



## **ST MICHAEL'S CATHOLIC COLLEGE**

### **BEHAVIOUR POLICY 2025 – 26**

(Incorporating Behaviour & Hair Policy and Discipline Procedures)

#### **Ethos**

St Michael's College aims to respond to the needs of each individual student developing the whole personality for fostering qualities of mind, body and spirit, feeling and imagination in a supportive Catholic atmosphere.

#### **Aims**

St Michael's College aims to help students:

- To develop lively enquiring minds, and the skills and abilities necessary to ensure success and the highest personal academic achievement.
- To develop an understanding and appreciation for their religious faith and the spiritual and moral dimensions of their lives.
- To learn to demonstrate Gospel, Salesian and British values through their actions and contributions to college life, with a focus on RUAH; Respect, Understanding, Affection and Humour.
- To learn to respond to the needs of others; to respect other races, cultures and religions.
- To celebrate and enjoy experiences of friendship, success, happiness and shared endeavour.
- To create an environment where 'Every Child Matters'.

#### **Legislation, statutory requirements and statutory guidance**

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

## **Behaviour Policy**

We expect our students to behave well, both inside and outside the college, by showing self-discipline and respect for both themselves and others. This will be their response to the Catholic ethos of St Michael's College and the homes from which they come; by their conduct they are expected to bring credit to both. A summary of our college rules is listed below. Other rules may be explained, as the occasion arises, at appropriate junctures. All students are expected to respond promptly and obediently to the instructions of staff at all times. Sanctions for poor behaviour are set out in this document.

A happy and successful college is one in which good order prevails and students respect boundaries. We insist on high standards of conduct, behaviour and appearance and rely on parental/carer support to achieve this. The Home-College agreement is sent out electronically at the start of the academic year, we ask that this is read and signed by all students and their parents/carers so that we can work collaboratively and support all students to meet expectations.

## **Expected Standards of Behaviour**

Expected standards of behaviour are stated at the start of the academic year in assembly and tutor time and are regularly reiterated, formally, in assemblies and informally by all members of staff throughout the year. The College rules and Home-College agreement makes clear the general principles of good behaviour which will ensure a happy and successful working and social environment for all students.

It is also recognised that within our college all efforts will be made to cater for the individual needs of our students. This however will not mean that the needs of any one individual will necessarily outweigh the needs of the community we serve.

## **Roles and responsibilities**

### **The governing board**

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

### **The principal/ Interim Head of School**

The principal/Interim Head of School with support from Pastoral SLT is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the college environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the college's behavioural culture to ensure they understand its rules and routines, and how best to support all students 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 students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

### **Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the college's expectations, routines, values and standards through teaching behaviour and in every interaction with students

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the college culture and how they can uphold college rules and expectations
- Recording behaviour incidents promptly
- Recording incomplete or Homework not done, following up with a phone call home and noting this on the system
- Challenging students to meet the college's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and carers**

Parents and carers, where possible, should:

- Get to know the college's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the college's behaviour policy
- Inform the college of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's tutor or Leader of Learning promptly
- Take part in any pastoral work following misbehaviour (for example, attending reintegration meetings)
- Raise any concerns about the management of behaviour with the college directly, while continuing to work in partnership with the college
- Take part in the life of the college and its culture

The college will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the college's policy, and working in collaboration with them to tackle behavioural issues. Further information about expectations of parents/carers and students can be found in the Home–College Agreement.

### **Students**

Students will be made aware of the following at the start of the academic year and at junctures throughout the year:

- The expected standard of behaviour they should be displaying at college
- That they have a duty to follow the behaviour policy
- The college'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

Students will be supported to meet the behaviour standards and will be provided with repeated reminders wherever appropriate.

Students will be supported to develop an understanding of the college's behaviour policy and wider culture. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are in-year arrivals.

### **Lesson Expectations**

In every lesson, all students should meet the following expectations:

- Arrive on time
- Arrive with correct uniform
- Arrive with all necessary equipment
- Arrive with completed homework
- Follow all teacher instructions in a timely fashion
- Apply yourself fully to all tasks throughout
- Work with others in a collaborative manner.

When students meet and exceed these expectations they will be rewarded in various ways;

- ✓ Verbal praise
- ✓ Written praise (in book)
- ✓ SIMS individual Merit points
- ✓ SIMS House points
- ✓ Phone call home.

If a student fails to meet any of the lesson expectations the classroom teacher will carry out the steps below;

- 1) Two warnings
- 2) Minor mention
- 3) Major mention – resulting in a detention
- 4) Removal to HOD/Dept - This may result in a Saturday detention
- 5) SLT called – this will result in removal to the APB.

Please see Appendix 1. – Lesson Expectations poster, which is displayed in every classroom across the College.

### **Unsatisfactory Behaviour and Interventions**

Whilst actively encouraging and rewarding good behaviour, St. Michael's Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when students wilfully ignore the rules of the College.

In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context.

### **Recording Unsatisfactory Behaviour**

Every example of unsatisfactory behaviour must be logged on SIMS. This is closely monitored so that a pattern of behaviour can be recognised and therefore enable the pastoral team and all staff to better support every student. Every negative mention on SIMS is cumulative and will carry additional sanctions, as outlined on the next page. Staff will also be recording positive merits for all students; these are cumulative and will result in the rewards outlined on the next page.

## SIMS behaviour mentions

### A. Negative behaviour mentions

Negative behaviour mentions are broken down into two groups;

Minor – 1 point

Major – 2 points

| Weekly  |  |
|---|--|
| 2 points (in a day)   | Detention on that day  |
| 4 points  | Friday detention   |
| 5 points  | 1-hour Saturday detention  |
| N.B. 4+ points in any one day could result in escalation to the APB<br>N.B. There may be 30 minute detentions for minor mentions  |  |
| Half Termly   |  |
| Between 7-10 points   | Tutor call home to warn parents/carers and continue to monitor   |
| Between 10-14 points  | L/L call home to warn parents/carers and continue to monitor   |
| 15 points   | 1 day in the APB & L/L report<br>L/L speak with parents/carers<br>If a student goes over the 15-point tariff more than once in an academic year, L/L meeting with parents/carers must be face to face. |
| Between 20-25 points  | L/L call home to warn parents and continue to monitor  |
| 30 points   | 2 days in the APB & SLT report<br>L/L/SLT meet with parents – Must be face-to-face   |
| 35+ points  | 1-day fixed term exclusion<br>SLT Key stage Lead report<br>N.B. depending on the severity of the sims mentions there may be a referral to the Principal and a longer fixed term exclusion.             |
| N.B subject to change<br>N.B If a student reaches any tariff, i.e. 15, 30 or 35 points more than once in an academic year, there is an escalation in sanction, including face to face meetings, internal and external exclusion and offsite direction. Further detail can be found in Appendix 9. |  |

