

Aspire ~ Believe ~ Achieve

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St. Antony's Catholic College

Behaviour for Learning Policy

Mission Statement:

Let the light and splendour of Christ shine from within us all.

Behaviour for Learning Policy

Governors' Statement of General Principles with regard to Behaviour

We believe that good behaviour is essential to allow all our students to achieve their full potential. High standards of behaviour promote effective learning; effective teaching and learning promote good behaviour. No student should be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe in a culture of inclusion, equality of opportunity and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated. We recognise that students with unusual emotional or behavioural needs will receive support to achieve the expected standard of behaviour.

We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. Rewards reinforce and sustain good behaviour and encourage other students to behave well. Sanctions demonstrate that misbehaviour is not acceptable, demonstrate the disapproval of the school community and deter other students from similar behaviour. These rewards and sanctions must be applied consistently and fairly. However, it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student. The Headteacher is expected to use discretion in their use.

St Antony's will have an effective and easily understood behaviour policy developed by the Headteacher through consultation with students and their parents or carers and the staff. This policy will clearly state the code of conduct and the rewards and sanctions used.

We expect that students' behaviour will be monitored and that parents or carers will be kept informed of their child's behaviour.

The aim and purpose of this policy is to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils

Rules

Rules are clearly displayed around St Antony's and clarify what is expected of the students in the classroom, around the school and on the journey to and from school. These rules were drawn up by the students of St Antony's and are included as an appendix to this policy.

Rewards

We view as essential a system of rewards for good or improving behaviour. Rewards reinforce and sustain good behaviour and encourage other students to behave well.

There are many ways in which students at St Antony's are rewarded and many reasons behind such rewards.

Rewards include:

STARR Rewards – (St. Antony's Recognition Reward) Students who demonstrate work or behaviour that is worthy of special recognition will be rewarded at the end of each lesson. Teachers may award more than

one star reward. Students place their STAR tickets into a Year group box. At the end of each half term three prizes are drawn from the box increasing in size and value.

Fantastic Friday – Where staff nominate children who have produced outstanding work to meet with the Headteacher during form time. Students will receive an additional reward from the Headteacher such as chocolate or anything else deemed appropriate.

Headteacher / Deputy Headteacher positive letters – On a year group rotation staff nominate children to receive a letter to parents from the Headteacher or Deputy Headteacher to celebrate their work. The student will receive a tea and toast voucher to redeem in the school canteen.

Looking Smart – Vouchers presented to children for wearing uniform correctly. Three vouchers can be exchanged for tea and toast at break time.

Termly rewards for attendance, attitude to learning and progress allow students to partake in an event organised by the pastoral team.

Departments and Heads of Year also use a variety of internal reward systems to support improvements in behaviour and attitudes.

Sanctions

When poor behaviour is identified at St Antony's, sanctions will be implemented consistently and fairly in line with this behaviour policy. Possible disciplinary measures may include:

- A verbal reprimand.
- Repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day
- Missing break time.
- Detention including break, lunch-time or after school. Parental consent is not required for detentions although St Antony's will strive to inform parents/carers of a detention taking place out of school time. Parents will be notified of detentions via txt message to the most recent number provided to the school. It is parental responsibility to ensure an up to date contact number is available. With lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points: whether the detention is likely to put the pupil at risk, whether the pupil has known caring responsibilities which mean that the detention is unreasonable, whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances (for instance, notice may not be necessary for a short after school detention where the pupil can get home safely) and whether suitable travel arrangements can be made by the parent for the pupil. Parents / carers are expected to make arrangements for their child should this be necessary.

Types of detention

A C2 detention is a detention with a classroom teacher lasting 15 minutes at either break or lunchtime. If a child forgets or does not attend the detention, then the detention will be reissued once by the class teacher following contact to inform home. If a student has been issued multiple C2 detentions that prevent them from attending one of their C2 detentions, a C3 detention may be issued for persistent disruption to

learning. Failure to attend the reissued detention will result in a C3 after school detention. Staff members will attempt to lead a restorative process where it is appropriate to do so.

A C3 detention is a detention after school lasting for a period of up to 1 hour. Parents will be sent a text message informing them of the detention to be sat that evening. Failure to attend a C3 detention will result in internal isolation the following day. If a parent / carer requires further information in regards to the nature of the detention, they are asked to contact school. The cut off time for a C3 detention to be issued for the same day is 2.30pm. Detentions issued after this point will be transferred to the following day. Pupils will be visited by the staff member who issued said detention as part of our restorative process.

