustainable and caring communities in which the most vulnerable can flourish.
- To recognise that every member of our community has a vital role to play.

Our Mission

‘Growing in faith, serving with love, transforming our world; together in Christ’.

Our Core Virtues

All schools within the St Ralph Sherwin Catholic Multi Academy Trust, and members of our Central Team are guided by three core virtues which underpin everything that we do:

- Trust
- Togetherness
- Kindness

The Trust’s Behaviour Policy has its foundations in the teachings of Jesus Christ and the Trust’s core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential. Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.



1. Introduction and Purpose

- 1.1. This policy sets out our Trust-wide approach to building and maintaining a culture which celebrates behaviours that reflect our Catholic values whilst addressing, in a consistent and empathetic way, behaviours that have negative consequences or risk harm to others or, an individual, themselves.
- 1.2. Every school community is unique and as such parts of this policy have been tailored to meet the individual needs of each school community.

2. Scope

- 2.1. This policy applies to all pupils and students. All staff and visitors are also expected to model behaviour that aligns with this policy. This policy should be read in conjunction with the Trust's Suspension and Exclusion Policy which sets out the consistent sanctions that will be applied should a pupil's conduct fall below expected standards.
- 2.2. Specifically, this policy is intended to:
 - Support the creation of a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
 - Establish a whole school approach that maintains high standards that reflects the Catholic values at the heart of our schools.
 - Supports consistent application of behaviour principles that means pupils are treated fairly, regardless of the school they attend within the CMAT.
 - Make explicit what is deemed unacceptable behaviour and the fostering of a culture where this is communicated regularly so that pupils understand the expectations upon them.
 - Ensure that bullying and discrimination in all its forms is not tolerated.

3. Legislation and Regulation

- 3.1. This policy is based on legislation and advice from the Department for Education (DfE) on:
 - [Behaviour in schools: advice for headteachers and school staff 2022](#)
 - [Searching, screening and confiscation: advice for schools 2022](#)
 - [The Equality Act 2010](#)
 - [Keeping Children Safe in Education](#)
 - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)



- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

3.2. This policy is compliant with the CMATs funding agreement and articles of association.

4. Positive Behaviour

- 4.1. As a Catholic Multi Academy Trust, the foundations of our Academy culture and curriculum ensures positive behaviours are encouraged and celebrated. Pupils, staff, parents and carers and visitors are expected to model positive behaviours in all their interactions, including outside of the Academy
- 4.2. The curriculum and Academy day reinforces these behaviours and teaches pupils the damaging impacts of poor behaviour and bullying.
- 4.3. The CMAT believes that rewards are more effective than punishment in motivating pupils. When pupils behave in a positive way in lesson and around the Academy they will be rewarded, and their achievements will be logged on Arbor.

Schools are committed to promoting and rewarding good behaviour and may do so in a range of ways including:

- Verbal praise – feedback and phone calls home
- Written praise – marking and feedback
- Positive postcards/letters home.
- Class and personal positive behaviour points (Arbor).
- Contact home by staff text, phone, e-mail and/or letter.
- Feel good Friday weekly themed rewards.
- Certificates.
- Recognition & celebration events.
- Trips to reward effort, behaviour and attendance.
- Vouchers, Prizes and other rewards in recognition of excellent behaviour and attendance.
- Rewards Badges.



2



Bronze Award 100 Reward Points



Silver Award 200 Reward Points



Gold Award 300 Reward Points



Platinum Award 400 Reward
Points

- 4.4. Recognising positive behaviours is key to fostering a culture that supports everybody. It is a powerful means of reinforcing the behaviours expected of all pupils in the Academy. Building and maintaining positive behaviours will include:
- Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in various ways including through notice boards, via the website, communication with parents/ carers.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Using positive reinforcement.



5. The Sutton Way

5.1. First and foremost, pupils should always 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



- 5.2. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the Academy. This starts with quality first teaching that inspires and maintains the attention of pupils.
- 5.3. Staff will:
- Create and maintain a stimulating environment that encourages pupils to be engaged.
 - Display the behaviour curriculum set out within the below graphics.



BEHAVIOUR LEVELS

The Sutton Way

Expectations

You are achieving Academic Excellence

Reminder

Reminder

Student is reminded of how they should be behaving as outlined in The Sutton Way. This can either be done individually or as a whole class.

Warning

Warning

Student is given a warning for their behaviour.

Warnings logged onto Arbor.

Warnings are tracked and an accumulation of warnings across lessons can lead to further sanctions