| Positive behaviour mentions <b><u>Year</u></b><br><b><u>Group(s)</u></b> | <b><u>Rewards</u></b>  | <b><u>Time Scale</u></b>  |
|--|--|---|
| Whole School   | St Anne Cup + Sports Trip – Sports achievements<br>External Trip - House Champions<br>SEND Award – Prize<br>House Competition winners - House Points<br>Arts and Enrichment week activities – external trips<br>Doughnut reward – positive “C” or + progress<br>Most Merit Points Voucher  | End of Summer Term<br><br>End of Autumn Term<br>End of Summer Term<br>Ongoing<br>Annual<br><br>Following data drop<br>Termly per year group   |
| Key Stage 3 (Year 7,8,9)   | House Merit Points<br>Positive Text Home<br>Positive phone calls home<br>Positive letter home (behaviour)<br>Positive letter home (attendance)<br>Positive letter home (punctuality)<br>Subject Certificates (Achievement)<br>Subject Certificates (Effort)<br><br>Student of the Week<br>Hot chocolate reward morning<br>Voucher prize draw<br>(Behaviour/Attendance/Punctuality)               | Ongoing<br>Weekly<br>Weekly<br>Termly<br>Termly<br>Termly<br>End of Autumn Term and Summer Term<br><br>Weekly<br>Half termly<br>Termly per year group   |
| Key Stage 4 (Year 10,11)   | House Merit Points<br>Positive Text Home<br>Positive phone calls home<br>Positive letter home (behaviour)<br>Positive letter home (attendance)<br>Positive letter home (punctuality)<br>Subject Certificates (Achievement)<br>Subject Certificates (Effort)<br>External trip (Year 11)<br><br>Student of the week - skip the queue for lunch for a week<br>Free lunch for a week                 | Ongoing<br>Weekly<br>Weekly<br>Termly<br>Termly<br>Termly<br>End of Autumn Term and Summer Term<br><br>Weekly per year group<br>Half Termly per year group                                    |
| Key Stage 5 (Year 12,13)   | House Merit Points<br>Positive phone calls home<br>Positive letter home (behaviour)<br>Positive letter home (attendance)<br>Positive letter home (punctuality)<br>Subject Certificates (Achievement)<br>Subject Certificates (Effort)<br><br>Voucher prize draw<br>(Behaviour/Attendance/Punctuality)<br>Oscar Romero Reward – promoting social justice - Voucher<br>Free lunch/snack for a week | Ongoing<br>Weekly<br>Termly<br>Termly<br>Termly<br>End of Autumn Term and Summer Term<br><br>Half Termly each, per year group<br>Half Termly per year group<br><br>Half Termly per year group |
| <i>N.B subject to change</i>   |  |   |

There are also individual department rewards and recognition, e.g. a subject badge which are department specific.

N.B. See Appendix 5 for more detailed breakdown.

### **Detention Policy and Procedure**

After college detentions may take place for 1 hour without prior notice. Notice will be given for longer detentions in line with the DfE guidelines.

Detentions may be set for anything logged on SIMS for negative behaviour. It is the student's responsibility to ensure that their parents/carers are made aware of the detention time and date.

Detention takes precedent over any other after college activity, this includes Year 11 study clubs. If a student knows they have a detention and are found to be attending an enrichment activity rather than their detention there may be an additional sanction.

In all detentions, students should be reading, working or revising.

### **Lunchtime Detention**

These are at any teacher's discretion; students will always be able to have their lunch.

### **Whole College Detention**

If a student is late to college, is unsuccessful on their behaviour report, receives two negative points in a day or displays behaviours that Leaders of Learning or SLT think warrant an hour detention.

### **Saturday Detention**

If a student receives five or more negative points in a week or commits a serious misdemeanour deemed worthy, they will receive a 1-hour Saturday detention with a member of SLT.

Parents will be notified by via an Edulink letter and may also receive a call from the student's Leader of Learning.

Students are expected to be in the College at their designated detention time and be in full college uniform. Failure to attend a Saturday detention on time or at all is deemed to be serious and will result in a one-day placement in the Alternative Provision Base (APB). If a student fails to attend a Saturday detention there are additional sanctions, including time in the APB and external exclusion (see Appendix 9 for further details) If a student arrives **more than five minutes** late for their detention or not in correct uniform, they will have to resit the detention the following weekend.

### **Behaviour Reports**

If a student persistently misbehaves or fails to produce work to a satisfactory standard, the Leader of Learning will use a Behaviour Report to monitor how the student is throughout each day for two consecutive weeks. At the end of each day, the student will meet with their Leader of Learning to review their day. The Leader of Learning will go through the entire day; registration, each lesson and behaviour around the College. If a student on report receives a mention, they will be deemed to have failed their report for the day, they will have an automatic 1-hour detention at the end of the day. If they receive three or more mentions in a day, they will be referred to the APB for a two-day placement.

Leaders of Learning will call home to inform parents/carers when a student is being placed on report. When a student successfully completes two weeks on report they will be removed from report, Leaders of Learning will call home to confirm this. If a student has been unsuccessful, they will remain on report to the Leader of Learning for a further week. If a student is unsuccessful in their third week of report to their Leader of Learning, a virtual meeting with parents/carers will take place so that together we can remind the student of the College expectations. The student will then be referred to the Senior Leadership Team (SLT) report. This

report works in the same manner but the student will see the SLT member at the end of the day rather than their Leader of Learning.

A student will be on report to SLT for two weeks, if unsuccessful, parents/guardians will meet with SLT then the student will be referred to report to the SLT Key Stage Lead. If the student still does not make enough positive progress, the SLT Key Stage Lead will refer the student to Ms Nottage or Ms Corcoran.

When students successfully complete report to their Leader of Learning or SLT line manager they will go back to baseline (please see Appendix 2). When a student successfully completes a report to the SLT Key Stage Lead or Ms Nottage/Ms Corcoran they will return to a Leader of Learning report for one week before returning to Baseline (please see Appendix 2).

### **Alternative Provision Base**

If a student persistently misbehaves or commits a serious misdemeanour, they may be referred to the Alternative Provision Base (APB) for a placement. This means that the student is withdrawn from normal college routine, in line with the DfE guidelines, and appropriate work will be set. Parents will be contacted to be informed of this sanction, initially with a call then with a follow up letter.

1. Prior to entry into the APB, students must hand in their phones to the L/L
2. On entry to the APB students should sit at their designated workspace.
3. Students will follow their normal lesson timetable; they should place their timetable on their desk. For the most part, students will access live lessons and complete work in their usual subject books. Where this isn't possible, students will be directed to relevant subject specific tasks.
4. To successfully pass a day in the APB, students are required to complete a sufficient amount of work each period and to follow all rules. If they fail to do this, they will receive a mention, this will lead to an additional day in the APB.
5. Students will be allowed to go to the toilet at the same time as all other students in the College (i.e. break and lunch) but they will use the toilets in S14 and go one at a time. They should not use the toilets at any other time.
6. Students will have their lunch in S14, they will be able to choose a sandwich, dessert and drinks.

If a student has been referred to the APB their college day finishes at 4.30pm. They will sit a whole college detention for one hour, failure to do so results in a further day in the APB. If a student has been referred to the APB as an internal fixed term exclusion, parents will be expected to come into the college for a reintegration meeting.

If a student persistently fails to follow the rules of the Alternative Provision Base, they will face a Fixed term exclusion followed by a placement in the APB.

**Referrals to the Alternative Provision Base can only be made by SLT, in consultation with Mr Daly, Mr Bourke or Ms Nottage.**

### **Fixed term Exclusions**

All fixed term exclusions will be followed by at least one day in the APB as part of the reintegration process. For further details on exclusions, please see the separate Exclusion Policy.

### **Incident Investigation**

When an incident takes place that is deemed to be more serious than a whole college detention and/or than a minor/major sims mention, it will be investigated by Leaders of Learning or SLT. Students and staff will be expected to complete an incident report if they were directly involved or witnessed the incident.

Relevant parents will be informed of the outcome of any investigation and possible sanctions. Parents will not have access to incident report forms.



Please see Appendix 6 for more detailed procedure.

### Late to College Procedure

Students are expected to be in the College playground by 8.40am. If a student arrives at the College gate at 8.41 or later then they will be deemed as arriving late, this will have the following implications:

|  |   |
|--|---|
| 1-2 late/s to college in a <b>week</b>     | Whole college detention   |
| 3 lates in a <b>week or in a half term</b> | 1-hour Saturday detention   |
| 4 - 9 lates in a <b>half term</b>          | Next day morning detention, 8 – 8.30. If the student fails to turn up on time they will be in the APB for the day, finishing at 4.30 and parents will have to virtually meet with L/L |
| 10 lates in a <b>half term</b>             | 1 day in the APB<br>L/L to meet with parent (face-to-face)  |
| 15 lates in a <b>half term/ year</b>       | 2 days in the APB<br>SLT to meet with parents<br>May result in a referral to LA   |
| 20+ lates in a <b>half term/ year</b>      | Will result in a referral to LA and may result in further sanctions such as a FTE.  |

If your child is late due to a valid reason, for example, a doctor's appointment you will need to provide evidence of this (this is the same for Sixth form students). We will use our discretion if there are genuine traffic problems within the College vicinity but please note, **phone calls to the College on a regular basis will not be sufficient to omit your child from the above sanctions.**

### Attendance

Regular attendance is encouraged and expected of all students at St. Michael's. It is Parents/Carers responsibility to inform the college on the first day and any subsequent day/s of absence. On return from absence a letter explaining the absence must be produced and medical certification should be provided on request.

The college works closely with parents and agencies to identify patterns of non-attendance at an early stage. Non-attendance will be dealt with seriously and the Early Help team at Southwark will be informed. Please see Appendix 8 for further details on Attendance stages and interventions.

Truancy will be dealt with seriously and the student will be detailed at the discretion of the Learning Leader to make up lost time, this may involve a 3-hour detention on a Saturday morning.

If a student's attendance is below 93% consideration will be given as to whether they are able to attend college trips as they may need to make up lost lesson time, this includes sport fixtures

A student who has to leave early for any reason must bring a note to their Form Tutor **during morning registration**. They will then be directed to their Leader of Learning who will call Parents/Carers to confirm the reason for leaving early and sign the note. When the student needs to leave college, they should report to reception with the note signed by the Leader of Learning. The receptionist will sign the student out and give them a slip acknowledging the reason that they are leaving college before 3.30.

Please note. Further information on attendance can be found in the college Attendance policy.

## Order of Referral of Poor Behaviour

### **1. Classroom Teacher**

Deal with poor behaviour within lessons and on corridors between lessons or in vicinity of teaching room, it is important that you do not ignore poor behaviour of any type incl. uniform.

Apply Following Sanctions

1. Warn student about behaviour
2. Give a SIMS mention

**If student misses detention, record this on SIMS.**

### **2. Head of Department / Form Tutor**

Deal with any concerns passed on from classroom teachers;

Apply Following Sanctions

1. Assist Classroom teacher in applying original sanction.
2. Form Tutor should monitor their tutees, intervening where appropriate and referring to Leader of Learning where necessary.
3. Head of Department is responsible for supporting the classroom teacher and ensuring that the detention or sanction is applied.

**If student continues to exhibit poor attitude or misses detention refer to Leader of Learning for the Year Group of the student.**

### **3. Leader of Learning**

Deal with any concerns passed on from Head of Department/Form Tutor

Apply Following Sanctions

1. Reprimand student for poor behaviour and support Head of Department/Form tutor
2. If necessary, place student in whole college or Saturday detention.
3. Monitor SIMS and apply appropriate interventions, sanctions and rewards

**Saturday detention decisions are based on SIMS mentions or in consultation with Pastoral SLT.**

### **4. SLT Line Managing Year group**

Deal with any concerns passed on from Leader of Learning. SLT will ensure that the student in question is dealt with by the Leader of Learning in question.

If the member of SLT cannot deal with the student then it will be referred to next stage.

**APB/Fixed Term exclusion**

### **5. SLT Key stage Lead**

Deal with serious breaches of discipline likely to result in serious sanctions e.g. Exclusion Support L/L to deal with students who are persistently failing to follow the college behaviour policy.

### **6. Interim Head of School & Principal**

Deal with serious breaches of discipline likely to result in serious sanctions e.g. Exclusion

## **Sixth Form Behaviour – Academic Expectations**

The college expectation is that all students who enter the sixth form will have 100% attendance and punctuality, both to college and to lessons. All assignments, including homework and preparation tasks must be completed punctually and to a high standard. Conduct in lessons should demonstrate readiness to learn and intellectual participation. Where these expectations are not met and this in turn results in underperformance, students may face disciplinary action which may result in permanent exclusion.

### **Sixth Form Lesson Expectations**

As with KS3 & KS4 we expect all sixth form students to strive to demonstrate the RUAH principals, all students should take pride in themselves by demonstrating excellent behaviour and attitudes to learning. Similarly, to the rest of the College, sixth form students are expected to;

- Arrive on time
- Arrive with all necessary equipment/books
- Arrive with completed homework or additional reading
- Follow sixth form dress code at all times (no headphones or phones out in lessons or on the corridors).
- Follow all teacher instructions
- Apply yourself fully to all tasks throughout the lesson
- Contribute to the lesson and work with others in a collaborative manner.

### **Mobile phones**

Sixth form students are an integral part of the college pastoral system, working closely with students in younger year groups, it is therefore important that they have exemplary behaviour as they are role models. Students in KS3 & KS4 are not allowed to have mobile phones out in the building, sixth form students therefore are not allowed to have their phones out where there are other students, e.g. the corridors and on the stairs. As with the rest of the college, phones should also not be out in lessons unless with teacher permission.

**Sixth form students can only use your phone in the New building canteen and NT floor.**

### **Sixth form Negative behaviour mentions**

Same as above

### **Sixth form Late to Lessons and College Procedure**

**If a sixth former is more than 5 minutes late to a lesson, they will not be allowed into the lesson and will receive a late mention. They should then go to NT12 to complete work, ensuring that they catch up with the work missed.**

### **Hierarchy:**

Repeated infringement of one or more academic expectations as recorded on SIMS: Tutor report and / or removal of free periods.

Continued infringement or another episode of infringement: on report to Leaders of Learning then to Head of Sixth Form if persistent and parental involvement throughout.

Repeated infringement of academic expectations combined with underachievement: referral to Principal and Academic board. Result: warning orally and in writing.

Sustained failure to meet the pass grades within two or more subjects (if studying a CTEC equivalent to 3 A Levels, failure to meet expectations in this subject alone) due to systemic infringement of academic expectations: Warning of fixed term or permanent exclusion. Placed on White report for a period of time.

Continuous non-attendance together with ongoing failure to do assignments and work to St Michael's standards and expectations will lead to non-entry of exams. Where students fail to fulfil all requirements and standards, parents may be asked to pay for the exam fee.

### **Considerations for entry into Year 13 from Year 12:**

Entry to Year 13 from Year 12 is dependent on success (a passing grade of E and above in all subjects and in line with a student's MTGs) in the internal summer examinations and students must meet the 6<sup>th</sup> Form behaviour/conduct expectations (93% and above attendance and punctuality and less than 60 negative mentions). Where this is not achieved, students will be supported on to alternative courses or will be supported to resit Year 12. The College will review students' behaviour and academic attainment following the October mock exams and November mock exams in Year 13 to also see whether or not a student needs to resit the academic year or drop a subject in order to ensure overall success in their Level 3 courses/subjects.

Please see Appendix 3.

### **Bullying**

The Governors and staff make a commitment to all students that each reported incident will be taken seriously and dealt with sensitively. Students and parents are assured that necessary action will follow in accordance with the college's Anti-Bullying policy.

### **Child on Child Abuse**

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents. We understand the importance of effective education about appropriate behaviours and consent, staff will be vigilant, reporting systems are in place and any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images will be challenged.

Please see Safeguarding & Child protection policy for further information.

### **Safeguarding**

The college recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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.

Please refer to our child protection and safeguarding policy for more information

### **Additional College Rules and Sanctions**

- Good behaviour, courtesy and politeness are expected in college, to and from college and on Public Transport. Full college uniform must be worn to and from college and on all college occasions. All articles of college uniform should be clearly marked with the owner's name. Breaches to uniform or hair policy, such as students having exaggerated hairstyles, e.g., Mohican will result in a placement in the Alternative Provision Base or may result in a fixed-term exclusion.
- All Students in Year 7 – 11 should have the college bag with badge on, this should be kept with the student during the day wherever possible.
- Outdoor coats and accessories, e.g. hats and scarves must not be worn inside the building.

