

# St Richard's Catholic College

## PASTORAL CARE & BEHAVIOUR MANAGEMENT POLICY



The Policy was approved by the Governing Body: October 2025
Chair of Governors: K Eydmann
The Governing Body will review the policy in October 2027

The Pastoral Care & Behaviour policy aligns with our Anti-Bullying & Friendship policy, RSHE policy and Mental Health & Wellbeing policy, all of which can be found on the website. We ensure that our practice is in line with KCSIE 2024, the Equality Act (2010) and the Behaviour in Schools Advice for headteachers and school staff February 2024.

## **Leadership & Management of Policy**

The Principal and Senior Leadership team (SLT) supported by the Pastoral Leaders and Pastoral Care team (which includes the SENCO and Lay Chaplain) are responsible for the implementation of this policy and ensuring the consistent delivery by all staff.

## **Purpose and aims**

### **MISSION STATEMENT**

*Comitas, Caritas, Scientia*

*St Richard's Catholic College is a community where all are welcomed in the spirit of Christian love and respect.*

*Our school encourages the wonder and joy of learning in order to ensure that every pupil reaches their full potential.*

*We enable all to flourish and grow together in friendship and in faith.*

*We aspire to be courageous, having the integrity and the spiritual strength to make a positive difference in the world, both now and in the future.*

*We endeavour to cherish our school motto of Community, Charity and Knowledge.*

'I have come so that all may have life, and have it to the full.' (John 10:10)

At the very heart of our Pastoral Care Policy is our Mission Statement. We set out to ensure that our community is a place where all are welcomed in the spirit of Christian love and respect and where reconciliation informs consequences.

Pastoral care at St Richard's is about ensuring that every pupil can reach their full potential and that everything that is possible is done to remove barriers from learning; to enable each child to flourish and to support our young people during points in their life when difficulties occur. We have embraced therapeutic thinking as a way to further strengthen our understanding of young people and our pastoral care offer.

Our aims are as follows:

- To ensure ours is a happy community where every pupil can learn, reach their potential and exceed their expectations.
- To ensure an atmosphere of calm, productivity and support in which every pupil is able to embrace academic challenges that allow them to reach greater heights in their learning.
- To encourage in pupils self-discipline, self-motivation, self-confidence and independence so that they are able to make not only a difference to their lives but to the lives of others, both now and in the future.
- To work with our pupils on character education and leadership skills so that they are ready to embrace all the challenges life holds for them.

At St Richard's we have a strong Pastoral Care team of five Pastoral Leaders, Assistant Pastoral Leader 2 SEN Year Coordinators, the SENCO, Pastoral Support Manager, Pastoral Support Teaching Assistants, local clergy, Lay Chaplain, Pastoral Mentors and other members of staff focussed on improving the opportunities of our young people through pastoral support.

We have a clear consequence and reward system in place to ensure a happy, lively and purposeful school, in which all can learn to the best of their abilities. Our community expectations are shared with all pupils and parents and are not open to interpretation. We constantly review ways of working in partnership with parents/carers to fully communicate and work together for the good of each child who comes to St Richard's.

We have the highest expectations of our pupils because we believe them to be capable of great things. At the same time, we recognise that some young people may need more tailored help to guide them through a particular problem or time in their lives. When this happens we have a range of professionals who come into school to offer this support.

- HIVE Teaching Assistants (well-being hub in the PE corridor accessible before school, break and lunch on a drop-in service)
- Counsellor
- School Nurse Service
- Education Welfare Officer
- TASS
- Youth Offending Team (YOT)
- U25 Substance misuse service
- Family key workers
- Mental Health and Support Team (MHST)
- Social workers
- CAHMS
- Occupational Therapist
- Speech and Language Therapist
- Educational Psychologist
- Youth Employability Service (YES)

We endeavour to build strong working relationships with such professionals, in order to work collectively and clearly to achieve the very best for our young people.

We also have many in-house support workshops from anger management to social use of language groups. We have an excellent bereavement support group run by trained members of staff called 'Spectrum'.

