



*The Golden Rule, in everything, do to others what you would have do to you  
Matthew 7:12*

## **Introduction**

At Our Lady's Catholic College, we know all our students are made in the likeness of God. We aim to guide every one of our community to develop into individuals whose behaviour allows them to be confident, included and successful members of society, ensuring the love we show to them is then shown in everything they do and say. Our Lady's Catholic College is a community that works together to reward and develop all members of the community, pupils, staff and parents. The well-being of all of our community is paramount to the success and happiness of all who are part of it. The Behaviour for Learning policy works to support pupils, staff and parents and maximising everyone's potential, by adhering to the Catholic teaching of our Virtues, and the expectations of Ofsted.

The purpose of our Behaviour Policy is to fulfil the Governors' duty of care to pupils and staff at Our Lady's Catholic College; to promote teaching and learning and high standards of attainment; and to preserve the reputation of the school in the community in which it works. The Governors expect this policy will be in accordance with their responsibilities under equality legislation. The school has undergone a process of consultation with all members of its community including Governors, staff, pupils and parents in the process of writing this Policy and it will monitor and review it through the means of Governor Committee Meetings and staff meetings at regular intervals throughout the year.

The Behaviour Policy at Our Lady's Catholic College reflects the fact that we are a Catholic community and thrive in the virtues of Faith. Our school motto sets the context for the foundation of the policy: Aspire not to have more, but to be more, with the aim to create a learning community in which;

- An ethos of courtesy, self-discipline and mutual respect readies pupils for the challenge of making a positive contribution to society;
- The academic and vocational potential of all pupils is realised through a curriculum that is broad, balanced, relevant and supported by a wide variety of extra-curricular activities;

## **Aim of the policy**

- To promote a calm, purposeful and inclusive environment in which learning can flourish and in which the school's culture is respected by all, promoting community cohesion through improved relationships.
- To establish a safe, supportive and caring environment in which all achievements are valued;
- To encourage a sense of responsibility, self-discipline and respect for the needs and feelings of others;
- To establish a fair, consistent and clearly understood system of rewards and sanctions

**Please note: The Policy applies to all pupils at all times. It must be remembered that our pupils are the school's ambassadors and we therefore expect the highest standards of behaviour both in school, travelling to and from school, and whilst representing OLCC at sports fixtures, trips, work experience etc. Sanctions will follow the pattern as set out later in this document and will be taken against pupils who do not behave appropriately.**

## **Classroom Objectives**

We firmly believe in consistency in practice through all staff using **Consistent language and consistent responses**. Ensuring that Consistent follow up takes place: Ensuring 'certainty' at the classroom and around school. Teachers taking responsibility for behaviour interventions, seeking support and demonstrating positive reinforcement, consistent consequences referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage and ensuring we are rewarding of positive behaviours.

- To bring about a consistent approach to behaviour management across the curriculum
- To establish a constructive atmosphere for teaching and learning and to reduce disruptive behaviour
- To improve pupil-teacher relationships
- To encourage parental support and increase parental involvement
- Rights, responsibilities, rules and routines are known and understood by all pupils, so that good behaviour is recognised and rewarded
- Failure to meet expectations always leads to the same consequences in any lesson
- Rewards and sanctions are consistently applied by all members of staff

## **Routines that staff and pupils should follow include;**

- The teacher greeting the class at the threshold and setting tasks to start the lesson immediately, and the class responding appropriately.
- Using a seating plan to ensure all learners can thrive in lessons
- Using Synergy to register attendance at registration in the morning and at the start of every lesson.
- Classes are dismissed in an orderly way at the end of a lesson

## Rights, Responsibilities and Rewards

- To learn
- To teach
- To feel safe
- To be treated with respect and dignity as equals

## Responsibilities

Pupils must be educated to understand that we all have responsibilities as well as rights. The school will help with this understanding through the normal curriculum, including CPSHE, assemblies and individual discussion. Staff should take every opportunity to reward pupils who act responsibly and to ensure that lack of responsibility does not go unchallenged. Our community uses “steel poles” to underpin our community. **Uniform, Punctuality and Conduct. These “steel poles” develop our skills as individuals for our school community and later life, giving skills for the future.**

## Our Lady’s Community Responsibilities

It is important for pupils and parents to understand the expectations of the members of the Our Lady’s community. A clear and concise behaviour curriculum allows for pupils to be taught the correct way to behave in lessons and around the Our Lady’s community. As part of character education, the overall whole school behaviour policy has been broken down into four parts:

The four-part curriculum allows staff at Our Lady’s to model good practice, develop pupils understanding and embed important life skills in line with our Catholic virtues. The ethos of Our Lady’s Catholic College is to ***Aspire not to have more, but to be more***, built through the virtues of Love, Hope, Courage, Understanding, Justice, Temperance and Wisdom. Character education is equally as important as academic achievement and is the foundation of all we do.

Below are the cornerstones of our character education, built through Faith and Personal Development:

### Before School:

- Arrive on time at 8:40am in full school uniform, including shoes and blazer with your school bag.
- Smart devices switched off and in bags.
- Line up in form lines in alphabetical order in your designated area. Enter school calmly and respectfully walking on the left. Assembly day, pupils should enter the hall in silence and remain in alphabetical order.

### Movement around school:

- Pupils and staff should walk on the left allowing for smooth transition between lessons.
- Pupils must arrive to their lesson within three minutes of the bell, pupils arriving after will be marked late.
- Pupils must make every effort to move around the building quietly.

- Pupils must not leave lessons without the green teacher lanyard, any pupil without a lanyard will be sent back to class.
- Pupils must use the bathroom before school, break, lunch and after school. Pupils are not permitted to leave lessons for the toilet unless they have medical evidence. Pupils with a toilet pass must carry a green lanyard. Professional judgement of staff will consider pupils needs without passes.