- Students should always carry a reading book with them, this does not include newspapers or magazines unless a teacher has requested that they are brought in for use in a lesson. All damage to college property and equipment should be reported immediately; care should be taken of all college books.
- Expensive items, such as tablets, smart watches or large sums of money, should not be brought into college. No responsibility can be taken by the college for loss of money or other personal property left unattended.
- If brought to college, mobile phones should be switched off during the college day and remain out of sight. Any phones which are seen by staff or are being used during the day (this includes the playground) will be confiscated. Further details can be found below and in the mobile phone policy
- A letter from parents is required giving permission for bicycles to be brought to college. All bicycles must be securely locked and left in the designated area and students should wear a safety helmet.
- Electronic scooters are strictly forbidden.
- During the lunch hour students in years 7 – 11 may not leave the premises and must have a college lunch. A packed lunch may not be brought into college unless for medical reasons, permission should be sought from the college nurse.
- Smoking/vaping are forbidden to, from and in college and whilst in college uniform.
- Offensive weapons/Drugs are not permitted on college premises. Any student who is found in possession of any such item or who brings any such item into college will be permanently excluded. Further details in the Health and Drugs policy
- Making false or malicious accusations about a member of staff could result in the permanent exclusion of a student from the college.

| Action  | Suggested sanction (what the student should expect)  |
|---|--|
| <b>Not bringing in/doing homework</b>   | <ul style="list-style-type: none"> <li>- Detention that day or next day and the homework completed. + Mention on SIMs</li> <li>- Subject teacher will call home if student fails to complete HWK on a second occasion.</li> <li>- Persistent failure to complete homework should result in a referral to HOD and/or L/L.</li> <li>- Sanctions should be imposed by HOD but classroom teacher should still assume responsibility with the HOD's support.</li> </ul> |
| <b>Not bringing in exercise books/textbooks (equipment)</b>   | <ul style="list-style-type: none"> <li>- Warning then Mention on SIMs.</li> <li>- Persistent failure to arrive to lessons with the appropriate equipment should result in a referral to HOD and/or LL.</li> <li>- Sanctions should be imposed by HOD but classroom teacher should still assume responsibility with the HOD's support.</li> </ul>   |
| <b>Being late for a lesson</b> (more than 5 minutes)  | <ul style="list-style-type: none"> <li>- Mention on SIMs.</li> </ul>   |
| <b>Being disruptive in a lesson</b><br><br>(low level disruption e.g. Talking persistently, getting out of chair and walking around without a valid reason, distracting others, poor attitude). | Follow Lesson Expectations procedure, please see Appendix 1.   |

|   |  |
|---|--|
| <b>Disobedience e.g. refusing to follow a teacher's instructions.</b> | <p>Initially, follow Lesson Expectations procedure, please see Appendix 1.</p> <ul style="list-style-type: none"> <li>- If the student continually disrupts and fails to follow teacher instructions there will be escalation in accordance with the Academic &amp; Pastoral Intervention tables (Appendix 2 &amp; 3).</li> <li>- In consultation with L/L and/or SLT this could result in an APB referral or fixed-term exclusion.</li> </ul>   |
| <b>Not attending a detention</b>                                      | <p>Mention on SIMs.<br/>Detention sat on the next day</p>  |
| <b>Wearing jewellery</b>  | <ul style="list-style-type: none"> <li>- Jewellery should not be worn, to and from or in college.</li> <li>- Items may be confiscated to be collected at the end of the day or after a fixed time period for the Parent/Guardian to collect.</li> <li>- This is at the discretion of L/L, mentions may also be given.</li> </ul>   |
| <b>Having a mobile phone out during the college day</b>               | <ul style="list-style-type: none"> <li>- Any phones which are seen by staff (this includes the playground) will be confiscated.</li> </ul> <p><b>Year 7</b> – Students are only permitted to bring brick phones e.g. Nokia. <b>Smart phones are not allowed.</b> If the phone is a brick phone and is seen on the 1<sup>st</sup> occasion it is confiscated and handed back at the end of the day, on the 2<sup>nd</sup> occasion parents/carers will be required to come in and collect it. Any further infringements will result in the student not being able to bring a phone to school. If a smart phone is seen it will be confiscated and will be kept for a week before being returned to a parent. Persistent infringements of the policy will result in a student not being allowed to bring a phone to school.</p> <p><b>Year 8-9</b> - If the phone is a brick phone and is seen on the 1<sup>st</sup> occasion it is confiscated and handed back at the end of the day, on the 2<sup>nd</sup> occasion parents/carers will be required to come in and collect it. Any further infringements will result in the student not being able to bring a phone to school. If the phone is a smart phone and is seen, on the 1<sup>st</sup> occasion it is confiscated and parents are required to collect it from the school, on any further occasions it will be kept for a week and will result in the student not being allowed to bring a smart phone to school.</p> <p><b>Year 10- 11</b> If any type of phone is seen on the 1<sup>st</sup> occasion it will be confiscated and handed back at the end of the day and on the 2<sup>nd</sup> occasion parents will be required to come in and collect it. Any further infringements will result in the phone being kept for a week and in the student not being able to bring a phone to school.</p> <ul style="list-style-type: none"> <li>- Detentions may also be given.</li> <li>- If a phone is confiscated in relation to a behavioural or safeguarding incident it will not be returned to Parents/Carers until the reintegration meeting.</li> </ul> |

|  |  |
|--|--|
|  | <p>- If a student has been involved in an online incident, e.g. Offensive social media they will lose the right to have a phone on their person during college hours so will have to hand their phone in to their L/L or SLT at the beginning of each day.</p> <p>Further details in mobile phone policy</p>   |
| <b>Internal truanting</b>  | <p>- Referral to L/L who will set a detention to make up the lost time.</p> <p>- Parents are informed of incident by L/L.</p>  |
| <b>External truanting</b>  | <p>- Referred to L/L/Ms Nottage/Mrs Carr</p> <p>- Parents informed</p> <p>- Lost time must be made up.</p>   |
| <b>Chewing in a lesson</b>   | Saturday detention   |
| <b>Trainers in college</b>   | <p>Student will not be allowed in lessons.</p> <p>- If they are worn in the building students must work in the APB until shoes are brought in.</p> <p>- The only exception is for medical reasons which must be confirmed with a medical letter.</p>   |
| <b>Vandalism or deliberately defacing college property</b>   | <p>APB or Fixed term exclusion</p> <p>- Parents may be asked to cover the cost restoring/replacing any damaged property.</p>   |
| <p><b>Breach of the college Online safety Policy</b></p> <p><b>(e.g.: -sending/sharing inappropriate messages, photos, or videos, - taking/sending/sharing photos and videos of others without permission, - inappropriate/illegal/sexual content on smart phones/devices, -inappropriate use of social media or using social media to bully or defame any member of the college community)</b></p>  | <p>First offence - 2 days APB (unless of a bullying and/or defamatory nature, a FTE will also be considered if student has been filming/taking photos in the college)</p> <p>Second offence or incident of a serious nature - 2 days FTE + 1-day APB</p> <p>If an online incident is serious, a longer FTE will be considered and Police will be contacted if deemed appropriate. Information will be shared with the safeguarding team and they may make referrals to Children services and/or other external agencies.</p> <p>Please see Online safety policy.</p>   |
| <p><b>Bringing prohibited/contraband items into college</b></p> <p>Prohibited items as set out in paragraph 3 of the DfE guidance are:</p> <ul style="list-style-type: none"> <li>● Knives or weapons</li> <li>● Alcohol</li> <li>● Illegal drugs</li> <li>● Stolen items</li> <li>● Tobacco and cigarette papers</li> <li>● Fireworks</li> <li>● Pornographic images</li> <li>● Any article that a member of staff reasonably suspects has been, or is likely to be, used:</li> </ul> <p>- To commit an offence, or</p> | <p>In relation to drugs and fireworks, SLT will report to the Police, article confiscated and handed to police.</p> <p>- Fixed term exclusion</p> <p>- Possible Permanent Exclusion for drugs.</p> <p>In relation to Possession of (imitation) firearms, knives or weapons on college premises:</p> <p>- Both are arrestable offences.</p> <p>- Immediately report to SLT who will report to the Police, article confiscated and handed to police.</p> <p>- Fixed term exclusion</p> <p>- Permanent Exclusion.</p> <p>Please see Searching, confiscation and reasonable force section below and Use of Reasonable force policy for further information</p> |

|   |   |
|---|---|
| <p>- To cause personal injury to, or damage to the property of, any person (including the student).</p> <p><b>Other banned items:</b><br/> Vapes<br/> Bangers<br/> Stink bombs<br/> Aerosols<br/> Chewing gum<br/> Metal comb</p> | <p>Please note – Bringing in a metal comb will result in a Saturday Detention.</p>  |
| <p><b>Inappropriate physical contact with another student of a sexual nature</b></p>  | <ul style="list-style-type: none"> <li>- An investigation will take place. Incident will be logged.</li> <li>- Students may be removed from the general college population whilst the incident/s are investigated.</li> <li>- Sanctions/support could involve detention, APB, fixed term exclusion, education and counselling for the victim and/or perpetrator.</li> <li>- Permanent fixed term exclusion.</li> <li>- Parents will be informed.</li> <li>- Involve police/external agencies, if necessary, depending upon severity. See Sexual Violence &amp; Harassment policy and protocol.</li> </ul>   |
| <p><b>Bullying</b></p>  | <ul style="list-style-type: none"> <li>- As per our anti-bullying policy: incident logged.</li> <li>- Sanctions may involve a letter to parents, others e.g. detention, counselling for the perpetrator.</li> <li>- Exclusion will be automatic for repeat offending.</li> <li>- If appropriate a reconciliation between students involved will be offered</li> <li>- Assurances of no further incidents will be sought from student/s so that no further incidences occur as this will result in an escalation in sanction.</li> </ul>   |
| <p><b>Intolerant behaviour towards others, including but not restricted to;</b><br/> Racist<br/> Homophobic<br/> Sexist<br/> Transphobic<br/> Disability<br/> Religious discrimination</p>  | <ul style="list-style-type: none"> <li>- Must be reported to JNO</li> <li>- Must be fully investigated and logged on SIMs and Bullying, Intolerance and Sexual Harassment log</li> <li>- Students may be removed from the general college population whilst the incident/s are investigated.</li> <li>- Sanctions/support could involve detention, APB, fixed term exclusion, education and counselling for the victim and/or perpetrator.</li> <li>- Permanent fixed term exclusion.</li> <li>- Parents will be informed.</li> <li>- Involve police/external agencies, if necessary, depending upon severity.</li> </ul> <p>Please see College Equalities policy and Anti-Bullying policy.</p> |



Please note: These tables are a guide and are not fully exhaustive and **all fixed-term exclusions are at the discretion of the** Interim Head of School and/or **Principal**.

|   |   |
|---|---|
| <b>Rudeness to a member of staff, including walking away or kissing teeth</b>   | Will result in a Sat. Det or APB placement  |
| <b>Swearing/verbal abuse directed at a teacher</b>  | Fixed term exclusion.   |
| <b>A fight</b>  | <ul style="list-style-type: none"> <li>- Students will be removed from the general college population and may at times be isolated whilst the incident is resolved.</li> <li>- An investigation will take place to identify the causes of the fight and to establish what took place.</li> <li>- Fights will result in either APB, for example for a scuffle or a fixed term exclusion (normally of 2 days) this could be increased depending on the nature of the incident and could result in a permanent exclusion.</li> </ul> |
| <b>Aggressive and anti-social behaviour</b><br><b>Behaviour contrary to the College ethos</b><br><br><b>This includes aggressive behaviour towards other members of the college, short of physical contact. Swearing, spitting, kissing teeth etc, on and off the premises.</b> | <ul style="list-style-type: none"> <li>- Depending on the severity of the incident L/L or SLT to be informed as soon as possible.</li> <li>- This type of behaviour will result in a fixed term exclusion (normally of 2- 3 days) this could be increased depending on the nature of the incident.</li> </ul>   |
| <b>Theft</b>  | APB/Fixed term exclusion.<br><b>- Possibility that Police may be informed.</b>  |

**Searching, confiscation and reasonable force.** The college reserves the right to stop and search any student who is suspected of being in possession of any object, material or substance that could be deemed to be harmful or in contravention to any of the college rules (please see Use of Reasonable force policy).

To ensure a safe and harmonious environment for all, regular bag, coat and blazer checks will be conducting in registration by tutors with support from L/L and SLT. If a student refuses to agree to a search, staff can give an appropriate behaviour sanction.

If staff suspect that a student has a prohibited item on their person, they will inform a member of SLT as quickly as possible. The student/s will then be searched in accordance with DfE guidance and as stipulated in the college 'Use of reasonable force' policy.

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- > Causing disorder
- > Hurting themselves or others
- > Damaging property
- > Committing an offence

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

In terms of confiscation, any prohibited items (listed in table above) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to college discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Further details can be found in the Use of reasonable force policy.

### **Recognising the impact of SEND on behaviour**

The college recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the college will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the college's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the college must co-operate with the local authority and other bodies

As part of meeting these duties, the college will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

### **Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the college will take into account:

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the college to sanction the student for the behaviour.

The college will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a student displaying challenging behaviour may have unidentified SEND**

The college's special educational needs co-ordinator (SENCO) may evaluate a student 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.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

**Linked policies:**

- Home – College Agreement
- Exclusions Policy
- Attendance Policy
- Anti-Bullying Policy
- Use of Reasonable force Policy
- E-Safety Policy
- Sexual Violence & Harassment policy and protocol
- Equalities policy
- Safeguarding & Child protection policy

**August 2025**



**Signed:**

**Date: 25/09/25**

**Chair of the Governing Body**

**Review Date: 2026**



## St Michael's Catholic College

### Lesson expectations

#### When you meet and exceed expectations:

- ✓ Verbal praise
- ✓ Written praise (in book)
- ✓ SIMS individual Merit points
- ✓ SIMS House points
- ✓ Phone call home.

#### In every lesson, the following expectations should be met:

- Arrive on time
- Arrive with correct uniform
- Arrive with all necessary equipment
- Arrive with completed homework
- Follow all teacher instructions in a timely fashion
- Apply yourself fully to all tasks throughout
- Work with others in a collaborative manner.

#### If you fail to meet expectations:

- 1) **Two** warnings
- 2) **Minor mention**
- 3) Major mention - Detention
- 4) Removal to HOD/Dept – this may result in a Saturday detention
- 5) SLT called – this will result in removal to the APB.

## Appendix 2

| Baseline<br>Classroom teacher  | Stage 1<br>Form Tutor  | Stage 2<br>Leader of learning   | Stage 3<br>SLT Line Manager  | Stage 4<br>SLT KS Lead   | Stage 5<br>Interim Head or School or Principal  |
|--|--|---|--|--|---|
| Student indicators   | Student indicators   | Student indicators  | Student indicators   | Student indicators   | Student indicators  |
| Expected progress<br>Positive Engagement – efforts and grades high<br>98%+ attendance<br>100% punctuality                | Slightly below expected progress<br>Effort Grade Mid-Range<br>96%+ attendance<br>94% Punctuality<br>Negative Comments in the journal<br>Negative SIMs comments<br>Detentions | Below Expected Progress<br>Effort Grade Mid-Low Range<br>94%+ Attendance<br>94% punctuality<br>Regular Negative comments in the journal<br>Regular negative comments on SIMs (10+)<br>Several Detentions<br>Fri and Sat Detentions<br>APB<br>External Fixed Term Exclusions | Significantly below expected progress<br>Significant lack of effort<br>92%+ attendance<br>92% Punctuality<br>Consistent negative SIMS Comments (20+)<br>Regular Detentions<br>Frequent Fri/Sat Detentions<br>Several APB Referrals<br>Repeated or serious External Fixed Term Exclusions | Significant and sustained under achievement<br>Significant and sustained lack of effort<br>Below 90% attendance<br>Below 90% punctuality<br>Consistent negative SIMs Comments (25+)<br>Regular APB Referrals<br>Repeated or serious external fixed term exclusions | Significant and sustained under achievement<br>Total Disengagement<br>Below 85% attendance<br>Below 85% attendance<br>At risk Behaviour<br>Risk to others<br>Serious Fixed Term Exclusions (15+ days) |
| Interventions  | Interventions  | Interventions   | Interventions  | Interventions  | Interventions   |
| Classroom Policy<br>Differentiation<br>Seating plans<br>Marking<br>SIMs Comments<br>Phone Call Home                      | Phone call home<br>Detentions<br>Notes in Journal<br>SIMs Comments<br>Homework Club  | Meeting with Parents<br>Leader of Learning Report<br>Fri/Sat Detentions<br>Compulsory H/W Club<br>6 <sup>th</sup> Form Mentoring<br>Attendance Officer<br>APB Referral  | Meeting with Parents<br>SLT Report<br>Fri/Sat Detentions<br>Behaviour Agreement<br>Early Help Referral<br>APB Referral<br>External Fixed Term Exclusions   | Meeting with Parents<br>Vice Principal Report<br>APB Referral<br>External Fixed Term Exclusions<br>Managed Move  | Offsite Directive<br>Offsite provision<br>Permanent Exclusion   |
| Diagnostics  | Diagnostics  | Diagnostics   | Diagnostics  | Diagnostics  | Diagnostics   |
| Quality of work in book<br>Journal<br>Assessments<br>SIMs Log<br>Parental Phone calls<br>Referred to Tutor               | SIMs Log<br>Journal check<br>Emails from staff<br>Parental Phone Calls<br>Reports<br>Referred to LOL   | SIMs Log<br>Improved Grades in both effort and behaviour<br>Assessment Grades improve<br>Book Looks<br>Journal Looks<br>Successfully completes time on Report<br>Referred to SLT Report   | SIMs Log<br>Improved Grades in both effort and behaviour<br>Assessment Grades Improve<br>Book looks<br>Journal Looks<br>Successfully completes time on report<br>Referred to SLT KS Lead report  | Positive Response to internal/external exclusion, intervention and improved targets<br>Successfully completes time on report<br>Referred to Principal report   | Positive Response to Internal/External Exclusion, intervention and improved targets<br>Successfully completes time on report  |
| All staff should work in consultation with the SEND department if they have any concerns regarding a student's behaviour |  |   |  |  |   |
| Note: the stages have been designed to be indicative, not prescriptive.  |  |   |  |  |   |

## Appendix 3

| Stage 1<br>Classroom teacher   | Stage 2<br>Form tutor  | Stage 3<br>Leader of Learning   | Stage 4<br>Head of Sixth Form   | Stage 5<br>Principal   |
|--|--|---|---|--|
| <b>Student Indicators</b> <ul style="list-style-type: none"> <li>Expected progress</li> <li>Positive engagement – efforts grades</li> <li>96%+ attendance to lesson</li> <li>96%+ punctuality</li> </ul>                 | <b>Student Indicators</b> <ul style="list-style-type: none"> <li>Off-track</li> <li>Variable engagement – effort grades</li> <li>2+ standard detentions per HT</li> <li>90-96% attendance to lesson</li> <li>90-96% punctuality</li> </ul> | <b>Student Indicators</b> <ul style="list-style-type: none"> <li>Significantly off track</li> <li>Neutral engagement – effort grades</li> <li>1 internal exclusion</li> <li>3+ standard detentions per HT</li> <li>85-90% attendance to lesson</li> <li>85-90% punctuality</li> <li>Below annual target</li> <li>Negative engagement</li> </ul> | <b>Student Indicators</b> <ul style="list-style-type: none"> <li>Significant &amp; sustained underachievement</li> <li>Regularly in HOY detention</li> <li>Negative engagement in interventions</li> <li>2+ internal/1+ external exclusions</li> <li>65-85% attendance to lesson</li> <li>65-85% punctuality</li> </ul> | <b>Student Indicators</b> <ul style="list-style-type: none"> <li>At-risk behaviour</li> <li>Poses risk to others</li> <li>Extreme disengagement</li> <li>Non-compliance with 6<sup>th</sup> form expectations and/or college behaviour policy</li> <li>3 internal/2 external exclusions</li> </ul> |
| <b>Interventions</b> <ul style="list-style-type: none"> <li>Differentiation</li> <li>AfL</li> <li>Classroom codes</li> <li>Modified seating plans</li> <li>Work effort sanction</li> <li>Punctuality sanction</li> </ul> | <b>Interventions</b> <ul style="list-style-type: none"> <li>Detentions</li> <li>Half-termly home contact</li> <li>Tutor mentoring ‘risk elimination’</li> <li>Study skills</li> <li>Wellbeing skills</li> </ul>                            | <b>Interventions</b> <ul style="list-style-type: none"> <li>Mentoring referral</li> <li>Weekly/Fortnightly home contact</li> <li>Compulsory study sessions</li> <li>Panelling</li> <li>HOY report</li> <li>HOY detentions</li> <li>EHC plan</li> </ul>  | <b>Interventions</b> <ul style="list-style-type: none"> <li>SLT Report</li> <li>Fixed term Exclusions</li> <li>External agencies</li> <li>SLT Panelling</li> <li>SLT detention</li> <li>6<sup>th</sup> Form TAP</li> </ul>  | <b>Interventions</b> <ul style="list-style-type: none"> <li>Academic board</li> <li>Permanent exclusion</li> </ul>   |
| <b>Diagnostics</b> <ul style="list-style-type: none"> <li>Data drop assessment</li> <li>Quality of notes/folder</li> <li>Referral to HoD</li> </ul>  | <b>Diagnostics</b> <ul style="list-style-type: none"> <li>Half-termly folder/note check</li> </ul>   | <b>Diagnostics</b> <ul style="list-style-type: none"> <li>Improvement targets met</li> <li>Regular check on quality of folder work /planner</li> <li>CAMHS</li> <li>Ed Psych</li> <li>Annual review</li> <li>Medical referral</li> </ul>  | <b>Diagnostics</b> <ul style="list-style-type: none"> <li>Responsiveness to panelling targets &amp; Interventions</li> <li>Referral to SEN (Learning needs assessment)</li> </ul>   | <b>Diagnostics</b> <ul style="list-style-type: none"> <li>Emergency annual review (if applicable)</li> </ul>   |
| Note: the stages have been designed to be indicative, not prescriptive   |  |   |   |  |

## Appendix 4. Negative Behaviour Mention Breakdown 2025-26

|   |   |
|---|---|
| Morning Detention                                     | 0 |
| Saturday Detention                                    | 0 |
| Saturday Detention Late                               | 0 |
| Saturday Detention Missed                             | 0 |
| Late - Other  | 0 |
| Late - Medical  | 0 |
| Chewing gum - Saturday detention                      | 0 |
| Underperformance Test                                 | 0 |
| Science Resit Detention                               | 0 |
| Minor: Chatting                                       | 1 |
| Minor: Equipment                                      | 1 |
| Minor: Homework Incomplete                            | 1 |
| Minor: Inadequate Work in lesson                      | 1 |
| Minor: Late to Lesson                                 | 1 |
| Minor: Not Meeting Lesson Expectations                | 1 |
| Minor: Not meeting Lunch/Break Expectations           | 1 |
| Minor: Not upholding Salesian Values                  | 1 |
| Minor: Other  | 1 |
| Minor: Persistent Chatting                            | 1 |
| Minor: Plagiarism (KS3)                               | 1 |
| Minor: Remote learning not completed                  | 1 |
| Minor: Rude to another Pupil                          | 1 |
| Minor: Uniform/Jewellery etc                          | 1 |
| Major: Assault  | 2 |
| Major: Bullying                                       | 2 |
| Major: Coursework Misconduct (KS4)                    | 2 |
| Major: Coursework Misconduct (KS5)                    | 2 |
| Major: Study club not attended                        | 2 |
| Major: Swearing at teacher/pupil                      | 2 |
| Major: Damage to school property                      | 2 |
| Major: Defiance                                       | 2 |
| Major: Exam Misconduct                                | 2 |
| Major: Fighting                                       | 2 |
| Major: Health & Safety                                | 2 |
| Major: Intolerant Incident - Disability               | 2 |
| Major: Intolerant Incident - Homophobic               | 2 |
| Major: Intolerant Incident - Racist aa                | 2 |
| Major: Intolerant Incident - Religious Discrimination | 2 |
| Major: Intolerant Incident - Sexist                   | 2 |
| Major: Intolerant Incident - Transphobic              | 2 |

|  |   |
|--|---|
| Major: Not Meeting Lunch/Break Expectations            | 2 |
| Major: Rude to teacher                                 | 2 |
| Major: Late to School                                  | 2 |
| Major: Missed Detention                                | 2 |
| Major: No Homework                                     | 2 |
| Major: Other   | 2 |
| Major: Phone Out - Brick                               | 2 |
| Major: Phone Out - Smart                               | 2 |
| Major: Truancy   | 2 |
| Major: Failed Report? Behaviour/Attitude               | 0 |
| Major: Failed Report? Academic/Effort                  | 0 |
| Major: Not meeting lesson expectations                 | 2 |
| Major: Persistent chatting                             | 2 |
| Laptop / Locker Issue - Not Student Fault              | 0 |
| Minor - Laptop / Locker Issue                          | 1 |
| Major - Laptop / Locker Issue                          | 2 |
| APB - Internal exclusion                               | 0 |
| APB - Breaking the College behaviour policy            | 0 |
| APB - Negative mentions                                | 0 |
| APB - Lates  | 0 |
| APB - Inclusion  | 0 |
| T/F Morning  | 0 |
| T/F-APB Fail   | 0 |
| Minor - Not meeting expectation outside of the College | 1 |
| Major - Not meeting expectation outside of the College | 2 |
| Major - Rude to another pupil                          | 2 |



## Appendix 5. Positive Behaviour mention breakdown 2025-26

A list of categories suggested in which to frame an award of a house merit is outlined below; these categories aim to promote the Salesian charism of St. Michael's alongside the principles of Catholic Social teaching to provide students with an understanding of the positive way they have contributed to our college community.

- Merit: RUAH Values
- Merit: Dignity/In God's image
- Merit: Solidarity/teamwork
- Merit: Common Good
- Merit: Option for the Poor/Charity
- Merit: Peace
- Merit: Care for Creation
- Merit: Dignity of Work & Participation
- Merit: Attendance
- Merit: Punctuality
- Merit: Student of the Week
- Merit: Tutor/Subject Award
- 

## Appendix 6. Behaviour investigation procedure 2025-26

1. Incident occurs
2. Incident report/s are written by student/staff involved (if staff witness the negative incident they should also log on sims). *This step should happen as close to the incident as possible and ideally on the same day as the incident occurred.*
3. LOL/SLT ask if there are any witnesses who were not directly involved in the incident. They then speak to them about the incident and ask them to write an incident report.
4. Depending on where an incident has occurred, staff may check CCTV and student electronic devices.
5. LOL/SLT speak through the written incident reports with the student/s that wrote them and may bring up information from other incident reports when questioning a student about theirs.
6. If through any of the conversations there are found to be inaccuracies and/or information left out, students will be asked to add all information to their incident report and amend any information that has been shown to be untrue. Students should sign their incident report.
7. LOL/SLT will then clarify that everything is included on the written report. The staff member will sign the report.
8. Depending on who has led the investigation there may be a referral up to SLT/KS Lead SLT/The Interim Head of School or The Principal and/or external agencies.
9. Based on written reports and any other information/evidence, staff may re-question a student/s.
10. KS Lead SLT and/or The Interim Head of School or The Principal will review all information and decide on the most appropriate sanction and/or support. Please note. Only the Interim Head of School or Principal can decide to issue a fixed term exclusion.

LOL/SLT contact parents to inform them of the investigation and the outcome, they may request that parents come into college to meet.

**Additional notes.**

- During investigations all communication devices will be removed from students whilst the investigation is on-going.
- Electronic devices will be stored and returned at the end of the college day, they will not be checked without the student's knowledge and will only be checked if the incident is in breach of the College Online Safety policy or if there is reason to believe that there is a safeguarding or legal concern. If this is the case, an electronic device may not be returned at the end of the day (see Mobile phone policy for further information).
- During an investigation, students may be taken out of circulation, they may be placed in the APB, a LOL/SLT office or elsewhere.
- Investigations may take place over several days, LOL/SLT will do their best to have gathered all evidence as quickly as possible whilst also dedicating the appropriate amount of time to a fair investigation.



## ST MICHAEL'S CATHOLIC COLLEGE HAIR POLICY 2025-26

Students' hair should remain as close to their natural hair colour as possible, e.g. blond hair should not be dyed black and black hair should not be dyed red. Streaked, two tone or unnaturally coloured hair/braids, e.g. purple or blue, or exaggerated hair styles, e.g. Mohican are not permitted. For health and safety reasons students with hair that is shoulder length or longer must have their hair tied back in PE, DT and Science lessons and hair/fringes should not fall across students' eyes making it difficult for them to see or fully participate in lessons. Also, for health and safety reasons hair should be no longer than waist length. Afro-textured hair can be worn in all styles including, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals and weaves (in line with the 'Halo Code') but should be one natural colour. We acknowledge that Afro-textured hair requires specific styling for hair health and maintenance.

Students are not permitted to have their heads shaved all over (skinhead/0.5 or less all over) and lines (including false partings) and patterns are not allowed to be shaved into eyebrows or hair.

In years 7-11 hair accessories for all students e.g. hairbands, headbands, ribbons, slides, etc. must be black. Beads are not allowed for health and safety reasons.

In the 6<sup>th</sup> form all hair accessories and head scarves etc. must be black, navy or grey in line with the 6<sup>th</sup> form dress code colours.

The college hair policy has been informed by student, staff, parent and governor feedback and is part of the ongoing work the college is doing to ensure our policies reflect and are supportive of the diversity of our college community.

Information from the Halo Collective has also been used to inform discussions and the changes to our hair policy in relation to Afro textured hair and we have adopted the Halo Code.

Please see more information below about the Halo Code.

**August 2025**

Signed:

Date: 25/09/25

Chair of the Governors

**Review Date: 2026**



## The Halo Code

Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves, and wraps.

At this school, we recognise and celebrate our staff and students' identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed.

### **Notes:**

1. Schools have the right to enforce a dress code as long as it is fair and does not unduly discriminate against any students and staff. Under the Public Sector Equality Duty (PSED), "schools must eliminate racial discrimination and promote good race relations". Policies and practices that prohibit hairstyles which are primarily used to maintain Afro-textured hair can lead to indirect discrimination.
2. The Halo Code focuses on hair textures and styles most commonly associated with the Black community. The term Black has historically been used as a racial and political label. Here, we use it to refer to people of the African Diaspora, including those with mixed heritage, who as a result of their ancestry have Afro-textured hair.
3. The Halo Code is a gender neutral policy.
4. In order to embody the spirit of The Halo Code, staff are encouraged to familiarise themselves with different Afro-textured hairstyles and their cultural significance, and to avoid labelling Afro-textured hair with terms such as messy, unprofessional, or inappropriate.
5. Halo Code does not prevent schools from issuing additional guidance around Afro-texture hair and protective styles, including:
  - That head wraps and scarves should reflect other elements of the dress code such as the organisation's colours.
  - That hair be tied up for health and safety reasons..
  - .That hair colour is reflective of the wider dress code policy

Resources for colleges are also available on the Halo Collective website: <https://halocollective.co.uk/halo-resources/>

## Appendix 8

### Attendance Stages and Actions

| Attendance and Absence categories                         | Attendance Stages  | Follow up action   |
|---|--|--|
| 100% Perfect Attendance                                   |  | Voucher prize draw   |
| > 96% Above PA target attendance                          |  | Positive Letter home   |
| 94.9% - 95.9% Below PA target attendance                  | Stage 1: Notification to improve   | Letter & L/L call home   |
| 90.1% - 94.8% Risk of Persistent absence                  | Stage 2: Attendance contract   | L/L meeting with contract  |
| < 90% - 50.1% Persistently absent                         | Stage 3: Attendance review   | Call/meeting depending on atten. % - should be 6 weeks later and definitely no more than 7 weeks after contract signed.<br><b>LA Stage 1</b>   |
| < 50% Severely absent, constituting 'educational neglect' | Stage 4: Escalated attendance review with the LA<br>Potential Penalty notice | Meeting with school and Senior Education Welfare Officer (SEWO)<br>Education parenting contract<br>SEWO may advise to issue a formal written Notice of Attendance Concern<br><b>LA Stage 2</b>                               |
|   | Further review with the LA<br>Potential Education legal planning             | Meeting with school and SEWO<br>Decision on whether to extend the period of the parenting contract with the aim of avoiding legal proceedings, or whether education legal planning should be initiated.<br><b>LA Stage 3</b> |

NB – significant and ongoing attendance concerns will be escalated more quickly.

Written with reference to Southwark's three-stage approach: <https://services.southwark.gov.uk/childcare-and-parenting/children-s-social-care/family-early-help-feh/education-inclusion-handbook/managing-attendance-the-three-stage-approach>

| <b>Absence duration</b>            | <b>Action</b>  |
|------------------------------------|--|
| First day of Absence               | Edulink message during the morning<br>Follow up call for pupils who are regularly absent |
| Second day of Absence              | If call hasn't taken place yet it must   |
| Absent 6-7 days                    | Tutor calls home   |
| Absent 8 days (= 96% atten.)       | Initial warning letter   |
| Absent 10 days (= 95% atten.)      | Notice to improve letter & L/L call home   |
| Absent 12-16 days (=94-92% atten.) | L/L meeting with contract  |

It is the parent/carers responsibility to inform the college if their child will not be attending school on the first day of absence and for each subsequent day.

**As poor attendance is habitual, prevention and early intervention is crucial – This is where tutors are key!**

## Appendix 9 – Escalation Tables (detailed)

| Weekly   |  |
|--|--|
| 2 points (in a day)  | Detention on that day  |
| 4 points   | Friday detention   |
| 5 points   | 1-hour Saturday detention  |
| <i>N.B. 4+ points in any one day could result in escalation to the APB on that day or the next</i> |  |
| Half Termly  |  |
| Between 7-10 points  | Tutor call home to warn parents and continue to monitor  |
| Between 10-14 points   | L/L call home to warn parents and continue to monitor  |
| 15 points  | <ol style="list-style-type: none"> <li>1 day in the APB &amp; L/L report<br/>L/L phone call &amp; letter home.</li> <li>If a student goes over the 15-point tariff <u>twice in an academic year</u>, same as above + <b>face to face meeting with L/L.</b></li> <li>If a student goes over the 15-point tariff <u>three times in an academic year</u>, <b>2 days in the APB.</b> + face to face meeting <b>with SLT Link, SLT report.</b></li> <li>If a student goes over the 15-point tariff <u>four times in an academic year</u>, <b>1-day external exclusion + 2 days in the APB</b> + face to face meeting with <b>SLT KS Lead, SLT KS Lead report.</b></li> <li>If a student goes over the 15-point tariff <u>more than five times in an academic year</u>, <b>2 days external exclusion &amp; 2 days in the APB</b> + face to face meeting with <b>the Interim Head of School, IHofS report.</b></li> <li>If a student goes over the 15-point tariff <u>six times in an academic year</u>, same as above or <b>more days + Offsite direction placement at another school or SILS (length of placement at the discretion of the College)</b> + face to face meeting with Principal, Principal report.</li> </ol> |
| Between 20-25 points   | L/L call home to warn parents and continue to monitor  |

|  |   |
|--|---|
| 30 points  | <ol style="list-style-type: none"> <li>1. Phone call &amp; letter home + 2 days in the APB + SLT Link report, SLT Link face to face meeting.</li> <li>2. If a student goes over the 30-point tariff <u>twice in an academic year</u>, <b>3 days in the APB</b>, face to face meeting with <b>SLT KS Lead, SLT KS Lead report</b>.</li> <li>3. If a student goes over the 30-point tariff <u>three times in an academic year</u>, <b>1-day external exclusion &amp; 2 days in the APB</b>, face to face meeting with <b>the Interim Head of School, IHofS report</b>.</li> <li>4. If a student goes over the 30-point tariff <u>four times in an academic year</u>, <b>2-days external exclusion &amp; 2 days in the APB</b>, face to face meeting <b>with Principal, Principal report</b>.</li> <li>5. If a student goes over the 30-point tariff <u>five or more times in an academic year</u>, same as above + <b>more days &amp; Offsite direction placement at another school or SILS (length of placement at the discretion of the College)</b> + face to face meeting <b>with Principal, Principal report</b>.</li> </ol> |
| 35+ points   | <ol style="list-style-type: none"> <li>1. Phone call and letter home, 1-day external exclusion + 1 day in the APB, meeting with SLT Lead, SLT Lead report.</li> <li>2. If a student goes over the 35+ points <u>twice in an academic year</u>, <b>1-day external exclusion &amp; 2 days in the APB</b>, face to face meeting <b>with SLT KS Lead, SLT KS Lead report</b>.</li> <li>3. If a student goes over the 35+ points <u>three times in an academic year</u>, <b>2 days external exclusion &amp; 2 days in the APB</b>, face to face meeting with the Interim Head of School, IHofS report.</li> <li>4. If a student goes over the 35+ points <u>four times in an academic year</u>, same as above + <b>more days &amp; Offsite direction placement at another school or SILS (length of placement at the discretion of the College)</b> + face to face meeting <b>with Principal, Principal report</b>.</li> </ol>   |
| <p>N.B subject to change</p> <p>N.B. depending on the severity of the SIMS mentions there may be a quicker escalation to SLT, KS Lead, the Interim Head of School or the Principal and longer placements in the APB or fixed term exclusions then specified above.</p> |   |



| Saturday detention                              |   |
|---|---|
| Termly  |   |
| Saturday Detention (reset after each full term) | <ol style="list-style-type: none"> <li>1. Saturday detention missed no valid reason (i.e. medical/emergency), detention reset for the following Saturday</li> <li>2. Saturday detention missed <u>twice</u> with no valid reason (i.e. medical/emergency), phone call home, Leader of Learning report, <b>1-day internal exclusion in the APB</b></li> <li>3. Saturday detention missed <u>three times</u> with no valid reason (i.e. medical/emergency), <b>2 days internal exclusion in the APB</b> &amp; face to face meeting with Leader of Learning</li> <li>4. Saturday detention missed <u>four times</u> with no valid reason, (i.e. medical/emergency), <b>1-day external exclusion + 1-day internal exclusion in the APB</b> &amp; face to face meeting with SLT Link</li> <li>5. Saturday detention missed <u>five times</u> with no valid reason, (i.e. medical/emergency), <b>1-day external exclusion + 2 days internal exclusion</b> in the APB &amp; face to face meeting with SLT KS Lead</li> <li>6. Saturday detention missed <u>six times</u> with no valid reason, (i.e. medical/emergency), <b>1-day external exclusion + 3-days internal exclusion</b> in the APB &amp; face to face meeting with Principal, Principal Report</li> </ol> |
| <i>N.B subject to change</i>                    |   |

| APB Internal Exclusion                |  |
|---------------------------------------|--|
| Yearly                                |  |
| Any Internal Exclusion 1 or more days | <ol style="list-style-type: none"> <li>1. APB (1/2 days), L/L phone call &amp; letter home, L/L report</li> <li>2. If a student has <u>two internal exclusions in an academic year</u> same as above, + <b>face to face meeting with L/L,</b></li> <li>3. If a student has <u>three internal exclusions in an academic year,</u> + <b>1-day external exclusion, face to face meeting with SLT Link, SLT Link report.</b></li> <li>4. If a student has <u>four internal exclusions in an academic year,</u> <b>additional days will be added to internal &amp; external exclusion,</b> face to face meeting with <b>SLT Lead, SLT Lead report,</b></li> <li>5. If a student has <u>five internal exclusions in an academic year,</u> same as above + <b>more days &amp; Offsite direction placement at another school or SILS (length of placement at the discretion of the College)</b> + face to face meeting <b>the Interim Head of School, IHofS report.</b></li> </ol> |
| <i>N.B subject to change</i>          |  |