A C5 detention is a detention with the Headteacher and/or members of SLT lasting for a period of 1 hour 30 minutes. Parents will be notified by text message and letter. Failure to attend a C5 detention will result in internal isolation the following day.

Lates and lates formal - If a student is late after registration on any given morning they will be expected to sit a 30 minute detention that evening.

A lates formal detention is issued when students fail to attend their lates detention on any particular day. This will result in students being issued with a 1 hour detention which is to be attended on a Friday evening. Failure to attend this detention will result in internal isolation upon the student returning to school. If a student accrues three formal late detentions then internal isolation will be used in order to clear all remaining detentions owed.

The disruption of ANY TYPE OF DETENTION may result in the pupil being sent home from the detention. Where this is applicable an increased sanction may be issued.

- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Period of time in the Padua Centre – The Padua centre is a building situated on the school grounds outside of the main building. It is staffed at all times of the day by our Learning Mentor who support students with a variety of different needs whether they be social, emotional or behavioural. Students will usually follow a separate timetable for time spent in the Padua centre dependent upon the needs or requirements of the individual.
- Period of time in the Isolation room – The Isolation room is a room situated within the main school building where students will work in isolation from the main school body for part, or all of the day as decided by the appropriate staff member. Students will follow their own timetable and complete work as set by their teacher. Teaching support is provided for all students for all times of the day.
- In more extreme cases school may use temporary exclusion at another school site where education will be provided, a fixed term exclusion or permanent exclusion.

Behavioural Expectations

Uniform

The wearing of full school uniform is expected as an integral part of the school ethos which promotes positive attitudes, high standards and a sense of personal pride.

Students are expected to look neat, tidy and business like at all times. Uniform should be clean and repaired or replaced if necessary; we welcome parental support in ensuring that students adhere to this expectation.

Uniform Expectations

- White regulation school shirt worn with a St. Antony's Catholic College red and blue striped tie
- Royal blue St. Antony's pullover or cardigan (optional)
- A St. Antony's emblazoned black school blazer
- Grey fully pleated skirt or black school trousers. Skirts must be knee length and not rolled up. Trousers must be straight or wide fit. Slim or skinny fit are not allowed.
- Black conventional school shoes with no logo
- Plain black tights or black socks, which are worn below the knee with a skirt. White socks may be worn with trousers.

If students arrive in school without suitable school shoes they will be required to change into a pair provided by school unless they have a medical note from a doctor. Refusal to do so may lead to Isolation or a Fixed Term Exclusion.

Outdoor coats / jackets / scarves / gloves must not be worn inside the school buildings or in classrooms. Students must not wear hats or hoods on the school site. Items worn in the building may be confiscated by members of staff and returned at the end of the day. Repeated violations of this rule may increase the period of confiscation and require parental or carer collection of items.

Sweatshirts or hooded tops of any description are not permitted to be worn on the school site underneath or on top of blazers. All extra items of clothing will be confiscated immediately and returned to students at the end of the day. Refusal to part with items could result in Isolation and in extreme cases of defiance, a potential Fixed Term Exclusion.

In order to maintain high standards of appearance within school, all students will be expected to wear their uniform appropriately at all times. This includes, but is not limited to having shirts tucked in, ties worn up to the top button and their blazers on at all times (other than lunch time) unless instructed to remove them by a member of staff. Students who fail to adhere to this will be issued a "Uniform warning". The staff member will inform the student of this. If a student accrues three of these warnings then a C5 detention will be sat at the next available opportunity. Subsequent breaches of the uniform expectations will result in increased levels of sanctions.

Hairstyles

Fashions evolve over time and we remain aware of changes in trends however extreme hairstyles are not permitted.

The school is the arbiter of what is considered "extreme". If in doubt please contact the school.

Hair which has been dyed beyond what is deemed to be a natural hair colour is not acceptable and no patterns are permitted.

Jewellery/Makeup

Earrings are not permitted and will be confiscated if worn in the school building.

Visible tattoos are not acceptable.

Students are not allowed to wear any visible body piercings. This includes nose studs, tongue studs or any facial piercings. Clear retainers are not permitted and also piercings should be undertaken in the summer term break. All jewellery will be confiscated and returned as appropriate. Refusal to hand over items will be seen as defiance and may result in internal isolation.