### **Break and Lunch**

- Pupil should leave lesson and make their way outside, to a club/activity, to the bathroom or the dinner hall.
- Pupils must line up in single file to be served in the dinner hall.
- Pupils should not be running in the building.
- The whistle will blow to mark the end of break and lunchtime; pupils then have three minutes to get to lesson. Lessons start at 11:20am and 2:05pm. Pupils arriving late will be issued with a lates detention.
- Pupils should show kindness, tolerance, and respect in line with our Virtues, during their social time and should seek support from duty staff if there is an issue or difficulty.
- Pupils should not be in the building at break or lunch unless wet bells have sounded. Wet break and lunch have designated areas, where behaviour is expected to be in line with our culture of positive choices.

### **After School**

- Any pupil in an OLCC uniform is representing Our Lady's Catholic College regardless of the time of day in and around our community.
- Pupils are expected to wear their uniform with pride and display behaviour which is respectful and to be proud of in the community.
- Any pupil who is caught bringing OLCC school name into a negative light will be issued a consequence.

**Any pupil who shows our virtues in the community will ALWAYS be rewarded.**

## Rewards at OLCC

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### Rewards System

We wish to acknowledge and encourage the vast majority of pupils who follow school rules and contribute positively to the ethos and life of the school. At the heart of the Reward system are strategies that promote and acknowledge good behaviour and that systematically encourage and reward pupils. Aspire points can be awarded for any aspect of school life that a member of staff deems appropriate for example: excellent homework, good verbal responses in class, representing the school, an act of kindness to others etc. At the start of each academic year, and at regular intervals thereafter, the school's expectations will be explained to all pupils. Parents will have received the school uniform letters and reminders of the school rules will be given in assemblies and in registration time.

### Examples of positive behaviour rewards

- Rewards points allocated on Synergy
- Pupils are allowed to have an early lunch
- Postcards and Text messages to be sent to parents/carers
- Verbal praise is given during/at end of lesson
- Recognition for excellent attendance
- Termly and Yearly Rewards trips
- Personal Certificates in Assembly

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- We promote a calm, purposeful and inclusive environment in which learning can flourish and in which the school's ethos is respected by all, promoting a sense of community through improved relationships.
- We establish a safe, supportive and caring environment in which all achievements are valued;
- We encourage a sense of responsibility, self-discipline and respect for the needs and feelings of others;
- We establish a fair, consistent and clearly understood system of rewards and sanctions

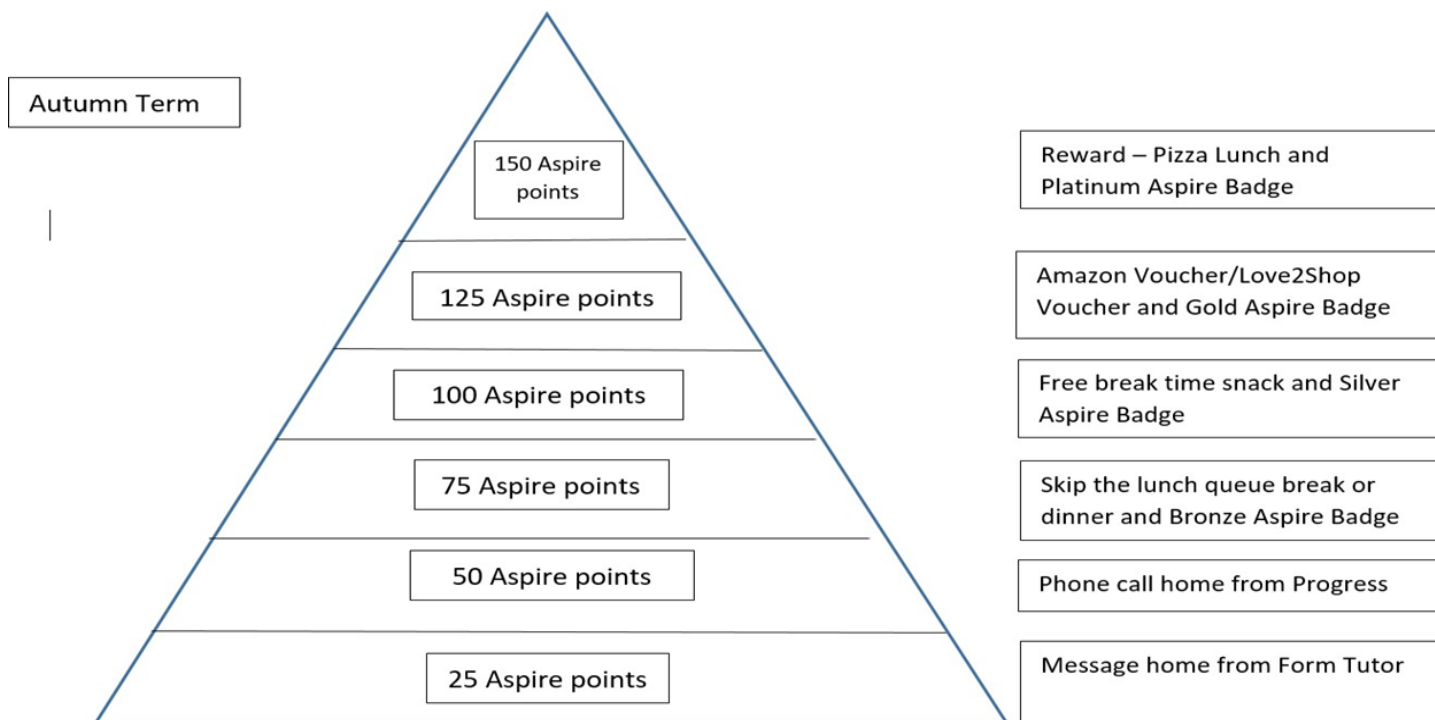
At Our Lady's Catholic College, we take great pride in recognising our students' contribution to school life and their overall conduct in and around school. We celebrate and recognise pupils' efforts through termly distribution of Aspire points, Reward assemblies and Reward Trips. These rewards can be worked towards daily, weekly, termly and annually. Our rewards scheme promotes and recognises achievement in and outside of the classroom including termly attendance, receiving no negative

points and star of the class and form. A key factor in the system is that ALL pupils can achieve in the rewards system as it is reset termly so that all pupils have the same chance of recognition regardless of behaviour, attendance or punctuality in the previous term. The rewards system is designed to build positive relationships with form tutors as they are responsible for the administration of the rewards.