The school uses an online recording system called 'My Concern' to ensure that hate incidents e.g. racist, homophobic, transphobic, gender or disability-based bullying/online bullying are reported, recorded and considered under safeguarding arrangements by the DSL.

## **THE SUPPORT OF PUPIL BEHAVIOUR**

In our Mission Statement we commit ourselves to providing a community where all are welcomed in the spirit of Christian love and respect. St Richard's must be a community which enables every child to flourish and reach their full potential. We believe that every child's right to learn without hindrance must be safeguarded and we aim, in partnership with parents and carers, to help our pupils learn self discipline, and consideration for others to ensure they take responsibility for themselves and their actions both within the community and outside in the local community. Establishing and maintaining high standards of behaviour is vital in ensuring that teachers and support can deliver the curriculum and that school is a safe environment for all pupils.

Staff are encouraged to reward outstanding examples of academic work or citizenship by recording these on the 'EduLink' on-line platform to be shared with pupils and parents. We have an annually updated reward system to motivate pupil behaviour and reward those who give above and beyond.

Promotion of Values associated with Modern-Day Britain:

The school promotes an understanding and respect for the following institutions which, though not exclusive to the UK, may be seen as intrinsic "British Values"

- Democracy in national and local politics
- The rule of law
- Individual liberty linked to individual responsibility
- Mutual respect
- Tolerance and respect for those of different faiths and beliefs

The school will seek to address concerns where such core freedoms are, in anyway, undermined or diminished, to the detriment of others. This will be achieved through:

- Creating a safe place for dialogue
- Equipping young people with the skills and knowledge to recognise difference
- Teaching citizenship
- Seeking opportunities throughout the curriculum to identify the spiritual, moral, social and cultural implications of the curriculum

As a Catholic school, we also embed Catholic social teaching into the curriculum and wider pastoral offer: Dignity, Solidarity, The Common Good, Preferential option for the poor, Subsidiarity, Participation, Care for our Common Home.

The DSL is Pastoral Support Manager and the Senior Assistant Principal is the Deputy DSL and is also the lead for Pastoral Care within the school. There is a safeguarding dimension to pastoral care and behaviour at St Richard's. Structures are in place to ensure the DSL is aware of behaviour plans for any pupil. The DSL is also made aware of any incident of physical intervention with a child so the school's Child Protection and Safeguarding policy and procedures are adhered to.

### **Code of Conduct**

1. The fundamental principle of our Code of Conduct is "respect for a person and respect for a person's property". This means that pupils should:
  - a) exhibit respect to staff and peers
  - b) be responsible for themselves in terms of organisation, uniform, homework etc.
  - c) respect and not interfere with another person's property, belongings or education.
2. Individual teachers exercise their professional judgement in ensuring that the Code of Conduct is upheld. Every effort is made to ensure consistency, otherwise there may seem to be bias, favouritism, lack of fairness or injustice.
3. Specific rules and regulations are drawn up, evaluated and modified from time to time and it is the responsibility of **all staff** to enforce these, for the benefit of the community, and communicate their actions as appropriate.
4. As a Catholic school, we expect pupils to be guided by Christian principles in their words and actions and to show respect and concern for the wider community. This in turn may involve various forms of community service and positive action for charity.
5. It is essential that all staff supervise and monitor behaviour in corridors, the dining area and the school playgrounds to ensure all pupils feel safe and secure.
6. Physical intervention – In the rare event physical intervention is required the school will follow DfE guidance on the use of physical intervention (July 2022).

## **Classroom Code of Conduct**

Pupils will:

1. attend class promptly, with the correct books and equipment
2. enter and leave the classroom in a quiet, orderly manner
3. settle down to lessons quickly, respecting the right of other pupils to listen and work
4. exercise understanding of one another, especially when personal opinions are expressed
5. respect the classroom environment and leave the room clean and tidy
6. abide by the rules of the community as outlined in the Community Expectations.

