



DE LA SALLE SCHOOL

BEHAVIOUR POLICY

Status	Statutory
Responsible Governors' Committee	Behaviour and Welfare
Responsible Person	Deputy Headteacher
Ratified Date	17 th May 2017
Review Due	September 2018



DE LA SALLE SCHOOL BEHAVIOUR POLICY

Contents

Page	1	Title
Page	2	Overview
Page	3-5	Introduction to roles and responsibilities
Page	6-8	Classroom Routines and positive strategies
Page	9	Rewards and Pupil Support
Page	10	Explanation about sanction levels
Page	11	Exclusions
Page	12	Confiscations and Mobile phones
Page	13	How behaviour is communicated to parents on school reports and monitored
Page	14	Use of the Pupil Achievement Centre
Page	15	Pupils returning or new to school
Page	16	Bullying and behaviour outside school
Page	17	Detentions
Page	18	Searching and screening; allegations against staff; SEN/protected characteristics

De La Salle School's Behaviour Policy provides guidelines for the standards of behaviour that we promote within our Lasallian school and provides an outline of the procedures that have been adopted by the school and its governors. Behaviour standards are displayed in every classroom and around school, and pupils meeting these standards will be rewarded under the star point system.

The Behaviour and Rewards Policy also outlines the procedures followed if students behave in ways that fall short of these expected standards. This policy is to be read in conjunction to the Behaviour for learning Party which gives more detailed advice on De La Salle's approach to the different ways that all staff and students can achieve expected behaviour.

The policy attempts to ensure that all behaviour is consistent with the Lasallian values by which we seek to live which is outlined in our school Mission:

Pursue Excellence

And our core values:

Faith

Respect

Challenge

Innovation

Compassion

Aims

- To make expectations clear and raise standards throughout our school community
- To celebrate success, achievement and progress and to motivate by use of rewards
- To have a clear, consistent and structured approach to disciplinary matters and use of sanctions

Principles

- The rights of each member of the school community should be respected at all times
- Appropriate behaviour has to be taught
- Appropriate attitudes to learning have to be taught and demonstrated
- Rules should be applied sensibly and consistently
- Positive behaviour is to be recognised, supported and rewarded
- The behaviour and not the child is to be challenged where appropriate
- A understanding that with justice there should be reconciliation
- The gospel value of forgiveness

Introduction

The Behaviour Policy promotes and supports an environment in school where pupils work purposefully and also feel secure, safe, happy and confident. It aims to develop relationships between staff and pupils, and between the pupils themselves, that are based on mutual respect and tolerance. This policy should be read in conjunction with all other De La Salle School policies, especially the, SEND, Rewards, Learning and Teaching and Anti-Bullying.

Aims

- To seek to promote a respect for learning and to encourage an awareness of education as a lifelong process

- To create a safe, supportive learning environment in which all members of the school community are encouraged to develop their maximum potential
- To encourage respect for the needs and feelings of others
- To embrace a philosophy, at both an individual and whole school level, of continuous improvement.

Roles and Responsibilities

The Governing Body and the Headteacher will ensure that this policy will be communicated to all stakeholders, is non-discriminatory and has clear expectations. Governors will support the school in maintaining high standards of desired behaviour from its pupils and staff.

The Assistant Headteacher for Behaviour will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff (teachers, support staff and volunteers) will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff will have a key role in advising the Assistant Headteacher for Behaviour on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher, Deputy Headteacher and staff will ensure that this policy is implemented fairly. They will also ensure that the concerns of the pupils are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all instances of undesirable behaviour.

Staff

Responsibilities within the classroom

The teacher has responsibility for the discipline of the class as they are for delivering quality first teaching. The teacher should be assertive and proactive in seeking to develop positive relationships and effective learning.

The teacher should frequently refer to this policy to maintain these standards.

All teachers have a responsibility to correct breaches of discipline if these come to their attention at any time and in any place. In serious cases of indiscipline, or where a serious offence has been committed, referral should be made immediately to a senior member of staff. Within the school, we aim to create a

positive and supportive teaching and learning environment. We encourage pupils to recognise the benefits, to both themselves and others, of good conduct, co-operation and application to study.