At the end of each full term there is a celebration assembly which rewards all pupils for 100% attendance, no negative points, aspire points and star of the class and form. Pupils can earn vouchers for local shops to recognise their outstanding achievement. We also run an end of term rewards trip, which is subsidised by the school. This is to locations like Blackpool Pleasure Beach. Criteria for the end of term Rewards trip is set each September to allow pupils to know the expectations and to work towards achieving them.

**This rewards policy underpins the school philosophy of “aspiring not to have more but to be more”**

**Below is an example of what a typical term at OLCC looks like in terms of rewards**



## Behaviour for Learning and Classroom Culture

### *The Golden Rule, in everything, do to others what you would have do to you Matthew 7:12*

The Behaviour Policy at Our Lady's Catholic College reflects the fact that we are a Catholic community and thrive in the virtues of Faith. The School Mission Statement sets the context for the foundation of the policy: ***Aspire not to have more, but to be more***, with the aim to create a learning community in which;

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- We establish a safe, supportive and caring environment in which all achievements are valued;
- We encourage a sense of responsibility, self-discipline and respect for the needs and feelings of others;
- We establish a fair, consistent and clearly understood system of rewards and sanctions

To ensure the community of Our Lady's understands the expectations of one another, our step system will be consistently applied in all classrooms. Clear boundaries and expectations for all, allows for a classroom where pupils can thrive, staff can teach and parents know how to support the engagement of their child. Pupils who display behaviour which prevents others from learning will be dealt with swiftly in line with the step ladder below. Expectations are clear and consistent and are not out of reach for any pupil. Pupils will be reminded and supported daily by Form Tutors, Teachers, Pastoral Support and Senior Leaders.

**In order to ensure all pupils are able to learn, low level poor behaviour will not be tolerated, pupils will be issued with a First Warning, followed by a Final Warning. If a pupil fails to correct their poor choices, they will then be removed through Lesson Support.**

#### Lesson Support Tracking:

A pupil who deliberately and persistently behaves in a way that prevents other pupils learning will be removed through Lesson Support. The pupil who has received Lesson Support will be collected by the Duty Team and removed to another classroom of the Duty Teams discretion. Any pupil removed will receive a 1-hour detention after school the same day and parents will be informed via Synergy. Detentions will be centralised. Any pupil who is uncooperative will be issued a 'Failed Lesson Support' and immediately removed by SLT to serve the remainder of the day and an extended day (4:15pm) the following day until 4:15pm in The Unit

The Unit is situated on the school site outside technology and is where pupils spend the school day in a supervised environment. The Unit is staffed by a consistent member of staff who will support the pupils to complete their day successfully. Each Unit session begins with the same activity of reflection and reading, to allow for a calm start to the day. Pupils in the Unit will be provided with a laptop to access the National Curriculum through the Oak Academy and our online learning platforms (Seneca, Bedrock, EduCake) to ensure pupils do not fall behind as a result of isolation from lessons. Staff will engage in restorative conversations with pupils to ensure the return to lessons will be smooth and successful. Pupils will be able to engage in social education and have their lunch in the dinner hall outside of normal lunchtime, and they have access to toilet facilities.

### First Warning

This is the starting point where a teacher will let you know they are unhappy with an element of your behaviour.

Sanction: Verbal Warning: “\*\*\*\*\* ***this is your FIRST warning***”

Example of behaviours to warrant First Warning: talking, work avoidance, off task, shouting out, poor manners, lack of respect, not entering the classroom appropriately, failing to follow instruction

### Final Warning

If you have progressed to a Final warning, it is likely, you have failed to change your behaviour, or have disagreed with your first warning, subsequently disrupting the learning of others

Sanction: Final verbal warning: “\*\*\*\*\* ***this is your Final Warning***”

Examples of behaviours to warrant Final Warning: continuation of any of the above, work avoidance, disrespect of pupils or staff, repeatedly preventing the learning of peers, arguing with the member of staff

### Lesson Support

If you have continued to display poor behaviour and choices, your teacher will call for Lesson Support, where you will be removed from the lesson and placed in another classroom, which may be in another subject area or year group. If your behaviour has warranted a Lesson Support Call out, you will automatically serve a one-hour detention the same day.

**Failure to attend the detention will result in a full day in Unit**

Sanction: Lesson Support called, Duty Team to remove and place in a suitable lesson, 1-hour same day detention

Examples of behaviours to warrant Lesson Support: repeated continuation of behaviours above, or displaying a behaviour which poses immediate threat to peers or staff such as verbal threats or physical violence/intimidation

### **Failed Lesson Support**

If you fail to respond appropriately to the member of staff who attends the Lesson Support Call out, or you fail to follow the instructions given by the class teacher or Duty staff member, you will fail your lesson support. A failed Lesson Support will result in immediate removal to the Unit where you will remain for the rest of the day until 4:15pm. The failure of Lesson Support automatically triggers a day in the Unit the following day

You will not return to lesson until the Unit day has been completed.

Repeated failure of the Unit will result in a Fixed Term Exclusion which will remain on your school records and will be disclosed on college and apprentice applications or if you move school mid-year.