Students are not allowed to cover piercings with a plaster.

Face makeup is not allowed; if make-up is brought into school it will be confiscated and must be collected by a parent. Nail varnish and/or fake nails are not allowed. Students will be asked to remove these. Students wearing make-up will be asked to remove it; persistent offenders may be sent to Isolation or sent home to remove make-up or nails.

Students who fail to follow the appearance regulations of the school may be placed in internal Isolation or face a

Fixed Term Exclusion for defiance.

In class behaviour

It is essential that students arrive to lessons on time, with all the necessary equipment (Super Seven at minimum). They must be respectful to other students and staff members and listen to and follow instructions, not disturbing the learning of others. They must complete their classwork (and any homework set) to the best of their ability.

Selling items in school

The selling of items for financial gain or coercion of others to create financial gain is prohibited both in and outside school. Students who are identified as selling items to other students will be subjected to search. Any items that are identified as having the potential to be sold, will be confiscated and disposed of by the Headteacher as is deemed appropriate. The sanction for this action in the first instance will be internal isolation. Further breaches of the school's behaviour policy in this area may result in a period of fixed term exclusion.

A Consequence System is in place to deal with behaviour within the classroom and corridors which is considered unacceptable and is preventing learning and teaching taking place. In addition, any anti-social or dangerous behaviour outside of the classroom will also be sanctioned. All staff will communicate the reasons to students where possible to do so. Staff understand the importance of consistency in the application of rules for students and will always look to operate in as consistent a manner as is possible.

Member of Staff:		Student:	Form:	
Date of Incident:		Subject:	Period:	
Behaviour Level	Type of Behaviour	Compulsory Action	Further Action (Teacher's own discretion)	
C1 (Teacher's own discretion)	<input type="checkbox"/> Late without note <input type="checkbox"/> Missing equipment (<i>planner, etc.</i>) <input type="checkbox"/> (C1) Persistent talking <input type="checkbox"/> Poor work rate <input type="checkbox"/> Eating/chewing	<input type="checkbox"/> Warning given <input type="checkbox"/> Name alongside C1	<input type="checkbox"/> Discussion with pupil	
C2 (Teacher's own discretion)	<input type="checkbox"/> Answering back <input type="checkbox"/> Inappropriate comment/language <input type="checkbox"/> Minor Distractions (<i>throwing, etc.</i>) <input type="checkbox"/> Failure to follow staff instructions <input type="checkbox"/> (C2) Further persistent talking	<input type="checkbox"/> Warning given <input type="checkbox"/> Name alongside C2 <input type="checkbox"/> 15 minute teacher detention (<i>break or lunch</i>)	<input type="checkbox"/> Discussion with pupil <input type="checkbox"/> Movement within the classroom <input type="checkbox"/> Permanent change in the seating plan (<i>if applicable</i>) <input type="checkbox"/> On-call Warning (<i>if applicable</i>)	
C3 (Despite C1/C2 warnings)	<input type="checkbox"/> Persistent Talking <input type="checkbox"/> Poor work rate/ Refusal to work <input type="checkbox"/> Continued eating/chewing <input type="checkbox"/> Answering back <input type="checkbox"/> Persistent use of inappropriate comments/language <input type="checkbox"/> Continuous distractions resulting in stopping other pupils from achieving <input type="checkbox"/> Failure to follow teacher instructions <input type="checkbox"/> Defiance of instructions from staff <input type="checkbox"/> Verbal abuse of staff <input type="checkbox"/> Persistent defiance of instructions <input type="checkbox"/> Persistent poor work rate in class / Refusal to work <input type="checkbox"/> Failure to complete homework. <input type="checkbox"/> Persistent failure to bring appropriate / essential equipment for learning.	<input type="checkbox"/> Name alongside C3 <input type="checkbox"/> Teacher to contact home <input type="checkbox"/> On Call to be requested to move student to HOD / Isolation. <input type="checkbox"/> Up to 1 hour teacher detention (<i>after-school</i>)	<input type="checkbox"/> Discussion with pupil <input type="checkbox"/> Permanent change in the seating plan (<i>if applicable</i>) <input type="checkbox"/> On-call Warning (<i>if applicable</i>)	
C5 (HOY/SLT/ Curriculum Team Intervention)	<input type="checkbox"/> Dangerous behaviour in a classroom <input type="checkbox"/> Refusal to hand over electronic device** <input type="checkbox"/> Refusal to hand over make-up/ jewellery**	<input type="checkbox"/> On-call Removal <input type="checkbox"/> Internal Isolation ** <input type="checkbox"/> <input type="checkbox"/> SLT to contact home	<input type="checkbox"/> Internal Isolation (<i>if applicable</i>) ** <input type="checkbox"/> Report <input type="checkbox"/> Referral (<i>Mentor/ SEN/ External Agencies</i>)	