Remove

Removal to Internal Suspension

Incident reported on Arbor

Arbor assigns student to an afterschool detention

If a student is removed twice in one day they will remain in Internal Suspension



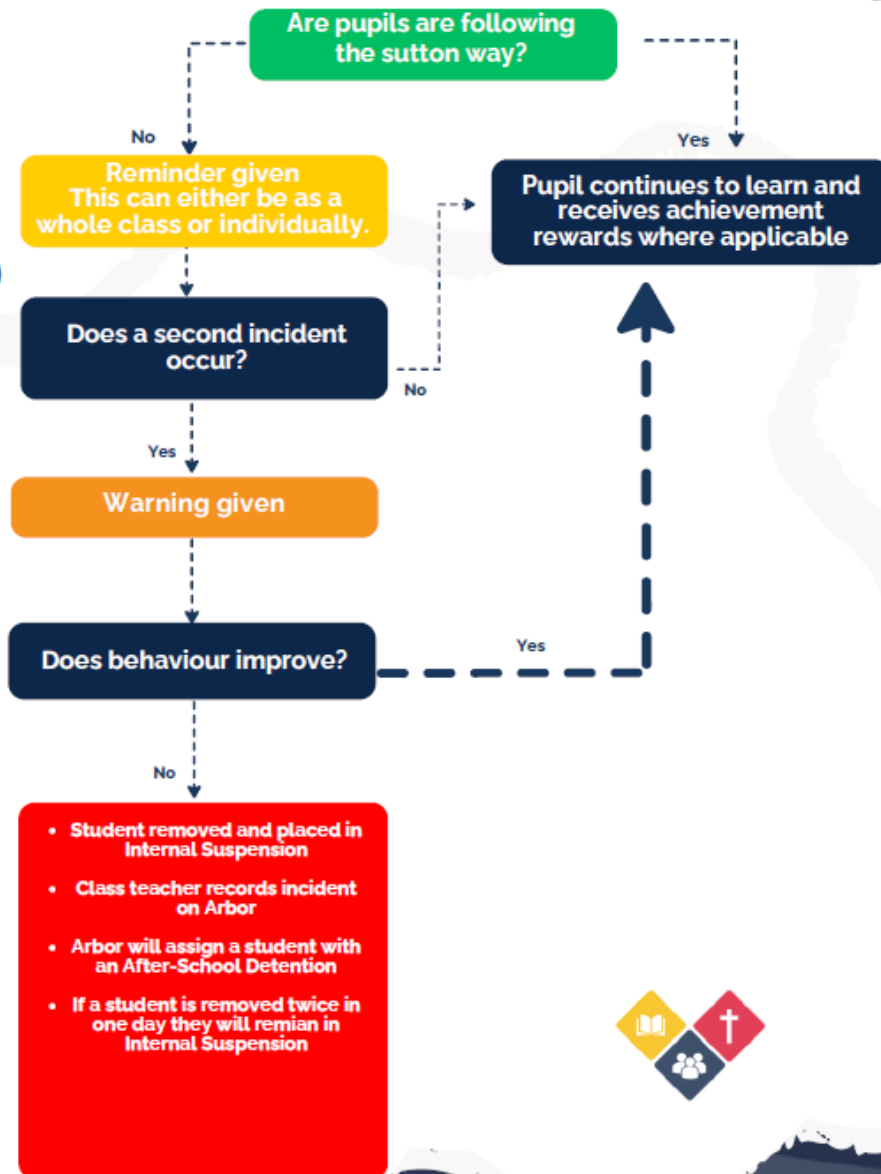


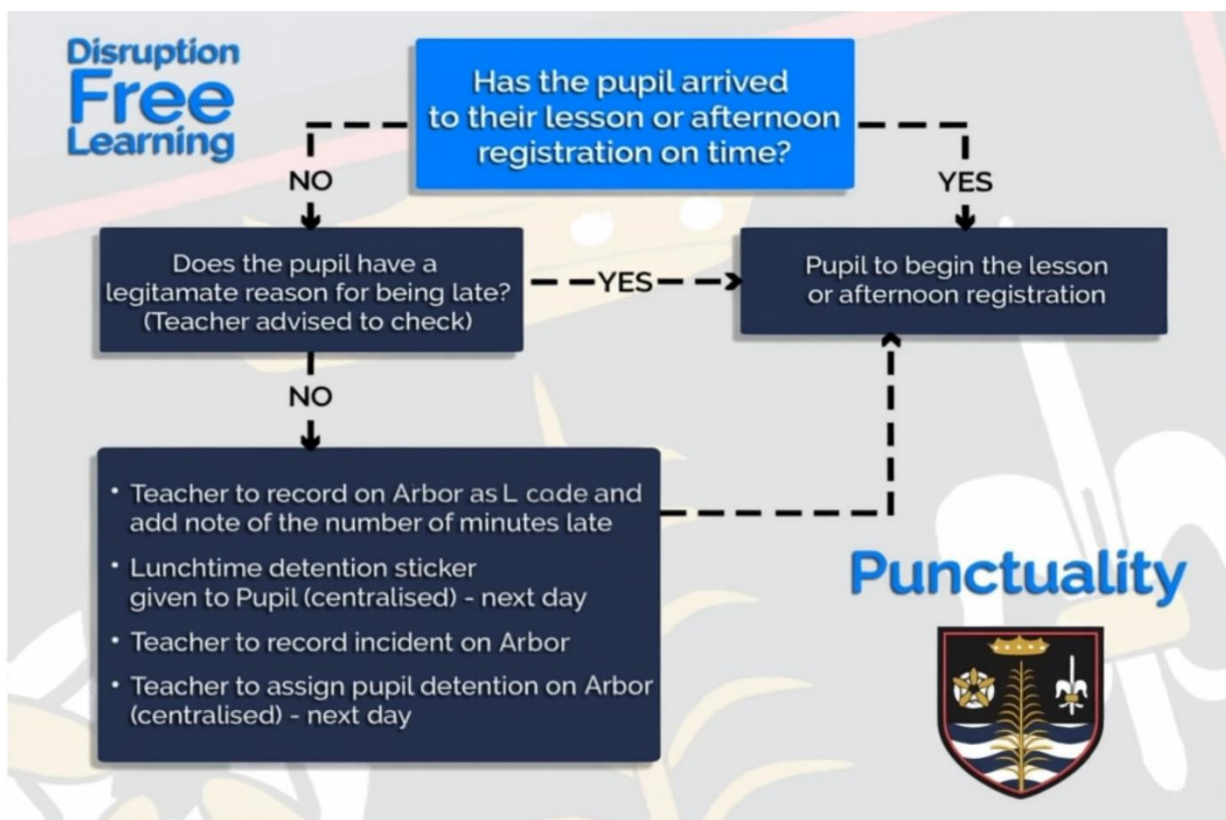
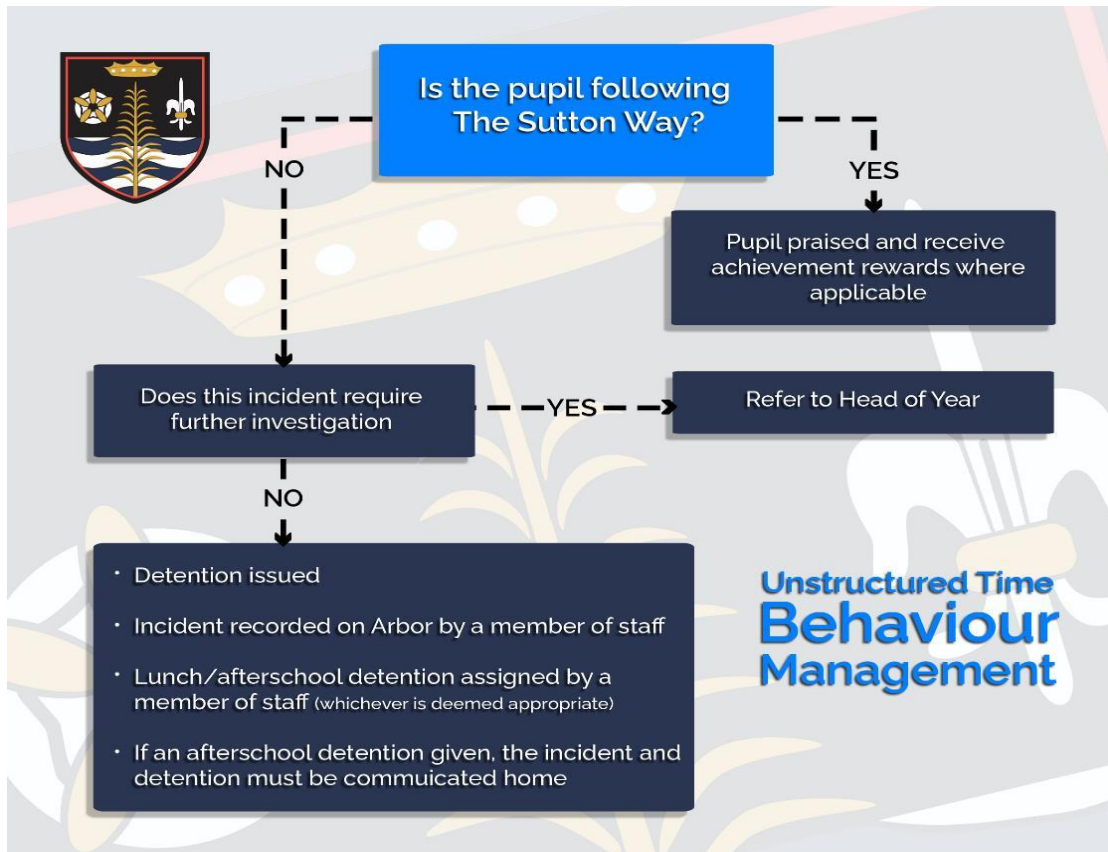
Classroom Behaviour Management Flowchart