Sanction: One-day UNIT

Examples of behaviours to warrant Failed Lesson Support: refusing staff instructions, truancy, verbal or physical abuse of staff or peers

### **Sanctions**

The law says that teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them. This includes breaking the school rules and failing to follow a reasonable instruction. To be lawful, the sanctions must satisfy the following three conditions: The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Head teacher;

1. The decision to sanction the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff
  2. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.
- A sanction must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

- Sanctions may vary according to the age of the pupils and any other special circumstances that affect that pupil.
- The Head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example on a school trip.
- Schools should consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy should be consulted. They should also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment should be considered.

### **Behaviour Steps:**

Pupils will be given opportunities to modify their behaviour if they make a mistake. At Our Lady's Catholic College, we use a warning process which is outlined in the table and is displayed in every classroom and around the building. If a pupil works their way through the warnings, they will be removed from the lesson and taken to another lesson to prevent further disruption. If a pupil is removed from a lesson, they will automatically have an after-school detention the same day in the designated detention room from 3:05pm until 4:05pm. All detentions linked to behaviour must be scheduled in Synergy to allow notification and reminders to the pupil, Progress Leaders and parents. If a pupil continues to be disrespectful, questions the teacher or causes further disruption they will then be issued with a day in Unit which will mean they will serve a full day isolation completing virtual learning until 4pm the following day. Staff may use the 'Lesson Support' button at any point to call a member of the Duty Team

### **Lesson Support Tracking**

A pupil who deliberately and persistently breaks our classroom code will be removed by Lesson Support out of class.

- The removed pupil will be sent to an alternative classroom
- Behaviour incident will be logged on Synergy and a behaviour alert will be sent through Synergy notifications
- Any pupil removed will receive a 1-hour detention the same day. Detentions will be centralised in the designated detention room
- Any pupil who is uncooperative will be issued a 'Failed Lesson Support' and immediately removed by the Duty Team and an extended day the following day until 4pm will be served in the Unit

**All sanctions are subject to the individual incident. Although the guidance in this document suggests a tariff which escalates, each incident will be reviewed by Senior Leadership. Any incident can and would lead to permanent exclusion if the incident posed potential or immediate risk to a pupil, member of staff or the Our Lady's Catholic Community. Incidents which take place out of school, but can be lined back to OLCC due to uniform or identity will result in the same sanction in line with the tariff.**

## Lesson Support Referral Ladder

Number of Lesson Supports	Staff with responsibility	Action Required	Points to discuss	Recording of contact
<b>Level 1</b> <b>5 Behaviour Incidents</b>	Form Tutor	Text and Call home	BFL policy discussed Expectations of pupils & Support available Impact of poor behaviour on other pupils learning. <b>6 weeks without an issue will result in Full redemption letter home</b>	Form Tutor inform Unit that contact has been made  Unit holds central spreadsheet
<b>Level 2</b> <b>10 Behaviour Incidents</b>	PSO	Email and Call home	BFL policy discussed Expectations of pupils & Support available Impact of poor behaviour on other pupils learning. <b>5 weeks without an incident will result in redemption to level 1. Redemption letter sent to home</b>	PSO inform Unit that contact has been made  Unit holds central spreadsheet
<b>Level 3</b> <b>15 Behaviour Incidents</b>	Progress Leader	Meeting in school Low level contract	BFL policy discussed Expectations of pupils & Support available Impact of poor behaviour on other pupils learning. <b>4 weeks without an incident will result in redemption to level 2. Redemption letter sent to home.</b> <b>Low Level Contract Issued</b>	Progress Leader inform Unit that meeting has taken place and low level contract issue date  Unit holds central spreadsheet
<b>Level 4</b> <b>20 Behaviour Incidents</b>	AHT Behaviour	Meeting in school Behaviour contract issued and managed move discussed	BFL policy discussed Expectations of pupils & Support available Impact of poor behaviour on other pupils learning. <b>3 weeks without an incident will result in redemption to level 3. Redemption letter sent to home</b> <b>Behaviour Contract Issued &amp; MM Discussed</b>	AHT Behaviour inform Unit that meeting has taken place and behaviour contract issue date  Referral to panel Unit holds central spreadsheet
<b>Level 5</b> <b>25 Behaviour Incidents</b>	Head teacher	Meeting in school Behaviour contract reviewed Permanent exclusion discussed	BFL policy discussed Expectations of pupils & Support available Impact of poor behaviour on other pupils learning. <b>2 weeks without an incident will result in redemption to level 4. Redemption letter sent to home</b> <b>Behaviour Contract &amp; MM Reviewed Discuss possibility of Permanent Exclusion</b>	AHT to inform Unit that head teachers meeting has taken place  Unit holds central spreadsheet
<b>Level 6</b> <b>30 Behaviour Incidents</b>	Governors	Meeting in school Behaviour contract reviewed Permanent exclusion discussed	BFL policy discussed Expectations of pupils & Support available Impact of poor behaviour on other pupils learning. <b>1 weeks without an incident will result in redemption to level 5. Redemption letter sent to home.</b> <b>MM Reviewed Discuss Permanent Exclusion</b>	AHT to inform Unit that governors meeting has taken place  Unit holds central spreadsheet

**CENTRAL SPREADSHEET HELD BY UNIT MANAGER. REVIEWED HALF TERMLY BY AHT BEHAVIOUR**

## Behaviour Expectations: Outside of lesson. Protocol for dealing with poor choices during social time

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- We establish a fair, consistent and clearly understood system of rewards and sanctions

To ensure the community of Our Lady's understands the expectations of one another, our step system will be consistently applied across school, including social time and lesson changeover. Clear boundaries and expectations for all, allows for a school community where pupils can thrive, staff can form relationships and parents know their child is safe. All staff will apply the same expectations of pupils; for the pupils to develop an understanding of a behaviour curriculum. Pupils who display behaviour which prevents others from thriving will be dealt with swiftly in line with the step ladder below. Expectations are clear and consistent and are not out of reach for any pupil. Pupils will be reminded and supported daily by Form Tutors, Teachers, Pastoral Support and Senior Leaders. In order to ensure all pupils are able to thrive, low level poor behaviour will not be tolerated, pupils will be issued with a First Warning, followed by a Final Warning.