The above Code of Conduct should be displayed in every classroom and referred to regularly.

## **Equality**

St Richard's fully understands that some pupils with SEND or complex needs require a varied behavioural support response. We understand and appreciate that in order for all young people to be treated fairly, it is right and appropriate for some to be treated differently. These pupils have clear additional needs or EHCP plans which set out the strategies required for supporting them to achieve their potential both academically and pastorally. Reasonable adjustments may include such measures as examination access arrangements, use of assistive technology, changes or adaptations to the school site, or provision of additional support from staff.

## **Violence**

Violence is classed as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, Violence is a form of anti-social behaviour and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes an intent to harm others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of X's kicking'. It should also look to predict the likelihood of the behaviour recurring and prevention strategies to support this.

## **The use of reasonable force**

The school follows county guidance on the use of reasonable force found [here](#).

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

Any use of reasonable force is reported to the Principal and Designated Safeguarding Lead (DSL) in person and then written up with action taken, decision and rationale, communication with home and

outcome via the school's MyConcern safeguard reporting system. Full communication with home occurs.

### **Therapeutic Thinking**

St Richard's follows a therapeutic approach to young people who may have experienced an adverse childhood experience or other trauma and therefore require a different approach with regards to behaviour management. Staff have received training in this approach and the pastoral team will use therapeutic thinking tools to assess, plan and respond to pupil behaviour.

### **Staff Training**

Pastoral care, behaviour and support is covered within our staff induction programme. Regular training for all staff on behaviour, safeguarding and pastoral care occurs throughout the year.

### **Pupil Transition**

A strong transition programme exists to ensure pupils in Year 6 are well known before entrance to the school and all safeguarding and pastoral information has been collated from primary schools.

## **School System**

### **Community Expectations**

#### **Conduct and Discipline**

All schools need rules to run efficiently and effectively. At St Richard's we have in place a Code of Conduct. This enables us to safeguard the right of every child to learn without hindrance. It also ensures our pupils learn self-discipline and the need to take responsibility for themselves and their actions. These are lessons that will serve them well through life. The basic principle of the Code of Conduct is 'respect for the person and respect for a person's property'. Pupils must:

- Show respect and kindness to staff and their peers at all times.
- Act in such a manner that ensures all who come to St Richard's are able to flourish and grow together in friendship and in faith.
- Take responsibility for themselves in terms of learning, conduct, homework, uniform and organisation.
- Respect and not interfere with another person's property or their right to learn.
- Exercise respect for one another's differences.
- Be committed to working together to make positive differences to our community and to the society in which we live.
- Work together to uphold our school motto of Comitas, Scientia, Caritas (Community, Knowledge, Charity)

As we are a Catholic school we expect pupils to abide by Christian principles and to show respect and concern for the wider community.

Pupils must treat each other with respect and kindness at all times. We have a clear Friendship and Anti-Bullying Policy that recognises different types of bullying, including cyber bullying, prejudice based and discriminatory bullying.

It is a whole community responsibility to recognise bullying and to take appropriate action. All staff, both teaching and non-teaching, are committed to the creation of conditions which discourage bullying through: consequences that are applied fairly, consistently, proportionally and reasonably; vigilant supervision of areas such as toilets, corridors, staircases, the changing rooms, the playground and the back area of the school. The full range of interventions, support and consequences attached to incidents of bullying can be found in the Friendship and Anti Bullying Policy. The school sets out an

approach of education and strong moral values that puts at its heart the dignity of every young person and each person's role in ensuring the wellbeing of others.

Pupils are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to their School Council Rep or a Student Listener.
- Passing on information via the Whisper anonymous reporting tool on their home page and the school website.

### **Child on Child Abuse**

This can take place in school, out of school and online. It covers a range of concerns including sexual harassment and assault. The school follows the East Sussex protocol for managing Child on Child Harmful Sexual Behaviour in Schools.