	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more “uniform warning” emails. <input type="checkbox"/> Extreme verbal abuse towards staff** <input type="checkbox"/> Truancy of any form. <input type="checkbox"/> Persistent defiance of instructions <input type="checkbox"/> Persistent poor work rate in class / Refusal to work <input type="checkbox"/> Failure to complete homework. <input type="checkbox"/> Persistent failure to bring appropriate / essential equipment for learning. <input type="checkbox"/> Any form of inappropriate physical contact including birthday beats.** <input type="checkbox"/> Swearing will automatically result in removal from the classroom and a period of internal isolation.** <input type="checkbox"/> Selling items of food or drink in order for financial gain.** 	<ul style="list-style-type: none"> <input type="checkbox"/> 1hr 30min SLT Formal detention <i>(after-school)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Fixed term exclusion
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Teacher Signature: _____

In school/out of class behaviour

Students are also expected to behave appropriately around school e.g. on the corridors, in the yard, in the dining room etc. Students should walk quietly and sensibly on the left-hand side. They should take care of school property such as displays, furniture and equipment. All litter should be put in bins. The correct uniform should be worn at all times and outside coats, scarves and hats should not be worn inside the buildings. All incidents of damage to school property should be reported. Toilets should be used in an acceptable way. Students should treat each other and all members of staff with respect and any incidents of bullying should be reported. The consequence system is applicable both in and out of the classroom and will be applied as deemed appropriate by staff members.

Drugs

All drug-related incidents will be investigated, with the assistance of the Police if necessary. Appropriate sanctions will be decided upon by the Headteacher / Senior Management team and may lead to Permanent Exclusion. Any student in possession of drugs/illegal substances may be referred to the Police.

The school regards the issue of drugs as being extremely serious and is determined to do all in its power to ensure that the school is a 'drug-free zone'.

Consequently, students **MAY BE PERMANENTLY EXCLUDED** if they are involved in any drug related incidents.

Definition 1: 'Drug related incidents' include:

- Being in possession of any amount of drugs
- Selling or passing of drugs to others
- Using drugs

Definition 2: Drugs means illegal drugs or controlled drugs. This also includes drugs known as 'legal highs'.

Prescribed Drugs

The school regards the carrying, passing on or using of prescription drugs illegitimately as a very serious matter and this could lead to permanent exclusion.

Non-Prescription Drugs

Some drugs which are available 'over the counter' to the general public can be harmful if misused. Paracetamol and aspirin are examples of such drugs. Students should not carry these into school. Any misuse of these drugs could lead to exclusion. The school office will not provide any pupils with any form of medication other than that which is prescribed by a doctor and shows details of the prescription in regards to prescribed frequency of doses. Any student who is found to have been under the influence of drugs or in possession of drugs will be subject to a mandatory referral to Early Break who provide support for young people with drug problems.

Medication

If it is necessary for a student to take medication during the school day, the parent should:

- inform the School Office.
- bring the medication to school and complete the relevant school medical form.
- have the medication placed in safe-keeping with staff in the School Office.

The student should report to the School Office and take the medication under supervision.

Students with ongoing medical conditions will have relevant arrangements in place.

Smoking

St Antony's is a 'smoke-free' site. Students in possession of cigarettes, e-cigarettes, shisha pens, matches or lighters will have these confiscated and destroyed, their parents will be informed. Incidents involving any of the items listed may result in a period in the Isolation Room or a Fixed Term Exclusion for persistent defiance of school rules. Students found to be smoking in the vicinity of school may also be sanctioned.

Alcohol

The possession, supply or use, or being under the influence of alcohol and /or other substances (such as solvents) on the school site, on the way to and from school, or on trips, sports' fixtures, residential visits and any other off site school-organised activity is totally unacceptable and illegal.

Students in the possession of, or under the influence of, alcohol will be referred to a member of the Senior Leadership Team. The alcohol will be confiscated and destroyed and their parents immediately informed. Sanctions may include Isolation, fixed term exclusion or permanent exclusion.