**If a pupil fails to correct their poor choices, testing through our learning support department will assess the pupil for any unmet need. Repeated poor choices will result in consequences in line with the school behaviour policy. Pupils will be offered support through the links OLCC have with external agencies, such as Wise Up, Queensberry Project, Barnardo's and where suitable CAMHS. OLCC also offers a bespoke work experience programme in school for vulnerable pupils.**

### Outside of Lesson Tracking

- A pupil who deliberately and persistently behaves in a way that prevents other pupils thriving will be addressed firstly by the member of staff witnessing the incident, this will be escalated where necessary through pastoral staff to Senior Leadership if required.
- Any pupil sanctioned for poor choices will receive a 1-hour detention after school the same day and parents will be informed via Synergy. Detentions will be centralised in 2F1.
- Any pupil who is uncooperative will be issued an increased sanction of Unit and immediately removed to serve the remainder of the day and an extended day (4:15pm). Where necessary a further day(s) will be added for more extreme behavior

### **Out of Lesson Support Ladder**

- Pupils who are regularly cause issues around school outside of lessons will require parental meetings and will be placed on a behaviour contract/bullying contract dependent on need.
- The Pastoral team will track where pupils are being disruptive and will allow for Subject Leaders and Progress Leaders to work with the pupil to support their needs and to help to change their behaviour. Pupils will not return to class unless the relevant parental contact has taken place and we are confident that the pupil is ready to behave appropriately. This could be via phone call or meeting dependent on the severity of the behaviour
- It is essential that staff are present in corridors between lessons to ensure the orderly movement of pupils between classrooms.
- Duty teams should assume their allotted positions promptly at the start of lunch/break time.
- Staff should make efforts to ensure all pupils return to class promptly.
- If staff observe poor behaviour on the corridors or anywhere on the school site, they must take action. Poor behaviour must not be ignored.

#### **The action may be:**

- i) Asking the pupil to stay with them for a set period of time
- ii) Talking to the pupil about the potential risks to others and him/herself that his/her actions may cause.
- iii) Taking them to a Progress Leader/ Pastoral Support Officer /Member of SLT, logging the incident on Synergy.

Where a pupil fails to attend a detention they will serve an extended day the following day in the UNIT until 4:15pm

### **Pupils' Conduct Outside the School Gates – Teachers' Powers**

#### ***What the law allows***

- Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. The school's behaviour policy should set out what the school will do in response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

**Subject to the school's behaviour policy, the Head teacher and Pastoral Team may discipline a pupil for:**

- Any misbehaviour when the child is: -
- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil at the school.

Poor misbehaviour at any time, whether or not the conditions above apply, that Could have repercussions for the orderly running of the school or Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

**Detentions:** Teachers have a legal power to put pupils under 18 in detention. Schools must make clear to pupils and parents that they use detention (including detention out of school hours) as a sanction. The times may include any school day where the pupil does not have permission to be absent, weekends, except those preceding or following a school break and non-teaching (INSET) days. The Head teacher can decide which members of staff can put pupils in detention.

**Parental consent is not required for detentions.** School staff should not issue a detention out of school hours where they know that doing so would compromise a pupil's safety.

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the police, but any reference to the police should only be undertaken with the agreement of the Head teacher.

## **Unit**

The Unit is situated on the school site outside technology and is where pupils spend the school day in a supervised environment. During the course of the day, they are expected to work through work that is set from the work packs provided completing work from English and math's, to ensure they do not fall behind as a result of the isolation from lessons. Pupils who have received multiple sanctions in Unit may be provided with a laptop to access the national curriculum through the Oak Academy and United Learning's online learning platform to ensure pupils do not fall behind in as a result of isolation from lessons. Pupils will be able to have their lunch in the dinner hall outside of normal lunchtime, and they have access to toilet facilities. If pupils complete the day successfully and don't receive a second warning, then they will continue to follow the normal school day once their time has been completed. If a pupil disrupts the Unit or fails to complete the work that is set, then the pupil will be removed by a member of the Senior Leadership Team and formally excluded. The day will then be re scheduled for an extended day until 4:05pm the following day. A pupil will not return to normal lessons until the Unit day has been completed to the required standard. Multiple failures of the Unit may result in a pupil being placed on a behaviour contract.

## **Suspensions**

Behaviour incidents which are not suitably sanctioned by the step process or detentions, will result in the next stage of the behaviour policy and may result in the pupil having to serve a suspension. Examples of such behaviour would be repeated defiance, violence, drug or alcohol misuse, racism or discriminatory behaviour. The decisions for all suspensions are at the discretion of the Head teacher and Assistant Head teacher with responsibility for Behaviour. Included in this process are 'extended days' in school, that take place in the Unit. These are in place to try and reduce the number of days where a pupil is out of the school.

Support is provided for all pupils who are suspended from school. Please note that this list is not exhaustive:

- Use of a monitoring card to track and reward pupils for improved behaviour
- Restorative conversations
- Counselling
- Mentoring
- Wise Up Project/Queensberry/Barnardo's
- Pastoral Support Intervention
- Managed Move

Following a period of repeated suspension or an extremely serious incident and a failure of the other systems to rectify behaviour, the Head teacher reserves the right to permanently exclude a pupil from the school. The Head teacher may decide that an incident warrants a pupil 'jumping' stages in the process because it is deemed to be of a more serious nature. In extreme circumstances a pupil may be permanently excluded without all or any the previous stages being applied.