The school adopts an 'It can happen here' approach to safeguarding and bullying and seeks to ensure environment in which young people are able to access support from staff. Staff are regularly trained in a range of safeguarding procedures and topics and will never accept hurtful, hate (sexual comments) as banter or part of growing up.

### **Uniform/Appearance**

- Uniform must be worn in its entirety, as per the uniform list at all times, including the journey to and from school. Jumpers may be removed in the summer term, following the Principal's directive. Pupils can ask permission to remove jumpers in lessons.
- Tights and socks must not be worn together. Plain black ankle socks for girls and boys (no sports/trainer socks, socks with logos, frilly socks, knee-length socks or inner shoe 'sockettes').
- Coats must be worn in colder weather. There should be no denim, fur, suede or leather jackets or hooded sweatshirts/tracksuit tops/sports jackets.
- Coats must not be worn inside school.
- Jumpers must not be tucked in to skirts or trousers.
- T-shirts may not be worn under white shirts.
- Skirts must be of regulation colour and knee length.
- Trousers must be formal black tailored slim fit (not 'skinny' fit or chino jeans style) and are optional for girls.
- All pupils must wear black school shoes, preferably of a polished or patent type (no heels, boots, canvas trainers, backless or trainer style shoes).
- Hairstyles must be of a conventional nature. Girls' hair should be neatly tied back. Boys must have short hairstyles (minimum grade 3). Regardless of gender: tram-lines, wedges, undercuts, skin fades, taper fades or shaved hair are not permitted. Styling products are not permitted. Highlighting and colouring of hair is not permitted and neither are hair extensions. It is acknowledged that textured hair is an important part of a pupil's racial, ethnic and cultural identity and requires specific styling for hair health and maintenance and therefore in such circumstances braids and cornrows can be worn. Braiding must be an appropriate length and match natural hair colour. Beading is not permitted. Pupils must be clean shaven.
- Girls uniform includes permission to wear one pair of plain gold or silver stud earrings on the earlobe and all pupils may wear a wrist watch, but not a smart watch. No other jewellery is allowed.
- Make-up must not be worn and nail polish is not allowed. Fake nails are not permitted and nails should be kept short and not pointed. No permanent make-up procedures (e.g. eyebrow or eyelash dying or extensions) are allowed. Fake tan must not be used.
- Uniform must be worn for official school events e.g. Prize Evening, Open Evening, Parents' Evenings, Concerts, Parish Masses. School rules apply at all evening events e.g. no mobile phones to be used.

### **Substances/Dangerous Items**

- Smoking/vaping/smoking e-cigarettes is not allowed on school premises or while travelling to and from school.
- No cigarettes, e-cigarettes, vapes, edible nicotine products, lighters or matches can be brought to school. No intoxicating substances or illegal substances can be brought into school.
- There must be no aerosols in school.
- There must be no chewing gum in school.
- Canned drinks, including energy drinks, must not be brought into school or consumed on the way to or from school.
- There must be no items such as knives or weapons brought into school.
- There must be no items brought into school that could endanger others or damage property.

Please see Appendix 1 in the Pastoral Care and Behaviour Management Policy on the website for our policy statement regarding searching for prohibited items in school.

### **Valuables**

- **Mobile telephones are not allowed** in school, except with the permission of the Principal, following a written request, when they should be handed in to Reception first thing in the morning/at the start of each day for safe-keeping and only used for the purpose the parents/carers have requested (e.g. safeguarding reasons). If a telephone is confiscated, a parent/carer will be expected to collect it. It is important to note that the school is not responsible for any pupil's phone for any reason.
- Smart watches that allow access to making calls or the internet, are not allowed in school.
- Electronic devices, speakers, cameras and computer games must not be brought into school or they will be confiscated. Parents/carers will be expected to collect them.
- All items should now be paid for via ParentPay, so large sums of money should not be brought into school.

### **Movement around School**

- On corridors and stairs, throughout, movement should be in single file, to the right.
- Pupils must walk sensibly around the building. There should be no boisterous behaviour.
- Pupils must observe entry/exit signs.
- Jackets must be removed when walking around the building.