Positive Conduct Management

If we are to achieve the above aims, everyone in our community must be encouraged to work together. We are committed to developing a positive climate which places learning as the number one priority and reinforces the need to teach and model good conduct and social skills. We believe that a strong ethos of achievement and good conduct comes from us all working together within a clear framework. Every member of staff has a responsibility to uphold the procedures outlined in this policy. The values in the Star underpin our unique, Lasallian approach.

The Language of Choice

An effective strategy is to give pupils choices. 'If you choose to do so and so then this will happen but if you choose this way then something better will happen.' It helps to separate the behaviour from the pupil; we should be using terms that criticise the behaviour, not the pupil themselves. The language of choice will help us to refrain from sarcastic or inappropriate responses.

- pupils make better choices
- keep the focus on learning
- give a sense of fairness to both praise and correction
- pupils take responsibility for their own conduct and learning
- create a consistent and predictable framework
- adults to share a common theme and common language
- pupils know where they stand
- pupils feel safe

Rights

These consist of:

- the right to learn
- the right to teach
- the right to feel safe (physically and emotionally)
- the right to respect and dignity

Responsibilities

Pupils must be increasingly responsible for their own conduct. Using the language of choice is a powerful way of doing that. As they realise that they are making choices in many areas of life, the teacher can guide them to make more socially appropriate choices. Good choices will be rewarded, poor choices always have consequences.

Rules (see Appendix 1 for classroom school rules classroom poster)

Rules should be referred to on a regular basis. We should actively teach what they are and praise pupils for getting it right, e.g. 'Thank you for lining up properly.' We should reinforce good behaviour consistently using star points, postcards etc. Catching our most challenging pupils when they do good is very important in building better relationships with them and improving their behaviour. Members of staff have a responsibility to make sure the key, basic rules are displayed in every teaching space.

- Arrive in plenty of time and enter the classroom respectfully, stand behind your desks and greet your teacher and say hello

- Take out your learning journals and have all your equipment; your pen, pencil, ruler, compass, protractor and calculator
- Dress smartly; sit up straight with bags stored in a safe position. Be ready to learn
- Record the date, title and objective in your workbooks. Please underline all titles with a ruler
- Show us that you want to learn: get involved in the lesson
- Take pride in your work: best presentation
- Respect one another and listen to your teacher and each other
- Show excellent manners to your teacher and each other
- Reflect on the lesson today and complete your learning journal
- Respect your learning environment and leave the classroom tidy
- Leave the classroom in an orderly manner – say goodbye to your teacher.

Classroom Routines

We should not assume that pupils know how to behave during certain routine times. We need to teach them what sorts of conduct we feel is desirable. We should always give feedback on how pupils are behaving. The classroom routines for De La Salle School will always be:

At the start of the lesson:

- Teachers should smile and model polite conduct
- Classes will be greeted by their teacher on arrival and enter in an orderly fashion
- Teachers will decide where pupils sit. There should be a seating plan
- All their correct equipment will be available
- A register will be taken at the start of the lesson
- Lesson objectives and challenges will be written on the board

During the lesson:

- When the teacher talks to the whole class, the pupils must remain silent, listen and concentrate
- If the class is asked a question, pupils put up a hand to answer; teachers must not accept calling out
- Pupils should not wander around the room unless instructed to do so
- Pupils must follow instructions and not refuse to work as directed

At the end of the lesson:

- Homework will be written by pupils in their Learning Journal
- Pupils to stand behind chairs quietly and ensure the room is tidy before being dismissed
- Staff supervise pupils out of the classroom and prepare to greet the next class

Core principles of the Policy

Plan for appropriate conduct by:

- making lessons engaging; use a fast pace and a variety of strategies and learning styles
- balancing correction with positive reinforcement: praise and encouragement
- establishing consistent rewards and sanctions by making the boundaries clear
- using the language of choice to teach pupils to take responsibility for their actions
- planning to use language that is positive and motivational
- planning alternatives to confrontation, such as speaking quietly

- using non-verbal language effectively
- knowing how to get help when necessary

Plan for inappropriate conduct by:

- all members of staff using the same language – the language of choice. 'If you choose to do that then this will happen'
- know what the consequences of inappropriate conduct in the classroom are and carry out any sanctions with them out if they make the wrong choice; **be consistent!**
- plan alternatives to confrontation and avoid raising your voice
- finally, SMILE to diffuse difficult situations

Staff should use various de-escalation techniques as appropriate to the situation, for example, deflection, humour, open body stance etc.