It is recognised that suspending a pupil from the school is a serious step and is a decision which is not taken lightly. We will endeavour to give every pupil the opportunity to amend their behaviour through a variety of strategies and interventions before taking this course of action using the procedures outlined previously. Pupils will not return to class after a suspension without a reintegration meeting with either a Progress Leader, the Assistant Head teacher for Behaviour or the Head teacher.

### **Confiscation of inappropriate items:**

There are two sets of legal provisions which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Section 91 Education and Inspections Act 2006 gives schools power to discipline pupils which enables a member of staff to confiscate, keep or dispose of pupil's property as a disciplinary measure where it is reasonable to do so. Staff have a defense to any complaint provided they act within their legal powers.

OLCC staff have the power to search without consent for 'prohibited items'. Any search will be carried out to ensure the well-being and safety of the pupil believed to have item(s) and others within the OLCC community. Searches where possible will be conducted by a member of Senior Leadership and in pairs, searches will take place for any of the included:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers and/or Vaping equipment
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for including smart devices

Weapons and knives, illegal drugs and child pornography must be handed to the police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it. Schools are able to identify additional items in their school rules which may be searched for without consent. Force CANNOT be used to search for these items.

### **Permanent Exclusion**

Pupils who have persistently disrupted the day to day running of the school and who undermined the rules laid out in the behaviour policy or if there is a single incident related to aggression, violence, knife crime or drugs are likely to be permanently excluded from school. Guidance for permanent exclusions can be found on the government website.

### **Statutory guidance on the disposal of controlled drugs and stolen items**

- It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
- In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

- There is no legal requirement to make or keep a record of a search. Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school: Police may be called to deal with any search if that is considered appropriate. Mobile phones are permitted to be searched, and data downloaded and retained. Data may be wiped from it, if inappropriate, before returning it to a responsible adult in line with School Policy.

### Smart Device Policy

Smart devices are a distraction to students in school. There has been significant coverage in the news in recent months over the use of smart devices in schools and how this affects the learning within school and how they can lead to bullying and inappropriate web usage. Many schools are deeply concerned about the effect smart devices are having on children's ability to socialise with each other. There is no need for a child to use a smart device for communication purposes during the school day.

Ofsted recently announced that it had updated its inspection handbook to include its oversight of schools' handling of sexual harassment, abuse and violence among pupils, after the publication of its recent report, which found incidents were so common that many pupils did not bother to report them. Unfortunately, smart devices such as mobile phones, smart watches and tablets are often used inappropriately. Within schools we have thorough filters on IT systems to prevent students from accessing inappropriate information on the school system. They also filter all internal communications (e.g. student emails) for use of any concerning language e.g. relating to bullying, self-harm, prejudice etc. This is for the safety of all students. Unfortunately, we cannot monitor smart devices in the same way. Pupils use them to photograph or video situations without consent, therefore, for the safety of students, smart devices are to be kept in pupil's bags switched off whilst on school premises.

**From September 2023, where schools do not have adequate measures in place to protect pupils, safeguarding will be regarded as ineffective and the overall grade is likely to be "inadequate", Ofsted said. The education secretary has previously said that mobile phones can act as a "breeding ground" for cyberbullying, and earlier this month the head of Ofsted highlighted their use in the sexual harassment and abuse of schoolgirls.**

**Government announcement related to mobile phones February 2024. OLCC already adopted point D of the guidance in June 2023.  
The published Department for Education Guidance Mobile Phones:**

*Never used, seen or heard – Some schools may choose to adopt a policy where pupils keep possession of their mobile phones only on the strict condition that they are never used, seen or heard – with consequences for breaching this that are sufficient to act as an effective deterrent. It is important that schools enforce this policy vigorously, consistently and visibly, to the effect that mobile phone use is prohibited throughout the school day. To support this, it may be appropriate for a school to ensure that parents and pupils clearly understand the sanctions that may be applied, to establish a strong no-phone culture. Schools will often stipulate that the mobile phone is switched off at the bottom of the school bag; confiscation may be an immediate consequence otherwise. As this 8 policy becomes established through consistent application, the culture of*

*the school will change, with pupils less likely to attempt to use their phones.* Section 91 Education and Inspections Act 2006 gives schools power to discipline pupils which enables a member of staff to confiscate, keep or dispose of pupil's property as a disciplinary measure where it is reasonable to do so. Staff have a defense to any complaint provided they act within their legal powers.

### **Implementation**

To manage expectations and make sure everyone adheres to the policy, the policy will be delivered consistently and through consultation with parents and pupils. A Smart Device policy is written to ensure that all students are safe from online harm at OLCC, no smart devices are to be seen or used by pupils on the OLCC site.

- To ensure that pupils, staff are fully safeguarded against incidents involving the use of smart devices.
- To ensure that all staff fully understand the position of the school in order to consistently implement it.
- To ensure that parents are fully aware of the change and the reasons for the changes.

### **Expectations**

**Smart devices can be brought into OLCC, and stored in pupil's bags. Smart devices can be used to communicate with parents on the way to and from OLCC.**

- Smart devices must be switched off and in bags during school hours until the school site has been exited. This includes break time and lunchtime. Headphones and portable speakers should not be seen. In case of emergency, pupils should alert a member of staff who will assist with the issue raised.
- All mobile phones (devices) seen or heard by any member of staff during the school day will be confiscated whether this is being used or not. Mobile phones must not be seen or heard during the school day. Any mobile phone seen will be confiscated immediately and returned to the pupil once they have completed a 1-hour same day detention. Parents will be informed. Phones will be stored securely in the OLCC safe and labelled with the name and form of the student. OLCC is not liable for loss or damage

Repeat breaches of the school's position will result in more serious sanctions being given through the escalation process. Parents will have to collect the device from school for repeat incidences and therefore it may not be possible to return the phone on the day it is taken. For further escalation (third confiscation) devices will be returned the next school day, therefore a Friday confiscation will be returned Monday. Failure to hand in the device to any member of staff will result in students receiving a detention followed by a Unit day. Pupils will be issued with a basic handset in order to safeguard their journey to and from school.