DISRUPTION FREE LEARNING

Classroom Behaviour Management







6. Poor and unacceptable behaviour

6.1. Whilst the Trust will focus primarily on maintaining a culture and ethos that promotes positive behaviours it is essential that there are systems in place to tackle, on a consistent basis, poor behaviour that detracts from learning, may be harmful to an individual or others or be illegal.

6.2. The Academy expects that:

- Pupils should follow the directions and guidance of any member of staff.
- Pupils must arrive punctually to all lessons, with the correct equipment and books.
- Pupils will work hard to complete all tasks set to their highest standard.
- Homework must be completed and handed in on time.
- Pupils will remain in the seats allocated by the teacher and must not leave the lesson until they have been dismissed by the teacher, leaving their chairs and workspace tidy.
- Electronic devices will not to be used inside the Academy grounds or building without the direct permission of staff (See mobile device policy).
- Eating should only take place in the designated areas.
- School uniform will be worn at all times.
- Hoods should be lowered at all times, unless raining
- Pupils should show pride in our environment.
- Academy property including books or equipment should be kept graffiti free.
- Academy property or the property of another person should be respected.
- Chewing gum should not be used inside the Academy.
- Energy drinks should not be consumed onsite
- Pupils are polite and do not use foul or inappropriate language.

6.3. Failure to meet these expectations is likely to result in consequences. Consequences may include break, lunch or after school detentions to engage in restorative conversations with staff. The aim is to resolve the issue and to prevent future occurrences.

6.4. The Academy will not accept the following behaviour:

- Verbal assaults on staff or other pupils.
- Physical assaults on staff or other pupils.
- Damage to Academy property including the building.
- Substance abuse.
- Racially motivated incidents.
- Homophobic, sexist or other discriminatory behaviour/language.
- Sexual violence, such as rape or sexual assault (including intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:



- a) Sexual comments.
- b) Sexual jokes or taunting.
- c) Physical behaviour such as interfering with clothes
- d) Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Behaviour which is against the criminal law.
- Repeated breaches of the Academy rules despite these having been brought to the pupil's attention.
- Bullying - this will also include Cyber-bullying which often takes place away from the Academy site.
- Theft.
- Fighting.
- Vandalism.
- Extortion;
- Intimidation;
- Any illegal substances, i.e. alcohol, tobacco, E-cigarettes, vapes or drugs in school.
- Knives or other offensive weapons.

6.5. Possession of any prohibited items including:

- a) Stolen items.
- b) Tobacco and cigarette papers.
- c) Fireworks.
- d) Fun snaps
- e) Pornographic images
- f) 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 themselves).

The above behaviour will be deemed to be a serious breach of academy Behaviour for Learning Policy and are likely to invoke a more serious consequence including Internal Suspension, temporary placement at another school (Off-site direction), fixed-term exclusion or permanent exclusion.

Repeated breaches of Academy rules may result in pupils going on report to their tutor, year leader or a Senior member of staff for a set period of time to monitor improvements in behaviour.

7. Poor behaviour: use of consequences

7.1. The Academy understands that the use of consequences must be reasonable and proportionate to the circumstances of the situation. We also believe that account should be taken of a range of individual pupil needs in determining the appropriate use of such consequences, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.