Separate the conduct from the child:

- make the inappropriate conduct unacceptable, not the child
- do not link poor conduct to the pupil's personality.

Linking good conduct to a pupil's identity builds self-esteem

Use the language of choice because it:

- gives children confidence by giving them responsibility
- regards mistakes as a normal part of learning
- has a positive emphasis
- reduces instances of conflict arising from trying to make things happen
- creates an important link between choice and consequence
- helps to empower them as individuals

Actively Build Self Esteem

If experiences in school are constantly negative and unsuccessful, they will undermine the pupil's ability to be successful. **Pupils will create a model in their head that accepts a lack of success being the norm for them; this will lead to behaviours that avoid risk taking and challenge.** These behaviours can be disruptive. We need to let pupils know that we respect and value them. If we all do these things, it will improve self-esteem. Praise the good choices which they are capable of making. Celebration of positive conduct and achievement using the Rewards Policy. Examples that all teachers can use, on a daily basis, in their teaching are:

- verbal praise
- written praise in exercise books or Learning Journal
- stamps
- display of work
- written commendations
- awarding Star points
- commendation letters or postcards sent home
- telephone calls home
- mention in assembly
- names forwarded to Progress Leader or Senior Leadership Team

Sanctions given as a consequence of unacceptable action

- verbal reprimand
- loss of a star point
- letter or telephone call home
- referral to Subject Leader
- PAL
- referral to Progress Leader and then a member of the Senior Leadership Team
- Pastoral Support Plan
- Pupil Referral Unit (Local Authority)
- withdrawal from mainstream lessons to Pupil Achievement Centre
- internal exclusion – Referral Centre
- fixed term exclusion
- permanent exclusion

Parents and pupils can see live points updates on Moodle which can be accessed from the school's website.

School Trips & Educational/Sporting Activities

School trips and sporting activities are a privilege for pupils and they are representing the school at all times during these occasions. Attendance on school trips and the chance to represent the school will be subject to sanctions in line with this policy. If the school feels that a pupil's poor behaviour or poor attitude to learning is a concern, the pupil may not be able to attend school trips or represent the school in sporting or other extra-curricular activities.

Rewards

De La Salle School uses the star points system (Please see rewards section of the behaviour policy). Teachers should access and use the range of rewards available open to them following the guidance on the posters. These include:

- Verbal praise
- Star points leading to VIP lunch, letters home
- E-mail home
- Parent mail home
- Postcards home
- Progress Leaders award
- Senior Staff Award
- Headteacher's Award
- VIP lunch

Pupil Support Systems

Pupils can ask any member of staff for support in changing their behaviours, some specific sources of support include:

- Form tutor
- Progress Leader and Pastoral Support Manager

- Pupil Listeners
- Senior Staff
- Pupil Achievement Centre
- Chaplain

Staff Roles

Level 1: Class teacher

This stage is for poor behaviour which is being addressed by the class teacher through a range of sanctions, see posters in each teaching room (see Appendix 2), notes in the Learning Journal and telephone contact with parents/carers as well as meetings with parents to set targets. This is in no way meant to be an exhaustive list of sanctions. If the pupil fails to modify their behaviour following some or all of these sanctions, then they will progress to level 2. The class teacher should remove a star point, telling the pupil.

Level 2: Class teacher and Head of Learning Area (HOLA)

This stage is for poor behaviour which may mean the pupil is placed on a department monitoring report and may lose their free time i.e. breaks and lunches. Parents will be involved in this process.

Pupils who respond well to the monitoring card will cease to continue with it and will no longer be monitored at this level. Parents will be informed.

Pupils who fail to make the desired improvements will progress to Level 3. Parental contact will also be made during this stage through a telephone call or meeting.

Level 3: Class teacher, Head of Learning Area and Pastoral Support Manager

This level is for poor behaviour which, despite being addressed by the class teacher and Head of Learning Area, has not shown the desired improvements. Level 3 is also used if a PAL call has been made but we are unable to encourage the pupil to re-join their class and they are removed.

At this level the pupil may be removed to work with another colleague within the same faculty/department area. During this stage, the HOLA will be working with the pupil's parents in order to resolve the situation. A range of sanctions will be implemented at this stage also such as, monitoring card, loss of free time and after school detentions. Pupils who respond well to the sanctions at this stage will be reintegrated back into the lesson and will no longer be monitored by the HOLA but go back to stage 2.