During extra-curricular events / fixtures where transport may need to be arranged, mobile phones can be used to contact parents/carers for reasons relating to transport regarding the activity. Young carers will be expected to give their phone to the pastoral team at line up if they are required to check it during the day, for

which they will be supervised. A list of young carers will be distributed termly by the DSL.

**Device out - Hand device over receive phone at 4pm when parent collects.**

**Fail to hand device over – Detention and Unit for the day until 4pm.**

**Repeated use of device/breach of policy device will be kept securely overnight and a device ban.**

**Refuse Unit – Formal suspension with Unit day to be repeated on return to school.**

	<b>Sanction</b>	<b>Consequence</b>
<b>First confiscation</b>	<b>Smart device stored in OLCC Lock Box returned after detention to parent at 4pm</b>	<b>Detention &amp; parent must collect smart device at 4pm</b>
<b>Second Confiscation</b>	<b>Smart device stored in OLCC Lock Box, 1 hour detention, device returned to parent, the following day at 4pm</b>	<b>Detention &amp; parent must collect the smart device at 4pm the following day</b>
<b>Third Confiscation</b>	<b>Smart device stored in OLCC safe, 1 hour detention, device returned to parent the following school day at 4pm</b>	<b>Detention &amp; parent must collect at 4pm following day. Mobile phone must be handed in each day.</b>

#### **Statutory guidance for dealing with electronic devices**

- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device: In determining a ‘good reason’ to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- Head teachers, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that

the pupil is in possession of a prohibited item as set out in legislation<sup>7</sup> or any item identified in the school rules as an item that may be searched for. Headteachers can and should identify mobile phones and similar devices as something that may be searched for in their school behaviour policy. Staff should refer to the searching, screening and confiscation in school's guidance regarding searching a pupil. Searching, Screening and Confiscation ([publishing.service.gov.uk](https://publishing.service.gov.uk)) added to BFL online

- This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- Section 94 of the Education and Inspections Act 2006 states that where a teacher disciplines a pupil by confiscating an item, neither the teacher nor the school will be liable for any loss or damage to that item. Equally, there is no statutory liability on schools for items that go missing.
- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
- If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
- All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice - <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> sexting in schools and colleges - responding to incidents and safeguarding young people

## **Restraining of Pupils**

It is good practice for teachers not to make physical contact with pupils with the intention of trying to make them do something. It is better to adopt a 'hands-off' policy wherever possible, even if this means the pupil actively disobeys one's requests. In this case the matter should be referred to a member of the Senior Leadership Team.

If the pupil's behaviour is likely to endanger his/her own safety and/or that of others it is permissible to intervene and use the minimum force necessary to restrain the pupil. Wherever possible, other staff should be present if this is the situation.

If a member of staff has to take this action, they should write an account of the incident stating the details of the incident and giving the names of witnesses. This should be done at the earliest opportunity after the incident occurred. Please refer to the Policy on 'use of Force to restrain pupils' for further guidance and to the information below – 'A Summary of Government advice – Ref No: DFE-00295-2013– July 2013.

## **Use of Reasonable Force**

- School staff have a power to use force and lawful use of the power will provide a defense to any related criminal prosecution or other legal action.
  - Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
  - Senior school leaders should support their staff when they use this power.
1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
  2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
  3. 'Reasonable in the circumstances' means using no more force than is needed.
  4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
  5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
  6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

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### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
- remove disruptive children from the classroom where they have refused to follow an instruction
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others or prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts.

### **How pupils should be restrained**

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing; the 'double basket-hold' which involves holding a person's arms across their chest

### **Staff training**

- Schools need to take their own decisions about staff training. The head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

### **Informing parents when force has been used on their child**

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and the child's age

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance.

### What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

#### Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid

### Our Lady's Community Responsibilities

It is important for pupils and parents to understand the expectations of the members of the Our Lady's community. A clear and concise behaviour curriculum allows for pupils to be taught the correct way to behave in lessons and around the Our Lady's community. As part of character education, the overall whole school behaviour policy has been broken down into four parts:

The four-part curriculum allows staff at Our Lady's to model good practice, develop pupils understanding and embed important life skills in line with our Catholic virtues. The ethos of Our Lady's Catholic College is to ***Aspire not to have more, but to be more***, built through the virtues of Love, Hope, Courage, Understanding, Justice, Temperance and Wisdom. Character education is equally as important as academic achievement and is the foundation of all we do.

## **Staff Responsibility: Behaviour and Culture**

### **Progress Leader responsibilities**

- Contribute positively to whole school vision assisting in strategic planning (HS)
- Proactively lead the year team, including PSO (EHA)
- Responsibility of academic progress/achievement and personal development (DC/SLs)
- Clear communication with staff and parents to maximise pupils' potential (EHA)
- To monitor attendance/behaviour in line with whole school safeguarding expectation

### **Accountability**

- Day to day management of the year group, pastoral staff and form tutors
- Form strategic plans to develop the year group in line with the SIP
- To support the CPD and individual needs of form tutors to allow for successful and effective form time
- To be a proactive and inspirational role model for the pastoral team
- To plan and deliver pastoral briefing
- Report to SLT regarding progress of pupils including academic achievement, attendance and behaviour
- To identify and take appropriate action related to data and system reports
- Prepare and deliver Progress Evenings, and any other appropriate whole school meetings such as options
- To support PSO in the implementation of Behaviour Contracts, Pastoral Support Plans and parental meetings
- Alongside Subject Leaders, monitor homework completion
- To deliver assemblies and Praise and Reward
- Monitor attendance and punctuality alongside the attendance team
- Lunchtime duty in designated are