7.2. Information regarding the behaviour record for an individual student is logged electronically using Arbor. This information will be used to ensure that individualised support is given to pupils at an early stage to remove barriers to learning.

Staff of the academy will challenge poor behaviour whenever it occurs and will support pupils in rectifying this through restorative conversations. A range of in class strategies will be used to prevent children breaking academy rules or disturbing learning.

Pupils will be given 2 chances to rectify poor behaviour in lessons before escalation:

- ✓ **Reminder - A reminder of standards expected linked to The Sutton Way**
- ✓ **Warning - An official warning request to rectify the issue (if resolved, no further action may be required)**
- ✓ **Removal – If a student’s behaviour has still not improved, they will be sent to Internal Suspension**

The Academy has the following range of consequences that may be implemented as appropriate:

- Verbal warning
- Detention issued but not removed from lesson
- Central Detentions (lunch and after-school)
- Thursday SLT Detention for repeated failure to attend detentions and for significant incidents
- Internal Suspension
- SLT or Governors’ Panel
- Fixed term exclusion
- Offsite Direction to another school
- Permanent exclusion
- Preventative placement at an alternative provision

7.3. Detentions

We operate a system of lunch, after-school and SLT detentions within the Academy. We believe that detentions should be used as time for reflection, so that pupils understand how to make better choices in the future.

Students are expected to attend their lunchtime detention on the bell. Students will be instructed where to sit, they should remain silent and should complete a behaviour reflection log. Students will be given time at the end of the detention to go to the toilet and to have their food.

Attendance is compulsory and on the rare occasion that the detention needs to be re-arranged the parent/care needs to contact school to make this change. Students who fail to attend their detention,



will have their sanction upscaled. Repeated failure to attend detentions will result in a period of time in Internal Suspension followed by a meeting with parents.

Parents are expected to support our efforts in maintaining order and discipline throughout the Academy.

7.4. Internal Suspension

Internal Suspension is an alternative to Fixed Term Exclusion and is used for serious breaches of the behaviour policy or repeated occurrences of lower-level disruptive behaviour.

The Internal Suspension room is operated between 8.25am and 3.55pm. Pupils and parents will be informed when a decision to place a child in Internal Suspension is made. They will report to school at normal time and will leave at 3.55 pm. They will not be able to circulate with friends during the day.

Pupils will remain in one room for the day completing work in silence, in line with their usual timetables. They can have a bottle of water to drink and will be allowed to order lunch or eat a packed lunch during their stay. Sweets, chewing gum, squash or energy drinks will be confiscated.

Pupils will be expected to adhere to the following;

- Adhere to all Academy rules and the Sutton Way
- Hand their phones in
- Once seated, remain in seat for the duration of the day
- Do not communicate with other pupils in the room
- Raise your hand to ask for help or more work
- Complete work to the best of your ability

Failure to comply with these rules may result in an additional day or days in Internal Suspension or a fixed-term suspension.

Students may be placed into internal suspension whilst there is a pending investigation. Students will be expected to complete their work in there during this time and hand their phone in.

7.5. Exclusions

The Academy will follow local government guidance and the outline SRS Exclusions policy, unless there is a good reason to depart from it. The Academy aims to operate within the principles of fairness and natural justice.

Exclusions can take the form of:

- Fixed term suspensions;
- Permanent exclusions;



The Academy's policy on exclusions applies to serious breaches of Academy discipline occurring on Academy premises and also outside of the Academy. Please see the Academy's separate exclusions policy.

8. Bullying

8.1. Bullying behaviour is contrary to the Catholic values which form the foundation of the culture of all our schools and will not be tolerated in any form. Bullying can have a long-term impact on an individual and is:

- harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation;
- is contrary to everything we stand for as a Catholic, values driven Trust.

8.2. Bullying is defined as **actions which are intentionally hurtful, repeated, often over a period of time.**

8.3. Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.



Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written or visual content generated by artificial intelligence (AI).

Signs and Symptoms

- 8.4. Staff have been trained to identify behaviours that may indicate a pupil being bullied. Potential signs of a pupil being bullied could include: Being frightened of walking to or from school or between classes.
- Not wanting to go into vulnerable areas of the school i.e. toilets, library, dining hall.
 - Being unwilling to go to school.
 - Becoming withdrawn, anxious, or lacking confidence.
 - Sudden changes in behaviour or engagement with others.

Tackling bullying

- 8.5. Staff will be vigilant of the above signs and seek to speak to and support any pupil exhibiting these behaviours including encouraging them to report instances of bullying.
- 8.6. Curriculum and non-curriculum time will be used to raise the risks and damaging impacts of bullying and to reiterate the actions pupils can take if they are the victim of bullying or see bullying carried out by others.
- 8.7. All incidents of bullying will be recorded by staff and addressed promptly. Where a perpetrator of bullying has been identified, their parents/ carers will be contacted and asked to support the school in addressing such behaviour. Where appropriate, the police may be notified.
- 8.8. A firm restorative approach will be taken with anybody found to be bullying other pupils or adults including:
- The bully (bullies) will be asked to genuinely apologise, if the victim(s) consents.
 - The pupil will be placed on a behaviour plan.
 - Coaching or mentoring.
 - Pupils may be required to complete Anti-bullying training



ANTI-BULLYING @ BRS



BRS is committed to the following principles to prevent and respond to bullying. Our school:

- 1. Listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying
- 2. Includes us all** - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
- 3. Respects** - all school staff are role models to others within the school in how they treat others.
- 4. Challenges** - all forms of discriminatory language - including disablist language - is challenged taken seriously.
- 5. Celebrates difference** - difference is actively and visibly celebrated and welcome across the whole school.
- 6. Understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
- 7. Believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
- 8. Reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
- 9. Takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
- 10. Has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.