Pupils who fail to make the desired improvements will progress to Level 4. Pupils at this stage should be given a level 3 which removes 10 star points.

Level 4: Subject Leader & Progress Leader

This stage is for poor behaviour which, despite being addressed at the previous 3 levels and has not shown the desired improvements. At this stage the pupil will be removed to in the school's Achievement Centre where he/she will lose all free time and serve an SLT detention. Whilst the pupil is working in the Achievement Centre he/she will continue with their school work and be set targets for their behaviour. The class teacher is expected to maintain contact with the pupil whilst they are working in the Achievement Centre. Pastoral Support Plan or Individual Behaviour Plan in place.

During this stage, reintegration into the subject area will be planned. If this is successful, then the pupil will move back to Level 3. If reintegration is unsuccessful, the pupil will progress to Level 5.

Level 5: Progress Leader & Assistant Headteacher

This level is for continued poor behaviour which, despite being addressed at 4 levels, has not shown the desired improvements. At this stage the pupil may well be subjected to an extended period in the Achievement Centre and may include a change of curriculum if several attempts at reintegration have been unsuccessful. All changes implemented will be subject to consultation with parents/carers. Alternative settings for education may be discussed via the Managed Transfer system to seek another school.

Fixed Term Exclusions

The Headteacher has the authority to exclude pupils guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2012) of reasons for exclusion. The fixed period of time will be determined by the nature of the incident.

- Where there are no safeguarding concerns, the incident will be investigated as soon as possible
- Parents will be informed in writing of the exclusion. Information regarding the right to appeal will be contained in the letter
- Pupils will have the opportunity to respond to the allegations
- A plan for reintegration will be established and work will be provided for the pupil whilst they are excluded

Permanent Exclusion

The Headteacher has the authority to permanently exclude pupils for violation or gross misconduct. Examples of these acts include, but are not limited to: physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, drug dealing and persistent disruptive behaviour. In all cases the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Headteacher or Deputy Headteacher
- Pupils will have the opportunity to respond to the allegations
- Procedures for appealing against the exclusion will be explained to the parents
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion
- The Pupil Discipline Committee will be notified of the Headteacher's decision and a meeting will be convened, where parents are invited to discuss the case
- If the decision is upheld a formal letter will be sent to parents and the LA.

Pupils may also be directly referred to the Pupil Achievement Centre for acts which affect the health and safety of other pupils or are deemed to be a serious breach of the school rules such as verbal abuse of staff/pupil and bullying. (See anti-bullying policy)

Confiscation of Pupil Property

Staff are entitled to confiscate property from pupils if it is being misused or is causing a disruption to pupil learning. All confiscated items will be placed in a safe place and returned to the pupils as soon as is practically possible.

Mobile Phones confiscated will be placed in the school office and a record made. They may be collected by the student at the end of that week at 3PM. Parents or carers may collect the phone at the end of the school day on the day it is confiscated.

Other electrical equipment, items of jewellery etc confiscated will be placed in the school office and a record made in the log book. These will be returned to the pupil at 3:00pm on the last day of the week of confiscation.

Cigarettes will not be returned to the pupil for Health and Safety reasons and the parent will be contacted by the Head of Year to agree disposal. E-Cigarettes are not permitted in school and will not be returned.

Any offensive weapon(s) or illegal drugs confiscated will involve action from the Assistant Headteacher for Behaviour. Parents will be invited into school for a formal meeting. Teachers are protected by the law against allegations of “possession” following confiscation.

Mobile Phones

Students may use their mobile phones at the following times:
Before school (8:30AM) and after school, 3:00PM.

Phones may not be used or on view at all other times:

- In registration
- In lessons
- Anywhere on the school site at lesson changeover

Phones must be turned off and kept out of sight at these times. A phone will be confiscated from a student if they are found to be:

- Using their phone
- Holding their phone
- Having it visible in shirt/blazer/trouser pocket

If your phone is confiscated:

It will be returned at 3.05PM from the main office **at the end of that week**. A parent may collect the phone before this **after 3:00PM**.

If a student repeatedly continues to be defiant in respect of the school’s mobile phone and behaviour policy, it will lead to a Fixed Term Exclusion from school. Further defiance of this rule, following a Fixed Term Exclusion, will then be discussed at senior level and appropriate sanctions applied.