### **Pastoral Support Officer responsibilities**

- Contribute positively to whole school vision for the well-being of pupils
- Assume responsibility for monitoring the year group in partnership with Progress Leader
- Responsibility for administrative tasks related to year group, including contracts, support plans and behaviour
- Clear communication with parents and staff through email, telephone calls and meetings with appropriate logging through Synergy and CPOMS, including FTE/Unit communication
- Support in the delivery of assembly

- Collect pupils for Unit, contact parents for refusal of Unit
- Support in the transition period of year groups

#### **Accountability**

- Administrative tasks completed daily to monitor attendance, behaviour, homework, uniform and exclusions
- Work alongside Attendance team for daily attendance and punctuality
- Accompany the PL for the arrival of students and line up and lead on uniform
- Investigate safeguarding and behaviour incidents
- Facilitate parents and other external agencies meetings
- Contribute to pastoral meetings with safeguarding updates etc.
- Liaise with learning support and SENCO
- Help with coordination and delivery of Progress Evenings including support on the evening
- Liaise with Progress Leader in implementation of examinations (Internal/External)

#### **Unit Responsibility**

- Registering and restorative practice with pupils on entry
- Coordination of online learning through Oak Academy on laptops
- Responsibility for logging and texting Smart Device breaches and communication of this to staff and parents
- Responsibility for logging Lesson Support Ladder and communication of this to staff and parents
- Contact parents with pupils in Unit the night before through Synergy

#### **Accountability**

- Contribute positively to whole school vision for the well-being of pupils
- Assume responsibility for monitoring the Unit in partnership with Progress Leaders and AHT
- Responsibility for administrative tasks related to Unit, including contracts, support plans and behaviour
- Clear communication with staff through email, telephone calls and meetings with appropriate logging through Synergy and CPOMS, including FTE/Unit communication
- Monitoring of Smart Device policy/logging/communication

- Collect pupils for Unit, contact parents for refusal of Unit

#### **Form Tutor Responsibility**

- Setting high expectations of all members of the form, creating a family ethos which represents OLCC Culture
- Meet and greet pupils at line up, organise pupils into alphabetical order and check uniform daily
- Register and equipment checks in form time, alerting the pastoral team to concerns
- Complete form prayer, and lead worship in line with liturgy
- Attend assembly and contribute where necessary, ensuring pupils are sat in alphabetical order
- Complete form activities including: assembly, aspire points, attendance, behaviour, homework and PSHE
- Attend year group specific progress evenings
- Establish relationships with pupils and parents through Synergy and contact (call/email/meetings)
- Responsibility for parental contact at Level 1 Lesson Support and Rewards
- Use Synergy to generate form group reports for Rewards and Sanctions weekly to share with pupils

#### **Accountability**

- Contribute positively to whole school vision for the well-being of pupils through form time
- Assume responsibility for monitoring the form group in partnership with Progress Leader
- Responsibility for administrative tasks related to form group, including attendance, behaviour and rewards
- Clear communication with parents and staff through email, telephone calls and meetings with appropriate logging through Synergy and CPOMS
- Support in the delivery of assembly
- Collect pupils from line-up, uniform and equipment checks and contact parents where necessary
- Support in the transition period of year groups

#### **SLT Pastoral Responsibility**

- Support pastoral staff at line up daily
- SLT presence in form groups
- Attend Year group weekly pastoral meeting
- Attend Year group progress evening
- Support target groups

## **Whole school responsibility**

### **Before School:**

- Support pupils by promoting that they arrive on time at 8:40am in full school uniform, including shoes and blazer with your school bag
- Remind pupils that smart devices switched off and in bags
- Ensure pupils line up in form lines in alphabetical order in designated area
- Support pupils to enter school calmly and respectfully walking on the left to for. Assembly day, pupils should enter the hall in silence and remain in alphabetical order

### **Movement around school:**

- Staff should walk on the left allowing for smooth transition between lessons setting standards for pupils
- Staff to promote that pupils must arrive to their lesson within three minutes of the bell, pupils arriving after will be marked late
- Staff to encourage pupils to make every effort to move around the building quietly
- Staff must not allow pupils to leave lessons without the green teacher lanyard, any pupil without a lanyard will be sent back to class
- Staff must promote for pupils to use the bathroom before school, break, lunch and after school. Pupils are not permitted to leave lessons for the toilet unless they have medical evidence. Pupils with a toilet pass must carry a green lanyard

### **Break and Lunch**

- Staff should encourage pupils to leave lesson and make their way outside, to a club/activity, to the bathroom or the dinner hall
- Duty staff to line up in single file to be served in the dinner hall
- Staff must ensure pupils are not running in the building
- Duty staff will blow the whistle to mark the end of break and lunch time, pupils then have three minutes to get to lesson. Lessons start at 11:20am and 2:05pm. Pupils will be issued with a late detention three minutes after this time.
- Duty staff to encourage pupils to show kindness, tolerance, and respect during their social time and should seek support from duty staff if there is an issue or difficulty.
- Staff to ensure pupils should not be in the building at break or lunch unless wet bells have sounded

### **After School**

- Any pupil in an OLCC uniform is representing Our Lady's Catholic College regardless of the time of day, staff should report any inappropriate behaviour to Progress Leaders or SLT
- Pupils are expected to wear their uniform with pride and display behaviour to be proud of, staff should challenge this, both in school and the community.
- Staff should report to Progress Leaders or SLT any pupil who is caught bringing OLCC school name into a negative light, who will then be issued a consequence
- Staff should commend any pupil who shows our virtues in the community who will ALWAYS be rewarded