Prohibited items/products

Energy drinks, - Energy drinks, both carbonated and non-carbonated, are not permitted on the school premises. Energy drinks include all products that are designed to also improve sports performance and are identified as having a high sugar and or caffeine content. For example, Lucozade, Red Bull, Monster and all other similar products. If a student is witnessed by a staff member in possession of these products they will be confiscated by the staff member and will be disposed of.

Mobile phones / Electrical Items / Smart watches

Students are not permitted to use mobile phones anywhere inside the school building except for Yr11s who may, as a privilege, use them in the Conservatory at break and lunch. Students may leave mobile phones in the School Office for collection at the end of the day providing they bring an envelope that clearly states their name, form and home address. If a student is found to be using a mobile phone or other electrical device, either visibly or audibly within the building, the phone / item will be confiscated. Confiscated phones will be given into the Office for safe keeping. Phones and other electrical devices are only permitted to be collected by a parent/carer of that child. Phones will not be returned to children by request of phone call from said parent or carer. This procedure also applies to all forms of electrical listening devices including earphones, smartwatches, iPods etc.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Teachers may discipline pupils for misbehaviour when the pupil is:

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

Teachers may discipline pupils for misbehaviour at any time, whether or not the conditions above apply, that:

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

Screening and searching pupils

Teachers have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a student refuse to consent the Police may be called. Weapons, knives and extreme or child pornography will always be handed over to the Police, otherwise it is for the Headteacher or a member of SLT to decide if and when to return a confiscated item.

The power to use reasonable force and other physical contact

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Support for pupils who display continuous disruptive behaviour

The school pastoral system provides help and advice both to individuals and to groups to regulate behaviour. We have a highly experienced team of Senior Leaders who lead Heads of Year and the form tutors in the day to day pastoral care of our students. The appropriate Form Tutor followed by the Head of Year would usually be the first point of contact should a parent wish to raise any issue or concern. In addition:

- a) The Education Welfare Officer provides specialised advice and support to individual students and families.
- b) The Padua Centre provides support for any identified students to improve behaviour, learning and students with specific vulnerabilities identified by the DSL.
- c) The support provided by the Special Educational Needs Department is designed to motivate students in their learning which in turn improves behaviour.
- d) Learning Mentors. The school has two learning mentors who support students in their school life and address behavioural / emotional issues when they arise.

e) The school will engage the support and advice of agencies of the LEA to address behaviour problems when needed.

The school also engages with other external agencies including:

Other Sources of Help for Young People.

Kooth.com

Free, safe and anonymous online support for young people.

www.kooth.com

Just Psychology

www.justpsychology.co.uk

Tel: 0161 262 1622

Trafford sunrise will provide support for children 5-12 years in coping with their emotional help and wellbeing.

Healthy Young Minds (Formally CAHMS)

Waterside House

1st Floor

Sale

M33 7ZF

Tel: 0161 716 4747

NHS multidisciplinary service for young people up to the age of 18 years old who may be suffering from a range of difficulties such as depression, anxiety and eating disorders amongst many others.

Counselling and Family Centre 0161 941 7782

Mayors Road,

Altrincham WA15 9RP

www.fcl.ismysite.co.uk

A confidential helpline operated by trained volunteers Monday – Friday 10.00 a.m. – 10.00 p.m.

A free counselling service available to anyone 14+ staffed by qualified counsellors and confidential listeners.

42nd Street 0161 832 0170

2nd Floor, Swan Buildings,

Manchester M4 5JW

Support Service for young people 14 – 25 years experiencing stress, depression or other problems.

www.fortysecondstreetorg.uk

Talkshop 0161 912 2453

The Waterside, Sale

Manchester M33 7XA

Confidential advice and information for young people 11 – 19, Youth workers also offer one to one counselling.

Connexions 0161 911 8600

Talkshop, Tatton Road, Sale. M33 7ZF

www.connexions-trafford.org.uk

Offer careers guidance, advice on drugs / general health and a personal advisor service for young people 13 – 19.

DrugScope

DrugScope is a centre of expertise on illegal drugs, aiming to reduce drug-related risk.
www.drugscope.org.uk.

QUIT

A charity that aims to reduce tobacco-related harm by helping smokers to stop.

Tel: 0800 00 22 00

www.quit.org.uk

Early Break

The **Early Break** Group is a charity and housing association which helps people overcome drug and alcohol problems.

Bridgewater house, Bridgewater Street.