Behaviour Criteria for reports and monitoring that goes home to parents/carers

1: Expected Behaviour (Excellent or Good on reports)

A pupil consistently meets the school’s day-to-day standards and expectations. When refocussing is required, the pupil responds respectfully and addresses areas of concern.

2: Behaviour which Requires Improvement (Satisfactory on reports)

A pupil's behaviour has a negative impact on the progress of the lesson and its learners. When re-focussing takes place, the pupil can lack cooperation and take too long to address areas of concern.

3: Cause for Concern (Unsatisfactory on reports)

A pupil's behaviour has been detrimental to the progress of the lesson and its learners. The pupil has failed to respond and improve, despite the range of sanctions that have been put in place. The pupil may have been involved in a serious breach of the Behaviour for Learning Policy and a referral to the Achievement Centre may have taken place.

Attitudes to Learning

1: Positive Attitude to Learning (Good and Excellent on reports)

The pupil is positive about their learning and demonstrates a keen attitude towards improvements.

The pupil makes a conscious effort to ensure the quality of work is produced in-line with ability.

The pupil makes a conscious effort to improve areas identified by the class teacher – this includes acting upon verbal and written feedback.

The pupil completes an appropriate amount of work during the lesson.

The pupil attends revision session if required. Homework and revision activities are completed on time and to a standard that is deemed acceptable in-line with the pupil's ability.

The pupil models the school's Lasallian ethos.

2: Requires Improvement (Satisfactory on reports)

There are areas that the pupils need to improve; he/she is not working to their full potential. The standard of work produced is not in-line with the pupil's ability due to lack of effort. The pupil may demonstrate a lack of motivation and/or a lacklustre approach toward learning activities. The pupil doesn't have the basic or subject specific equipment consistently. The standard of homework is below the pupil's ability and sometimes late/or not submitted. The pupil's attitude towards intervention/catch up sessions is not positive.

3: Cause for Concern (Unsatisfactory on reports)

The pupil's effort levels are a major cause for concern. The standard of work being produced is significantly below the pupil's ability due to a serious lack of effort. The pupil's engagement in the learning activities is minimal, thus impacting on progress. The pupil is poorly equipped for the lesson. Homework is often not submitted or lack quality. If the pupil does not dramatically improve their effort towards the subject, progress will be affected.

The use of the Pupil Achievement Centre to support mainstream Teaching and Learning

The Achievement Centre is primarily used to support the learning of pupils who are experiencing difficulty in the following areas during their time at school:

- academic performance: evidence of under-achievement in one or more subject areas
- attendance and/or illness: a poor attendance record or unavoidable absences through a confirmed medical condition
- behaviour: documented incidents of lack of co-operation and disruptive behaviour impacting upon their learning and at times, that of other pupils

- re-integration following a fixed term exclusion or illness/medical procedure.

The use of Individual Behaviour Plans may be used as a short-term measure in order to improve a pupil's behaviour and attitude to learning. An IBP will be initiated by the pupils Progress Leader, as a six -week intervention, which the pupil's Form Tutor will lead with their Progress Leader. The IBP will have clear targets for the pupils to meet and this will actively involve the pupils' parents/carers.

A Pastoral Support Plan (PSP) may be initiated upon unsuccessful completion of the IBP or a serious decline in standards. This document will last at least 12 weeks with a review after six weeks and a final review. If a pupil is unsuccessful in meeting their targets then this may lead to a period of outreach work at a neighbouring school and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to support the pupil. A review of a PSP may take place sooner if the pupil is failing to meet the targets set within the plan.

Pupils New to School -The Emmaus Centre

Pupils joining De La Salle mid-year will spend a time of orientation in the Emmaus Centre. Here they will learn the standards of expected behaviour, where to find help and become familiar with the other routines of the school. They will be gradually introduced to their lessons over a week. We may have to complete attendance or behaviour plans for them during this time.

Behaviour Contract & Governing Body Disciplinary Panel

A behaviour contract and meeting with the governing body disciplinary panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Headteacher after all reasonable steps have been taken to improve a pupil's behaviour. Pupils who accrue 15 or more days of fixed-term exclusions within an academic year will be seen by the Governors' Disciplinary Panel.