### **Break/Lunch Time**

- All pupils must go outside for the duration of morning break and lunch-time, with access to lockers at the beginning and end only, unless attending a Club, using the library, using the dining area or hall.
- In the case of wet breaks, forms based in the Linkway, 'B' and 'A' Blocks may remain in classrooms. Forms from the Science and Technology Block and the Art Block must go to the hall.
- All pupils must respect and follow the instructions of prefects who patrol the corridors at break and lunch-time.
- Hot food should only be eaten in the Dining Area. Snacks may be taken out of the Dining Area into the playground, but no food is to be eaten in the corridors or classrooms unless it is wet break.

### **Use of Play Areas**

- No pupils may play in the car parks.
- Each year group should use its allocated area in winter.
- In summer, when the field is in use, the boundary is a line across from the shed and year groups must use their allocated space. The only pupils allowed beyond this are those practising sports under supervision. All banks are out of bounds. Pupils are not allowed behind the sports hall or in the bicycle shelter by the gym.
- At all times, the staff car park and the area around the bungalow are out of bounds.

- Any pupil seeking to retrieve a ball from the road must have permission from a member of the duty staff.
- Pupils are not permitted to use the outdoor gym without permission.

### **Toilets**

- Pupils must only use the toilets allocated to their year group at break time, except in emergency; during lessons, they should use the nearest toilets.
- Pupils are not allowed out of class to use the toilets unless given permission.
- Pupils must always leave the toilets in the same state they would wish to find them out of respect for themselves, others and our cleaning staff.
- Only two pupils at a time in the toilets or as per guidance for individual facilities.

### **Punctuality**

- This is expected for all classes as well as for arrival at school. Pupils must arrive by 8.35am for a prompt start at 8.40am.
- If late to school, Community Service will be issued. If persistently late, pupils will go on a punctuality report and receive a pastoral detention.
- School cannot be accessed earlier than 7.45am.
- Pupils arriving in school before 8.15am should only enter the building through the main pupil doors. Once they are in, they must either attend a revision class or sit in the dining area. This is to ensure all pupils can be accounted for in the event of an emergency.

### **Bags/Lockers**

- Bags must be of a suitable size and appearance to carry all books/ equipment required for school. They must be able to carry A4 folders and be able to be closed securely.
- Apart from form time, access to lockers is restricted to the beginning and end of each break period.
- Lockers should be used wisely and respected and be free of stickers/drawings etc.
- If locker keys are lost, they must be replaced and paid for. We suggest parents/carers make a copy of their child's locker key.

### **Public Transport**

- Priority and respect should be shown to the general public at all times. For example, pupils should give way to other pavement users. They should allow other passengers to get on and off the train before they do. They should be mindful of noise and represent their home and school to the highest standards.
- Pupils must stand well back, behind the bump strip, as the train approaches the platform. At the end of the school day, Year 7 must line up behind Year 11 (and in term 6 behind Year 10).
- Pupils should remain seated on buses and trains throughout the journey.
- Pupils should never put their heads out of bus/train windows or doors.
- Bags must not be left in train corridors.
- Pupils may not cycle on train platforms.
- Pupils must only be at the station if they are catching a train.
- Pupils must catch the earliest available train.
- Train/bus prefects are to be obeyed and respected.
- Pupils are not allowed to use local shops/takeaways or the beach when travelling to or from school. They must return home and change out of uniform before conducting social activities.

### **Cycles**

- Pupils must have a cycle pass obtained from their Pastoral Leader before being allowed to cycle to and from school.
- Pupils must cycle to and from school in an appropriate manner, respectful of all other road and pavement users.
- Cycles must be equipped with reflectors, brakes and adequate lights.

- Cycle helmets must be worn.
- Cycles must be locked in the bicycle storage shelter.
- Pupils deemed unsafe to cycle will have their permits removed (or will be asked to take a Cycling Proficiency course).