Sale

07724 700 233

07724 700 234

www.phoenix-futures.org.uk

Taking into account individual student needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage and as school we have the legal responsibility to make reasonable adjustments. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We would expect staff to make reasonable adjustments in the application of our behaviour policy for those students whose individual SEND needs indicate that it would be appropriate to do so.

We believe that adults in our school need to take account of the individual needs and circumstances of the students when implementing this behaviour policy. **The School aims to ensure that students with disabilities are not treated less favourably than other students and will endeavour to ensure that no sanction of such a student has been caused directly, or indirectly by the student's disability or special educational need.**

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Outside agencies may also be used to offer advice and support to help.

All teaching staff will be provided with regularly updated information regarding students who have special educational needs. It is expected that staff will use this information appropriately when implementing the school behavioural policy.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. If a pupil is found to have made a malicious accusation against school staff, disciplinary action will be taken which may include isolation, fixed term or permanent exclusion. The pupil may be referred to social services or to the Police if appropriate.

Reporting Procedures

If a child wishes to report a behavioural incident they should inform any member of staff who will pass the concern to the relevant colleague. If a parent wishes to report a behavioural incident they can do so by contacting the school on stantonys.admin@trafford.gov.uk or by phoning school on 0161 911 8001. All

concerns will be investigated. However, it may not be appropriate to report the outcomes of an investigation back to a child or to a parent. When appropriate the child or parent will be informed of the outcome by a relevant colleague.

Complaints Procedure

If parents wish to raise a complaint with regards to the implementation of this policy, they should refer to the school's Complaints Policy which is available on the school website.

**** COVID 19 Additional amendments – To stay in place during the entirety of any reduced opening provisions of school.**

Children who attend a school on a temporary basis because of coronavirus (COVID-19) will still be pupils for all purposes other than registration. For example, they will still be pupils for the purposes of the school's SEN, safeguarding and school medical duties. The school will be able to apply its normal behaviour policy to such children.
<https://www.gov.uk/government/publications/school-attendance>

Refusal to follow social distancing and other associated health and safety measures will be considered a breach of the school's behaviour policy.

The school will be happy to work with parents/carers to address these issues where a pupil's behaviour is impacted by any special needs or disabilities.

Appendix 1: Report Card procedures

At St. Antony's Catholic College, we strive to create a learning environment where all students can flourish and reach their individual potential. However, at times barriers to learning can develop for individuals and in order to support, monitor and remove these barriers, the school operates a report card system. The purpose of this system is to allow both the school and parent/ carer to work together to identify and remove barriers and keep students focused and engaged with their learning.

Report cards can be issued for a variety of reasons. Barriers to learning may be behavioural, social, emotional or at times a general passiveness towards learning. We strive to work with our students and families to identify and remove these barriers in order to generate better outcomes for the students in our care.

A brief summary of our report card system is given below detailing possible sanctions and outlining minimum expectations for students on report card.

Parents/Carers are expected to sign the report card each evening to support the school in monitoring the student's progress.

Behavioural Report cards

This system operates at 3 stages;

The minimum expectation for a student on any report card is to achieve a daily score of 15/20 (75%) in relation to their attitude to learning. Each lesson Attitude to learning is graded 1-4 where 4 is outstanding.

Colour	Person student reports to	Sanction for not achieving 15/20
Green	Form Tutor	C3 30min detention following day
Amber	Progress Leader	C3 1 hour detention following Day
Red	Senior Management Team	Isolation the following day

The system follows the following principle:

Students will spend two weeks on each colour of report escalating if required. If targets are consistently met, students will move down the system to the stage from which they are at, for a period of one week before being removed from the reporting system if agreed targets are met.

Attitude to Learning Report Cards

(Pink / Purple in colour in colour)

Following a data drop, Progress Leaders will be able to see an overall attitude to learning score for each student. If student's fall below expected levels of application then it may be decided that it is necessary to monitor their attitude to learning in either specific or all subjects in order to improve their outcomes. Barriers to learning are not always behavioural and passive learning can be just as damaging to a child's education. Sanctions for not meeting agreed and expected standards on this report card will be at the discretion of the Progress Leader and applied appropriately.

Bespoke report cards.

At times Form tutors and Progress Leaders may issue additional monitoring cards that are bespoke to their year group or individual's needs. These report cards will often offer a set criteria in order to reach a reward. Clarification of such cards should be provided from the Head of Year or Form tutor.