ANTI-BULLYING @ BRS



**SEVERAL TIMES
ON PURPOSE**

Bullying definition:

Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be face to face or online





ANTI-BULLYING POLICY @ BRS



A bullying incident
is reported to you or
You witness a
bullying incident

Bullying definition:

Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be face to face or online

Step in to
protect pupils

If you notice a
change in a
students behaviour

Record on MyConcern
& include type
Inform your Year
Leader

Record on
MyConcern
It may be down
to bullying

Year Leader
to investigate

Check in
with student
& offer support

Sanctions &
Support given





IF YOU'RE BEING BULLIED ONLINE



Don't retaliate
(that's often
what they want!)



Save the
evidence
(screenshot,
save messages)



Tell someone
what's
happening



Report,
block,
mute, get
rid!



Remember
the problem
is with them,
not you



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IF YOU'RE BEING BULLIED



Tell someone
you trust



Keep a record
of what's
happening



Don't
retaliate



Surround
yourself with
people that
make you
feel good



Don't blame
yourself -
it is not your
fault



Be proud
of who you are



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IF SOMEONE TELLS YOU THEY'RE BEING BULLIED



Listen



Praise them
for speaking
out!



Calmly work
with them to
resolve the
problem



If needed get
help from
a trusted
person



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Sanctions including suspension and permanent exclusion will also be considered in line with the Trust's Suspension and Permanent Exclusion Policy.

After an incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Those subject to bullying will be offered targeted support which may include counselling or additional pastoral support.

9. Graduated Response

- 9.1 All incidents of misbehaviour will be dealt with promptly in line with this policy. Headteachers and staff will take a graduated response to managing misbehaviour, which may include:
- Constructive reinforcement of the Academy's values and expectations through assemblies, school masses and through the curriculum.
 - Responding to misbehaviour as it occurs so that pupils understand when they have misbehaved and how to resolve the matter.
 - Speaking to a pupil on a one-one basis to enable them to understand their actions and the impact it has had.
 - Undertaking restorative conversations with the pupil so that they understand the impact of their actions and apologise where necessary.
 - Accessing pastoral support and other interventions to support resolution and a return to expected standards of behaviour.
 - The issuing of sanctions including removal from the classroom or detention.
 - The engagement of parents and carers to establish a united position in addressing misbehaviour.
 - The implementation of stronger sanctions as set out on the Trust's Suspension and Permanent Exclusion Policy.

The above is not exhaustive, other sanction may be applied these will be proportionate to the incident and consistent with how interventions or sanctions are applied to other pupils.

10. Pupils with additional needs

- 10.1. The Headteacher and staff have the absolute right to sanction any pupil whose behaviour falls below expectations. Each incident will be considered on its merits, but staff will consider the wider background of the pupil when determining the graduated response to the incident to ensure sanctions are applied consistently and proportionately.



- 10.2. The Headteacher or staff member will assess the appropriateness of the sanction in the context of the pupil's additional needs and make reasonable adjustments if required. The Headteacher will be the final arbiter of any sanction issued.
- 10.3. The Academy's special educational needs co-ordinator (SENCO) may be asked to offer support or advice in regard to a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 10.4. When acute needs are identified in a pupil, the school may liaise with external agencies and plan support programmes for that child. Parents/ carers will be engaged in any such discussions.
- 10.5. For pupils on a Education, Health Care Plan (EHCP) the school will liaise with the local authority before issuing a sanction that will result in the pupil being off site (e.g. suspension or permanent exclusion). The school should call for an emergency review of the EHC plan.
- 10.6. Where a pupil is looked after or previously looked after, the school will liaise with the Virtual Head prior to issuing a sanction that results in the pupil being off site (e.g. suspension or permanent exclusion). Whilst the Trust encourages dialogue with external agencies, the Headteacher remains legally empowered to suspend or exclude any pupil should the misbehaviour be serious enough.

11. Roles and Responsibilities

The Trust Board and Local Governing Body

- 11.1. The Trust Board is responsible for reviewing the Trust's Behaviour Policy and approving any amendments following changes to legislation, best practice, or feedback from Headteachers.
- 11.2. The LGB is responsible, alongside the Headteacher, for reviewing the policy in line with the Academy's ethos and practice. The LGB will review trends in suspensions and permanent exclusions as part of their annual work programme.
- 11.3. Ensuring effective training is in place to support staff in managing behaviour within the Academy.



The Headteacher

11.4. The headteacher is responsible for:

- Ensuring that the Academy environment encourages positive behaviour.
- Ensuring that staff deal effectively and consistently with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the Academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

11.5. Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Adapting the curriculum and interventions to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the Academy culture and how they can uphold Academy rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the Academy's expectations.

10.6. The senior leadership team (SLT) will support staff in responding to behaviour incidents. It is for teachers and support staff to address behaviour incidents as they occur in the classroom through quality first teaching and targeted interventions.



Parents and carers

- 11.7. Parents and carers, should:
- Get to know the Academy's behaviour policy and reinforce it at home where appropriate.
 - Support their child in adhering to the Academy's behaviour policy, and explaining the consequences of poor behaviour.
 - Support the Academy's ethos and work with the Academy to uphold those expectations.
 - Inform the Academy of any changes in circumstances that may affect their child's behaviour.
 - Attend meetings, Parents' Evenings and other activities to support your child's achievement, attendance and punctuality or behaviour.
 - Discuss any behavioural concerns with the class teacher promptly.
 - Raise any concerns about the management of behaviour with the Academy directly, while continuing to work in partnership with the Academy.
 - Take part in the life of the Academy and its culture.
- 11.8. The Academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the Academy's policy and working in collaboration with them to constructively address behavioural issues.

Pupils

- 11.9. Pupils will be made aware when they start the Academy and on an ongoing basis:
- The expected standard of behaviour they should be displaying at the Academy.
 - That they have a duty to follow the behaviour policy.
 - The Academy's key rules and routines.
 - The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
 - The pastoral support that is available to them, to help them meet the behaviour standards.
- 11.10. Pupils will be supported to develop an understanding of the Academy's behaviour policy and wider culture. Pupils will be expected to model high standards to other pupils including pupils younger than themselves, or new to the Academy. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.



12. Safeguarding

- 12.1. The Academy recognises that changes in behaviour may be an indicator that a pupil is in need of help, or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- 12.2. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- 12.3. Interventions will be in accordance with the Trust's Child Protection and Safeguarding Policy.

13. Reasonable force, searches and confiscation

- 13.1. Reasonable force is a rare, but on occasions necessary step to prevent a pupil harming others or themselves. Staff have a duty to use reasonable force to prevent a pupil from:
- Causing disorder.
 - Hurting themselves or others.
 - Damaging property.
 - Committing an offence.
- 13.2 Any interventions requiring reasonable force will be carried out by trained staff unless child/other children are in imminent danger.
- 13.3 Incidents of reasonable force must:
- Always be used as a last resort.
 - Be applied using the minimum amount of force and for the minimum amount of time possible.
 - Be used in a way that maintains the safety and dignity of all concerned.
 - Never be used as a form of punishment.
 - Be recorded and reported to parents/carers.
- 13.4. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.



Searches and Confiscation

13.4 Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) These searches can be at random, or where we have suspicion that pupils have with them a banned item or items.

13.6. Any prohibited items found in a pupil's possession as a result of a search, will be confiscated. These items may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Illegal items will be retained and stored in a locked cabinet/safe. The police will be informed.

13.7. Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves and has received the appropriate training.

13.8. Where possible staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. In exceptional circumstances the staff member carrying out the search may be of the opposite sex.

This may occur when:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

13.9 In the exceptional circumstance when an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

13.10 If the member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

13.11 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the Academy rules for which a search can be made, or if the pupil has agreed. Appropriate consideration will be given to the age and needs of pupils (e.g, SEND) being searched and the



factors that may influence the pupil's ability to understand what is happening to them and their ability to give informed consent.

13.12 An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

13.13 Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your coat”.
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil’s co-operation.

13.14 If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher or Designated Safeguarding Lead, to try to determine why the pupil is refusing to comply.

13.15 The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

13.16 The authorised member of staff can use reasonable force to search for any prohibited items identified in paragraph 6.3 of this policy, but not to search for items that are only identified in the Academy rules.

13.17 An authorised member of staff may search a pupil’s outer clothing, pockets, possessions (outer clothing refers to clothes that don’t wholly touch the skin such as a coat, jumper, shoes). A metal detector could be used for this purpose.

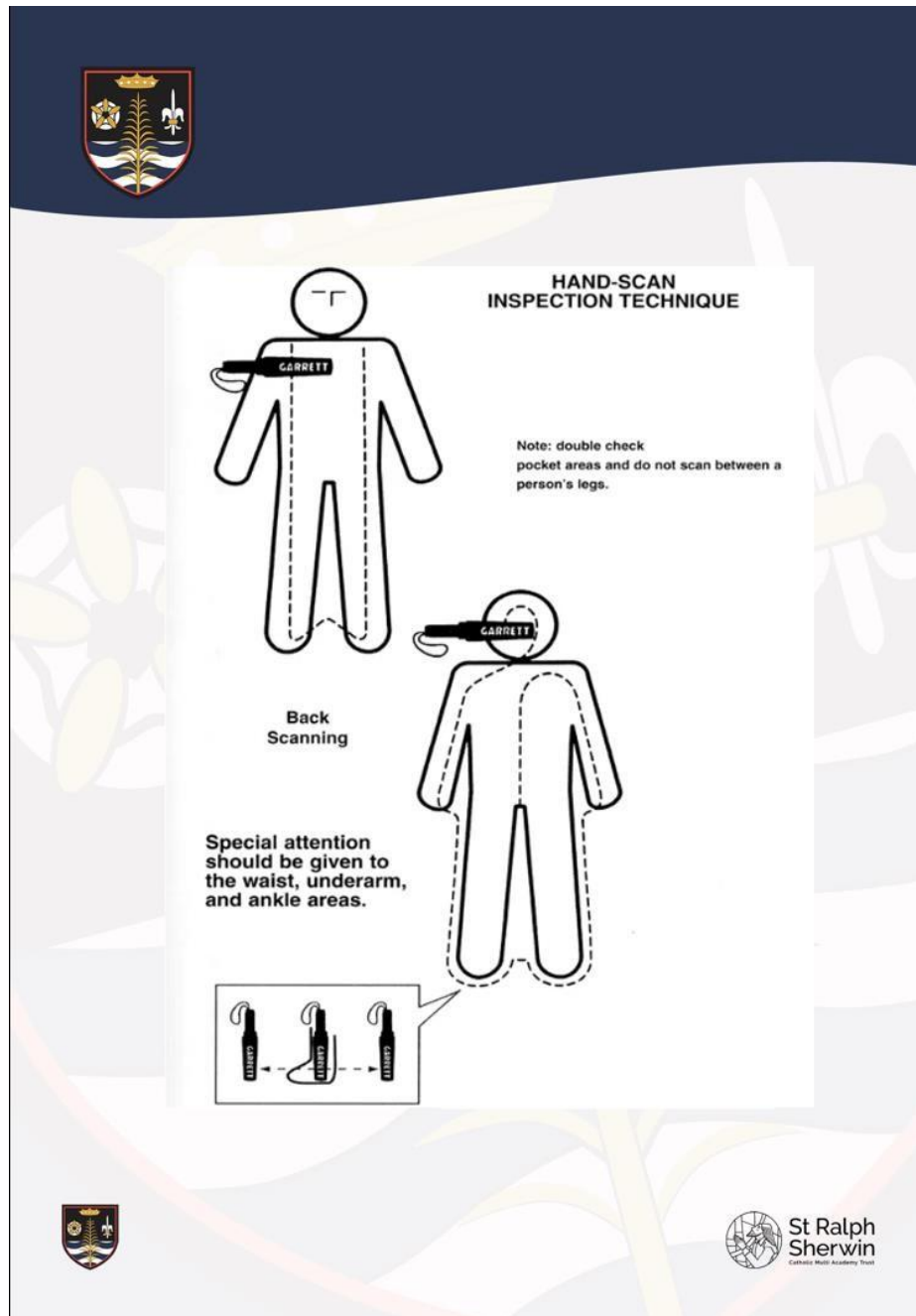
13.18 A search can also be carried out on a pupil’s bag, locker or desk.



- 13.19 Except in exceptional circumstances searches should not be carried out on whole classes or year groups. Searches should be targeted on specific individuals based on clear evidence or reasonable suspicion. The indiscriminate use of searches risks undermining the wider positive culture fostered by the Academy between adults and pupils.
- 13.20 It will likely be impractical to search a large group of pupils' bags at the same time whilst maintaining privacy of the individual. Searches should be carried out discreetly away from other pupils. Bag searches for example should not be undertaken routinely for example in class, as any personal possessions then become visible causing potential distress or embarrassment.
- 13.21 All searches for prohibited items, including incidents where no items were found, will be recorded in the Academy's safeguarding system.
- 13.22 Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable. This should include what happened, what was found, if anything, what was confiscated, if anything, and what action the Academy has taken, including any sanctions issued.
- 13.23 Irrespective of whether any items are found as the result of any search, the Academy will consider whether the pupil may be affected emotionally or potentially suffer harm as a consequence of a search and hence whether pastoral support is needed to be put in place.

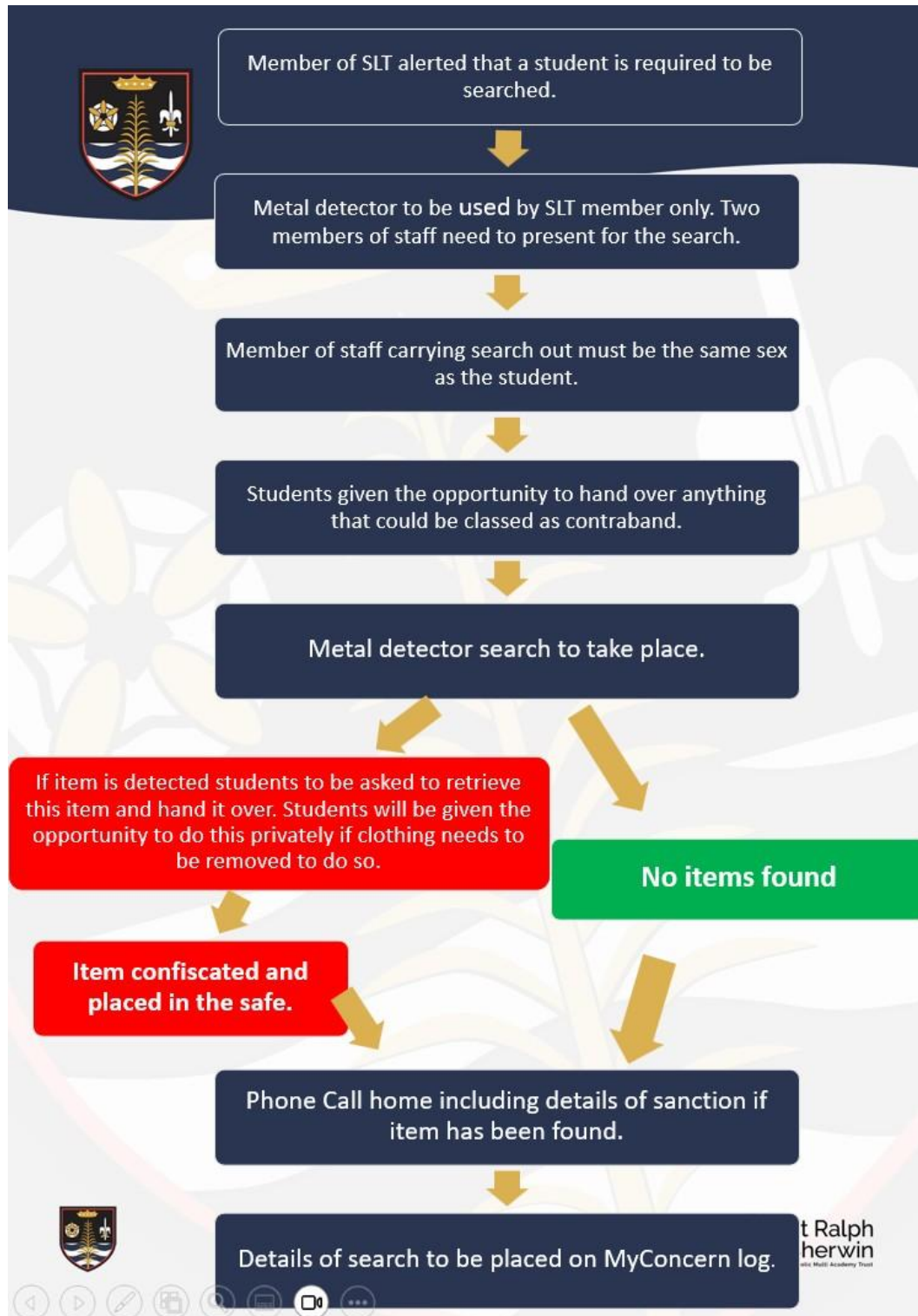


How a Metal Detector Search is carried out





Searching & Screening Process





Strip searches

- 12.24 Staff in SRSCMAT schools are not authorised to carry out strip searches. Strip searches on school premises can only be carried out by the police in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). A decision to call the police to undertake a strip search should only be undertaken by the Headteacher following consultation with the Chief Executive or Director of Performance and Standards. Any decision must be on the basis that all other avenues of resolution have been exhausted and that such a search is necessary as the item in question may cause harm to others or the pupil themselves. Any such search must be undertaken on accordance with the Department for Education advice: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

13. Off-site misbehaviour

- 13.1 Sanctions may be applied where a pupil has misbehaved off-site when representing the school or where it is clearly visible that the child attends the school (e.g. when wearing their school uniform). This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips).
 - Travelling to or from school.
 - Wearing their school uniform.
 - In any other way identifiable as a pupil of the school.
- 13.2 Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the Academy.
 - Poses a threat to another pupil.
 - Amounts to bullying of a pupil outside of school (e.g. via social media).
 - Has a reputational impact on the Academy or Trust.
- 13.3 Sanctions for misbehaviour outside the school premises will only be issued when the pupil returns to the school site, unless the pupil is in the lawful control of a member of staff, such as on a school trip (so long as it doesn't generate additional safeguarding risks or escalation in misbehaviour, in which case the sanction should be issued on the return to the Academy premises).
- 13.4 Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the Academy's safeguarding procedures will be followed.

14. Suspected criminal behaviour

- 14.1. If a pupil is suspected of criminal behaviour, then the matter will be reported to a member of the Senior Leadership Team on the basis that the matter be referred to the police. Any



internal investigation will be undertaken in such a way as to preserve evidence to hand over to the police.

- 14.2. It will be for the police to take the action it deems necessary. The Academy can carry on with its own investigations and issue an appropriate sanction, as long as such an investigation doesn't interfere with the police investigation.
- 14.3. The Designated Safeguarding Lead should be notified and a risk assessment undertaken in regard to referring the matter to social care, as appropriate.
- 14.4. If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

15. Malicious allegations

- 15.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the pupil in accordance with this policy. Given the seriousness of the allegation, the presumption will be that a sanction **will** be issued in all but the most exceptional cases.
- 15.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil or member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the pupil in accordance with this policy. Given the seriousness of the allegation, the presumption will be that a sanction will be issued in all but the most exceptional cases.
- 15.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer (LADO), where relevant, will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 15.4. The Academy will also consider the pastoral needs of staff and pupils accused of misconduct.
- 15.5. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

16. Malicious allegations



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

- The proper use of restraint.
- The needs of the pupils at the Academy
- How SEND and mental health needs can impact behaviour.

17. Monitoring

- 17.1. At a school level, behaviour incidents will be recorded on the school's Management Information and safeguarding systems. This will include data in regard to:
- Behavioural incidents, including removal from the classroom.
 - Attendance, permanent exclusions and suspensions.
 - Use of pupil support units, off-site directions and managed moves.
 - Incidents of searching, screening and confiscation.
 - Perceptions and experiences of the Academy behaviour culture including whether pupils and staff feel safe (drawn from anonymous surveys undertaken periodically).
- 17.2. The data should be reviewed routinely by the Academy's SLT and reported as part of the Headteacher's Report to the LGB.
- 17.3. At a Trust level, trends in data will be reported to the Curriculum and Standards Committee to ensure behaviour in schools is being managed effectively, promoting the Trust's Catholic values and ensuring an environment where pupils are able to learn and grow.
- 17.4. Analysis of trends will focus on whether any particular cohort of pupils, is disproportionately affected by this policy and what mitigations may be required to ensure the Trust's compliance with its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the Academy and Trust will review its policies to tackle them.

Appendix 1: Blessed Robert Sutton CVA School Rules and Behaviour Principles and SRSCMAT Written Statement of Behaviour Principles

The Academy and Trust's behaviour principles have their foundations in the teachings of Jesus Christ and the Trust's core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential. Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.



In addition to the above our Academy rules and approach to managing behaviour includes:

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 Academy 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 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.

Uniform

The Academy's uniform policy will run through from the first day of the academic year in September, to the last day of the academic year in July. If a student is going to be in incorrect uniform parents or carers should contact the Academy directly and make the form tutor and year leader aware. If the



Academy are not aware, nor have sufficient evidence the Academy will follow this as a breach of the uniform policy and will either be given uniform by the Academy or placed in Internal Suspension until the issue is resolved.

Blazer	Black blazer with school badge. Blazers must be worn at all times, unless permission has been given by a member of staff to remove it.
School Badge	Blazers purchased from our associated school shops do have an embroidered badge. Alternatively, you can purchase a badge from school to sew on to a black blazer purchased from elsewhere.
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 and also reaching the belly button. School Tie - Please note that we now have one school tie. Those students with the old school tie do not need to purchase the new one but only one type of tie will now be available to purchase.
Trousers / Skirts	Students must wear plain black (loose fit) school trousers, these can be straight leg or cropped (Denim/jeans/tight fit/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 wristwatch. A light chain crucifix. A single stud earring. A set of plain stud earrings, one in each ear. 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. Small handbags are not appropriate as a school bag.
Socks / Tights	Black or charcoal school socks. Students should not wear white socks. Black or natural coloured tights (not patterned).



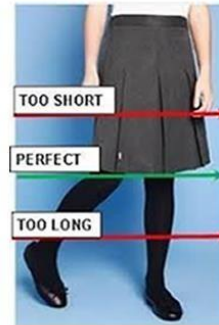
Mobile Phones & other Electronic Devices

There is no need to bring electronic devices into school. Mobile phones must be switched off (not just on silent) and remain in the student's bag whilst on the school site. If mobile phones are seen or heard they will be confiscated. If a student 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.



Blessed Robert Sutton Catholic Voluntary Academy

Acceptable Skirt Policy



Lycra or stretched material skirts are not allowed



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





As a Trust the principles upon which this policy has been developed are that:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination. ○ Staff and volunteers set an excellent example to pupils at all times, modelling the behaviours we all want to see in others.
- Rewards, sanctions. and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The Suspensions and Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions in a restorative way.
- Families are involved in the handling of behaviour incidents to foster good relationships between the Academy and pupils' home life.
- The Trust Board and LGB affirm that violence or threatening behaviour will not be tolerated in any circumstances.



2: Behaviour Continuum