### **Rewards**

When expectations are met and our Code of Conduct adhered to, praise and encouragement should be expressed to give positive reinforcement. Our current rewards system includes: Verbal praise, either personal or public.

- House Points.
- Telephone/letter/postcard home.
- Certificates for achieving above expectations in a number of subjects.
- Certificates noting achievements, service, good conduct, attendance.
- Extra-curricular certificates.
- Book tokens, vouchers or other tangible "thank yous." And Prizes.
- Prefect status.
- The CREST (bronze, silver and gold awards).
- Positive references.

In all years, the award of House Points is possible for the following reasons:

- Effort.
- Outstanding work.
- Community service involving an element of sacrifice.
- "Extra" help or service.
- Consistently high standards of work, behaviour or attendance.

The successful use of this House point system depends on the contribution and participation under the Be St Richard's banner of all staff. There are clear stages of rewards which are shared with pupils, parents/carers and staff. Copies of these are up in all classrooms. Click [here](#).

### **Consequences**

St Richard's operates a discipline procedure based on the Christian values of dignity, love and reconciliation. Where a pupil's conduct is unacceptable or disruptive in any way, or where a pupil fails to meet required standards in work or discipline, corrective action must be taken. Staff are expected to address small infringements of courtesy, behaviour and uniform immediately so that the minor misdemeanours do not grow into more challenging behaviour from pupils. It is essential that misdemeanours are quickly discovered and dealt with firmly, without undermining the integrity of the individual personality. In every case, the consequence should be appropriate to the offence and the child. A list of common offences with consequences has been drawn up for the use of all staff [here](#). It is recognised that pupils may, at times, require sensitive handling, without undermining the principles of fairness and justice. The school takes a therapeutic thinking approach to support pupils who may require a supported approach to modifying behaviours. Consequences currently imposed at departmental and pastoral levels include the following:

#### **Departmental**

- Detentions at break or lunchtime.
- Detentions after school, with 24-hour notice in writing via email/EduLink to parents/carers.
- Department report/monitoring.
- Transfer to another class or temporary withdrawal.
- Letters/emails home to parents/carers.
- Interview with parents/carers.
- Referral to Form Tutor/Pastoral Leader/Subject teacher.

## **Pastoral**

- Support and advice.
- Staff/pupil mentoring.
- Range of services in the school to help support a pupil - refer to the MHEW document that lists them on the school website: Parents/Pupil Wellbeing.
- Behaviour Points.
- Pastoral detention (held on a Friday).
- Withdrawal of privileges.
- Detentions before school, at break, lunchtime, after school, Saturday morning, INSET days.
- Litter duty.
- Community Service.
- Daily report- a variety of these are available in order to tailor it to the child.
- Close supervision - used as a last resort - Saturday detentions are better to ensure pupils do not miss out on learning.
- Strategy meetings to complete the plan, 'can, do, review' sections of an Additional Needs plan.
- Interview with parents.
- Exclusion from extra-curricular activities when appropriate.
- Use of after-school intervention room.

In addition, use can be made of support from other agencies such as the Counsellor, the Educational Psychologist or the Education Behaviour and Attendance Service.

Whatever consequences are imposed, it is essential that parents are kept fully informed and that reconciliation and support always have a role. The responsibility for this lies with individual teachers as well as Subject and Pastoral Leaders. The successful management of pupil behaviour relies on the close partnership between home and school which has a high priority in our community. Good communication should ensure that misdemeanours or concerns are dealt with appropriately, through a staged system of referral, according to the seriousness or frequency of the offence.

In order to ensure our behaviour is of the highest standard, all members of staff must follow these procedures accurately and consistently. Always have the consequences sheet at hand and on show in your classroom and do not deviate from it.

Community Service is staffed by Pastoral Leaders in Lab 6 & Lab 7 each lunchtime.

## **Close Supervision**

Please refer to the Consequences list for when this should be administered. Pupils will fill out a reflection booklet in collaboration with pastoral staff at the end of Close Supervision.

## **Suspensions**

The principles of equal opportunities and social inclusion underpin our management of pupil behaviour. Measures counteracting disaffection are put in place as necessary through BfL targets and strategies, with early intervention and suitable use of pastoral support programmes for those at risk of permanent exclusion. However, for serious offences, such as abuse of staff, theft, substance misuse or persistent or aggressive behaviour, the Principal may decide that a pupil should be suspended from school. In such a case, the Principal will follow the procedure laid down by the East Sussex County Council.

## **Conclusion**

High standards of behaviour and discipline need to be maintained to ensure a good working atmosphere for all staff and pupils at St Richard's. We strive to be consistent while allowing a certain flexibility to respond to particular cases in our care for the individual's social, spiritual, moral and academic needs. By creating a climate within which appropriate teaching and learning can take place, we can achieve our aims and prepare our young people to contribute to the wellbeing of a just and caring society.



## **APPENDIX 1 - Searching, Screening and Confiscation Policy**

We have adopted the County/DfE Searching, Screening and Confiscation Policy following the DfE Guidance [here](#) (July 2022).

Pupils, staff and parents are asked to note the following with regard to prohibited items listed in the 'Substances/Dangerous Items' section of our Community Expectations.

The items listed in this section can be searched for, adhering to DfE protocols (Behaviour in Schools February 2024)

The Principal can conduct a search without consent where there are reasonable grounds to suspect the possession of a prohibited item. Other school staff must be authorised by the Principal before undertaking a search. Prohibited items are:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, vaping equipment fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and

**Any item banned by the school rules which has been identified in the rules as an item which may be searched for.**

The Searching, Screening and Confiscation Policy is available for reading on the website.

## APPENDIX 2 – CONSEQUENCES SYSTEM OF REFERRAL

### Consequences System of Referral

<p><b>Stage 1</b> Subject/Tutor responsibility</p>	<p>For a low level incident occurring in form or class time, the first response is the form or class teacher consequence. This will commonly be the awarding of lunch or after school detention. Communicate all low level incidents via behaviour on 'EduLink.' A follow up phone call or email home is proven to be beneficial. Teachers and tutors will follow their own professional judgement here.</p>
<p><b>Stage 2</b> Subject Leader responsibility</p>	<p>A Subject Leader will become involved when a subject detention has been missed; there has been a repeated failure to complete homework, or a pupil is interfering with the learning of others. Here, the class teacher will refer to the Subject Leader for support. The Subject Leader will administer a variety of consequences depending on the circumstances. These are likely to include one or more of the following: Subject Leader detention, subject report, departmental monitoring, phone call with a parent/carer, interview with a parent/carer to plan next steps. The Subject Leader will ensure they contact home to discuss the issue and steps ahead.</p>
<p><b>Stage 3</b> Pastoral Leader responsibility</p>	<p>Pupils will be referred to the Pastoral Leader where there is a pattern of repeatedly failing to complete homework in more than one subject or because the pupil is disturbing the learning of others in more than one subject. The Pastoral Leader will contact the parent/carer and, in partnership with them, will put in a plan of action to address the concerns. This will include a pastoral detention or Saturday detention being issued. Pastoral detentions run on Friday until between 4:00pm to 4:45pm in B7 and Saturday from 8.30am-11.30am in B7.</p>
<p><b>Stage 4</b> Pastoral Leader with support of SLT</p>	<p>Pupils who continue to disengage or misbehave must have an Additional Needs Plan developed to draw together a number of strategies to re-engage the pupil. Parents/carers will meet with the Pastoral Leader, in order to formulate this plan. External agencies will be utilised to offer further support where necessary. The plan will be regularly reviewed to ensure impact.</p>
<p><b>Stage 5</b> In extreme cases, Principal</p>	<p>The Principal will receive written records of the incident that produced such a referral and consider the necessary consequences, which may include a fixed term suspension.</p>

Consequences in precedence order:	
1	Detention
2	Community service
3	Intervention sessions
4	Extra-curricular activities or clubs