Attendance, Illness & Re-integration

When a pupil has been absent from school for an extended period of time through fixed term exclusion, truancy, condoned un/authorised absence or because of a period of illness, the process of learning may well have been significantly affected. A re-integration to school may include a period of time in the Emmaus and/or Pupil Achievement Centre for the vulnerable pupils. In situations such as this, the following steps would apply:

- Progress Leader meets parents to discuss return to school
- Progress Leader will meet with the Deputy or Assistant Headteacher to discuss the situation
- If withdrawal to PAC is appropriate, the Deputy or Assistant Headteacher will agree the extent of the withdrawal with the tutorial support team
- A progress report will be given to Progress Leader and appropriate Head of Learning
- On leaving the PAC and returning to mainstream, a monitoring system will be agreed with Progress Leader to gauge the success of the reintegration
- Copies of referrals, updates and monitoring system will be placed on file
- When a pupil is working in the PAC, appropriate work must always be set by the mainstream class teacher responsible for that pupil.

Bullying

De La Salle School is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all pupils, their families and staff to eradicate and promptly address all reported incidents. We have an anti-bullying policy which should be referred to for more detailed guidance.

E-Safety

Pupils are expected to follow all E-safety precautions at all times. It is against the law in the U.K to use a mobile device and social networking sites to frighten or upset people. Please be aware that electronic devices may be confiscated if there is reasonable suspicion that they may contain inappropriate material. Cyber-bullying is taken very seriously and could involve police involvement. Please refer to Acceptable Use Policy.

Poor Behaviour outside the School Gates

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable." At De La Salle, we will impose reasonable sanctions for any pupil taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school. This may also apply to pupils that pose a threat to another pupil or member of the public or could adversely affect the reputation of the school. An investigation will take place and consequences will be imposed that are deemed reasonable, in all circumstances.

Detention

Teachers have the legal power to put pupils in detention. Where a detention is outside school hours we will endeavour to give parents 24 hours' notice due to safeguarding and travel considerations. Lunchtime and breaktime detentions do not need prior notification of the parents. We will allow reasonable time for pupils to eat, drink and use the toilet. Individual teachers may still wish to issue detentions with due regard to the guidelines here.

Triggers for De La Salle School Detentions

- 5 star points lost in a week will result in a whole school detention on Tuesday or Wednesday. Form tutors should deduct star points for lates, training shoes, make up, earrings, nail varnish or other uniform issues
- Students will attend a one hour detention on Tuesday 3-4pm
- Non-attendance on Tuesday will be carried over to Wednesday 3-4pm
- Non-attendance at the whole school detention will result in a detention with an Assistant Headteacher on Thursday for one hour and thirty minutes 3–4.30pm
- Non-attendance at SLT detention will result in a detention with the Headteacher on Friday for two hours, 3-5PM
- 6-10 star points lost in a week will result in a Senior Staff Detention on Thursday for one and a half hours

- More than 10 star points lost in a week will result in a Friday Headteacher's Detention, a conversation with parents and the student will be placed on PL report
- Failure to attend Friday's detention will result in a day in the Pupil Achievement Centre (internal exclusion), including break and lunch.

The detention list will be available to all staff and Form Tutors should ensure they inform students on the relevant morning. Teachers of lesson 5 should bring any detainees to the main school hall.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property. Please refer to Use of Reasonable Force in schools. DfE (July 2013) See positive handling policy.

Searching, Screening & Confiscation

Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, fireworks, pornographic images and stolen items. De La Salle also enforces a strict ban on tobacco, e-cigarettes and energy drinks which have a detrimental effect to school discipline. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. Please refer to Screening, searching and confiscation, DfE (Feb 2014). A copy of this is in G drive/behaviour/searching, screening and confiscation; a hard copy is available from Reception. If a pupil disagrees to the search then senior staff have statutory power to search pupils or their possessions.

There should be at least two members of staff present at any search.

Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child. We will always contact you if your child has been searched.

Allegations Against Staff

De La Salle has a separate policy for handling allegations against staff (Appendix 3) which gives detailed guidance.

Pupils with Special Educational Needs

School has duties under the Equality Act 2010 and Keeping Children Safe in Education, 2015 to safeguard and support pupils with special education needs. To this end school will seek a consensus view in conjunction with the SENCO and ASD lead as well as the local authority when dealing with behavioural issues amongst this group of pupils.

Protected Characteristics

All people are protected under the Equality Act, 2010. This protection means that it is illegal to discriminate against anyone around these 9 characteristics:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation