



Gunnersbury Catholic School

Behaviour for Learning Policy

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The Behaviour for Learning Policy of Gunnersbury Catholic School seeks to support the fulfilment of our Mission Statement:

“Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted.”

In consideration of this we hold the values:

- That each individual, student and member of staff, is a unique creation in the image of God, and deserves to be valued equally
- Students have a right to attend a school that consistently seeks for a positive, well-ordered learning environment where bullying, unkindness, disruption and other negative behaviours are not tolerated
- All students, staff and visitors are free from any form of prejudice or discrimination
- Good order and the highest standards of behaviour are essential to enable a safe, nurturing school environment where students have the opportunity to fulfil their potential
- Staff and volunteers have a right to work in a positive, respectful environment where courtesy, cooperation and due regard for authority are exhibited by students
- Violence or threatening behaviour towards students or adults will not be tolerated
- Students must apply themselves fully to their studies and school-life thereby developing their God-given talents

We value every member of our school community as people created by God in His image. It is sought that all pupils and students use their God-given skills and talents to reach their full potential spiritually, morally, socially and culturally.

To facilitate effective learning and ensure high achievement we seek to:

- Establish clear boundaries, ensuring good order within a safe and secure environment.
- Develop good relationships that promote respect, worth and belonging.
- Provide constructive feedback to pupils and students in relation to learning and conduct and provide a ‘way back’ if things go wrong.

Pupils are expected to behave in an appropriate way both in school, as well as on the way to and from school and when participating in extra-curricular activities, visits and trips.

This policy applies to misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. The sanctions outlined in this policy, up to and including permanent exclusion from school, will be applied by the Headteacher if a pupil’s behaviour falls short of our standards and expectations and on the balance of probabilities there is a link between the child, his or her behaviour and the school.

Behaviour for Learning Policy

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A. Aims

- To set out clearly the rights, rules and responsibilities for all students to achieve good behaviour and effective learning at Gunnersbury Catholic School
- To ensure that all staff motivate their students by using a variety of rewards to recognise good behaviour, as individuals and as a whole class in a structured way
- To set out for students, staff and parents the expectations of acceptable behaviour in and around the school
- To show how students are encouraged to value themselves and their own efforts, their class and their school, so that they can grow socially, personally, spiritually, and academically.
- To acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).
- To ensure consistent procedures by all staff in the management and recording of behaviour
- To ensure that the relevant processes are used to record events and process sanctions.

B. Principles – Behaviour Standard for students and staff

Learning how to behave and form positive relationships is as important to learn as any other subject. Our expectations of students are made explicit in lessons and also articulated through assemblies, the student planner, school website, notices and displays around the school.

Following the teaching of Christ we will respect others, and be ready to:

- Respect each other and our environment
- Develop an ethos that supports forgiveness and reconciliation
- Use restorative approaches to resolve issues
- Follow instructions and cooperate
- Take pride in our appearance
- Learn to the best of our ability and encourage others to do the same
- Attend every day and arrive on time for school and all lessons
- Bring the necessary equipment with them to school
- Behave in an orderly manner onsite and when travelling to and from school

Student responsibilities are to:

- Abide by the principles of the Behaviour for Learning Policy
- Work to the best of their ability and encourage others to do the same
- Treat others with respect and understand the effect that their behaviour has on others
- Be punctual, fully equipped, and ready to work
- Follow instructions first time, cooperate with others
- Take care of property and the environment
- Following our expectations in regard to uniform and appearance

Our expectations of staff are articulated through the school policies and other documentation, at staff, Form Tutor and department meetings and training. The school's measures to prevent all forms of bullying amongst students are addressed in the school's Anti-Bullying Policy.

Staff responsibilities are to:

- Model leadership inspired by the image of Christ
- Seek to raise the self-esteem of all students and develop their full potential

- Work in close cooperation with parents in matters of behaviour management and encourage students to reflect on and take responsibility for their own behaviour
- Create and maintain an ordered and calm atmosphere in which all feel secure
- Monitor any difficulties and take early action as appropriate to minimise negative behaviour
- Recognise and celebrate students' achievements

C. Parental (or Carers/Guardian) participation

We believe that partnership with parents is essential. Based on good relationships and effective communication, it will contribute to the success of students in the school. Our relationship with parents is based on the below key principles, which form a contract between parent/student and school upon acceptance of a place for their young person at this school.

Gunnersbury Catholic School:

- Parents/carers are involved at an early stage when a student's behaviour causes concern
- parents/carers attend parents' evenings
- parents/carers attend meetings to discuss their young person as requested
- parents/carers check and sign the student planner weekly
- parents/carers support the school in achieving a minimum of 95% attendance rate for their young person
- parental letters, emails or telephone calls are dealt with promptly
- interviews are arranged quickly and appropriate information made available
- parental requests for reports on work and/or behaviour are dealt with efficiently
- parents/carers support the use of after school and Saturday detentions
- parents/carers support and abide by all policies and procedures in place upon enrolment of their young person and as amended from time to time

D. Rewards

The essential importance of creating a positive atmosphere characterised by genuine praise and encouragement is recognised by numerous means including:

- Informal/verbal praise from staff
- written comments on work
- positive phone calls, postcards and letters home
- Headteacher Awards
- Celebration assemblies including certificates and prizes
- work displayed in classrooms and other areas around the school
- Prefect or Head Student status
- celebrations on platforms such as our school website and Twitter
- Merit system – including use of school-parent app

Staff should strive to give appropriate praise in every lesson to acknowledge students' positive attitude to learning, behaviour and progress.

E. Lesson – expectations for behaviour, learning and attendance

We operate clear plan for lessons:

1. Lessons start promptly on the bell
2. Teacher greets students at the door with a view of the corridor and the classroom. At key times during the school day, teachers will collect their students from their Year Group Area
3. Class enter calmly, welcomed and uniform/appearance is checked on entry and exit,
4. Students stand behind chairs, preparing their books and equipment for the lesson

5. Students are led in prayer
6. A retrieval practise task is completed to link the lesson's content to previously covered material. This will help students to "remember more" and "do more in the lesson"
7. Staff will be aware of where their students in key groups are located in the classroom and will support them as appropriate
8. Subject register taken as soon as possible
9. Learning outcomes, including how the learning links to previous learning, and what the learning will lead on to, are shared with students
10. When the teacher talks the class are silent
11. Students remain focused on their learning throughout the lesson with the teacher ensuring students that may become distracted are supported to work to the best of their ability
12. Quiet calm dismissal at the end of the lesson, students dismissed row by row swiftly and efficiently. At key times of the day, staff will also escort their students to their Year Group Area
13. Students only leave the classroom for the toilet if authorised by the Head of Year or in the event of an emergency. On other occasions, the teacher will request for students to be collected by a member of staff and escorted to and from the toilet
14. There is to be no refilling of water bottles during lesson time
15. Pupils feeling ill should be escorted to welfare by the member of staff on welfare duty or in emergencies by another pupil

F. Behaviour Management Procedure

Staff are seen to be effective in the eyes of students when they clearly take responsibility for the conduct of those they teach. These procedures are to be seen as a coherent support structure, which should encourage departmental staff to take initial responsibility. The biggest factors in ensuring good classroom discipline are ethos, a restorative approach, routines, shared expectations, consistency, fairness, good teaching & learning, adaptive teaching strategies, applying knowledge of SEN and any other relevant needs. Discipline is not something you do to a student; it is something you help a student to achieve. This behaviour policy is in accordance with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN) and in accordance with section 91 of the Education and Inspections Act 2006, which states that the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Our behaviour management procedure has at its core 7 principles:

Before:

1. Set out our expectations
2. Model the behaviour and language you expect

During:

3. Give students choices, this will allow them to take ownership of their own behaviour
4. When possible, discuss issues with students away from areas where there are lots of other members of our school community around. This will allow for a productive and personal conversation
5. Think – *de-escalation*

After:

6. Create a *Restorative* opportunity to enable the student and staff to have a fresh start
7. Record serious and/or persistent events in an appropriate manner

Many issues can be quickly resolved by a discreet gesture or quiet word with student concerned ("What are you doing? What should you be doing?"). Most incidents can be resolved with in-class strategies before having to utilize wider

school systems. A small number of identified students are allowed to attend the Special Educational Needs Department by prior arrangement. If this is the case, they will have permission in their planner. If the situation is not resolved, our staff are asked to use the school behaviour procedure to support them:

Stage 1: Verbal warning – The student is informed of what have done wrong and how to behave appropriately

Stage 2: Recorded warning – The student may be asked to leave the room for a short period of time. The student will be informed that if they do not improve their behaviour, a member of the Senior Leadership Team will be requested for assistance. The teacher will support the student to allow them to understand what they did wrong and give them the opportunity to agree to behave in an appropriate and productive manner. The incident is recorded on the daily behaviour sheet.

Stage 3: Leadership Assistance/Dept. detention – A member of the Leadership Team on Call will be contacted, to discuss the behaviour of the student and where in the best interests of the class (at the discretion of the teacher), to escort individual pupil to the Pastoral Support Centre. On arrival, the student will be given the opportunity to reflect on their behaviour and how to improve. Alternatively, the student will receive a Department or Pastoral Detention to help them to reflect on how to improve within that subject and to support them to catch up on any unfinished work. The incident is recorded on the daily behaviour sheet.

Stage 4: Pastoral Team Support – This is required if a student is involved in a serious incident or a number of minor incidents in a short period of time. Pastoral support is also requested if a student fails to attend a subject or department detention. The Pastoral Team will provide an appropriate sanction such as an after school or Saturday detention. The student's family will be informed and they may be placed on report to support them to improve in the specific area. If appropriate, the Pastoral Team will arrange additional support, such as sessions with our Learning Mentor, Social Skills sessions and/or a restorative meeting.

Stage 5: Senior Leadership support – This is required if a student is involved in a serious incident, or if a pupil has misbehaved repeatedly. The Senior Leadership Team will provide an appropriate sanction. Restorative meetings will be arranged with those involved. The student may receive further support such as being placed on a Pastoral Support Plan, Pastoral Report a meeting with their family or interventions such as sessions with our Learning Mentor. The Senior Leadership Team may request a referral to work with other agencies to assess the needs of the student displaying continuous disruptive behaviour to support them to improve.

If witness statements are required a **Incident Statement Form** should be completed by the student(s) concerned. However, if a potential safeguarding issue, we ask staff not request a witness statement written by the student. Instead, we instruct staff to alert the **Safeguarding Team via CPOMS**. Further advice on the procedures for dealing with specific serious incidents can be found in the Safeguarding Policy and Anti-Bullying Policy.

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (DfE Guidance, Use of reasonable force 2013).

G. Restorative Approach

If a student is taken from a lesson by a member of the Senior Leadership Team, we will endeavour to set up a meeting with them and their teacher prior to the next lesson to discuss what went wrong. Actively listening to the student's perspective and making explicit expectations. It is also important to show forgiveness as this is fundamental to our Mission Statement. The next lesson is a fresh start for student and staff. Staff may request support in the meeting to speak to the student from the relevant Pastoral Team.

When a student has physically and/or verbally abused another student, it may be beneficial for a restorative meeting to be offered. Gunnersbury understands and respects the fact that a victim of physical and/or verbal abuse may not

wish to partake in such a meeting.

A restorative approach may also be used when a student has disrupted the learning of their peers in order for them to understand the negative impact of their actions

H. School sanctions guide

The 3 aims of any sanction are to ensure that the student understands **why** their behaviour was inappropriate, **how** they should behave and **what** they need to do to change their behaviour. When addressing behavioural issues, we ensure our staff to be assertive rather than passive or aggressive.

Passive ✘	Assertive ✓	Aggressive ✘
Inconsistent reaction, lack of routines/rules	Sets fair boundaries and clear routines	Unfair expectations/rules
Tolerates/accepts poor behaviour	Listens to student and makes own expectations clear.	Poor listening, confrontational, Sarcastic
Gives praise even when students do not deserve it	Gives genuine praise for achievement and effort	Labels students and does not acknowledge when they improve

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

When necessary, a range of sanctions are available. There is no simple fixed tariff, however, our Gunnersbury's behaviour procedures provide guidance on a choice of recommended options. Decisions about consequences and the level of sanction are based on the precise circumstances of an incident and what led up to it. Consideration as to whether the student has special needs and/or behavioural, emotional, social difficulties are taken into account. Sanctions are monitored as appropriate to ensure that they are applied in a consistent and appropriate manner by all staff.

The school should consider whether the behaviour under review gives cause to suspect that a young person is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary. Please see examples of behaviour and possible sanctions as a consequence of these behaviours in Appendix 1.

I. Allegations against staff

Gunnersbury Catholic School will not support any member of staff who abuses young persons, or who threatens the safety of young persons (also refer to whistle blowing policy).

Gunnersbury Catholic School takes false, mischievous or malicious allegations; made about staff; very seriously. We will act to protect staff against whom malicious allegations have been made (refer to DfE Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff', 2012). Staff will endeavour to understand what the motivation for the false accusation was and take appropriate action if required. In serious cases, a fixed term suspension or permanent exclusion may apply, and referral to the police if there are grounds for believing a criminal offence may have been committed.

J. Uniform/Appearance

Our school's uniform and appearance policy plays an important role in maintaining our collective identity and community spirit. Students who wear the correct uniform and look smart, give a clear message that they are a member of our community. In lessons, students who are dressed appropriately show their teachers that they are engaged in their learning and have set themselves high standards to achieve their best. As the vast majority of our students do support our uniform policy, it is unjust for a small minority not to comply.

It is the responsibility of all members of staff to ensure that every member of their class is wearing the appropriate uniform. If a student is wearing incorrect uniform, or missing part of their uniform, the member of staff that notices this must alert a member of the Pastoral Team or SLT. This will allow this member of staff to rectify the situation. It is the classroom teacher's responsibility to ensure that every member of their class enters the classroom wearing full school uniform. If a student is inappropriately dressed, they will be asked to do what is needed to follow the uniform policy. If they will not or cannot comply as they are missing a piece of uniform, the teacher should contact a member of the Pastoral Team or SLT. They will then visit the classroom to rectify the situation. The teacher must record this on daily behaviour sheet.

The Headteacher or a person authorised by the Headteacher may ask a student to go home briefly to remedy a breach of the school's rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach. The student's parents/guardians must be notified and the absence should be recorded as authorised. When making this decision, the student's age, vulnerability, how easily and quickly the breach can be remedied, and the availability of the parent, will need to be considered. If the student then repeatedly infringes the school's rules on uniform or appearance, this may be grounds for exclusion.

Should a student breach the appearance/uniform policy in a manner that cannot be swiftly rectified the student may be educated away from their peers. The student will return to their normal lessons at the earliest opportunity once the situation has been resolved.

Staff should be considerate and discreetly try to establish why a student is not appropriately dressed. A student should not be made to feel uncomfortable, nor discriminated against, if their parents are unable to provide them with the required items of school uniform. The school will give parents time to purchase the required items and advise on charity or other sources of funding.

K. Attendance

It is a legal requirement for staff to complete the register in the morning and again in the afternoon. We also ask that teachers take registers in each of their lessons. Wherever possible – and certainly where there are concerns about attendance – parents/carers will be contacted by telephone or truancy call text on the day of an absence by the Pastoral or Welfare Team.

All students (other than sixth formers) must remain on the school site at lunchtime. If a student is unwell, they must report to the Welfare room where their condition will be assessed, and appropriate action taken. If it is agreed that it is best for a student to go home, their parents will be contacted, and arrangements will be made.

Lateness to school and lessons is monitored closely, with detentions both after school and on a Saturday being issued when appropriate. If this persists, the Pastoral Team will invite parents in for a meeting to discuss concerns and set up a plan to address the punctuality or attendance issues. We also offer attendance and motivation sessions for students to help them understand the importance of punctuality and attendance.

The Pastoral Team have regular meetings the Welfare and SEN Teams to discuss issues including attendance. They set attendance targets for individual students and review these regularly. This information is communicated to governors and parents. In instances of poor attendance, the Welfare Officer works in conjunction with the school's Education Welfare Officer to inform families and address concern. Legal proceedings may be used in serious cases.

L. Behaviour of pupils beyond the school premises

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 and the DfE Guidance on Behaviour and Discipline in Schools (2016) gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." As an underlying principle, we consider a student's behaviour on a school trip, travelling to and from school and in other areas off site, whether in school uniform or in some way identifiable as a member of the school to be as much a matter of our concern as their behaviour when on the school site. Students are expected to represent the good name of the school among the wider community. Misbehaviour at any time, 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 will be subject to the school behaviour policy. Appropriate sanctions will be applied as for similar incidents on the school site and when required, the police will be informed and/or the incident will be referred to appropriate authorities by the Senior Leadership Team/ Headteacher.

M. Behaviour Online and on the School's IT Network

The way in which students relate to one another online can have a significant impact on the culture of the school. Negative interactions online can damage the school's culture and can lead to the school feeling like an unsafe place. The school expects the same standards of behaviour of students online as apply offline, and everyone should be treated with kindness, respect, and dignity.

Should a complaint be made concerning a student's behaviour online and/or on our network, either during or out of school hours, the incident will be investigated by appropriate staff.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following our school child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where school suspects a student of criminal behaviour online, we will make an initial assessment of whether the incident should be reported to the police following the Behaviour in Schools guidance outlined by the DfE July 2022.

When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Such reports or concerns will be followed up using the principles set out in Keeping children safe in education. The UK Council for Internet Safety also provides guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture and school will sanction students when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

For any online incident outside of school, the families of the students concerned will be contacted. They will be given advice on how to deal with the situation and of any sanctions incurred. Web addresses for more information and how to report incidents to the police if appropriate will be shared.

If the incident has a safeguarding element to it, the Safeguarding Team will lead the investigation.

For incidents using the school network, the student will receive an appropriate sanction and attend a meeting with the Pastoral Team and their parent/guardian to discuss the situation and how best to rectify it.

N. Child-on-child sexual violence and sexual harassment

The school follows a behavioural approach, including sanctions when appropriate, to reinforce a culture where child-on-child sexual violence or sexual harassment offline or online is not tolerated. The school and its staff will challenge all inappropriate language and behaviour between students with the aim to create a culture in which sexual harassment of all kinds is treated as unacceptable. The school will not normalise sexually abusive language or behaviour by treating it as 'banter', we advocate for high standards of conduct between our students and staff and strive to demonstrate models, manners, courtesy and dignified and respectful relationships.

Following any report of child-on-child sexual violence or sexual harassment offline or online, Gunnersbury Catholic School will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) – with particular reference to Part 5.

The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis. The safeguarding Team, Headteacher and Deputy headteacher will make a decision on the need to report the incident to the police or local children's services.

The incident will then be investigated by appropriate staff and the incident will be recorded on the school CPOM system shared with the Designated Safeguarding Lead and the Safeguarding Team. The Safeguarding team will lead the investigation as required and appropriate sanctions will be actioned in line with the guidance outlined in the DfE Behaviour for Schools July 2022 document.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will the victim ever be made to feel ashamed for making a report or their experience minimised.

Gunnersbury Catholic School school works closely with local external agencies so we are aware of the range of support available to young people who are victims or who perpetrate harmful sexual behaviour.

O. Illegal substances

The bringing into school of any harmful substances is not allowed, and students are regularly reminded of this.

Management of Drug Incidents

- i. If a student is discovered possessing or suspected of, using or supplying any drugs, by any member of teaching or non-teaching staff, (s)he will be referred to the Headteacher, Deputy Headteacher or Head of 6th Form.
- ii. Should any drugs be found in a student's possession whilst in school, irrespective of whether for their own use, passing, receiving or supplying, the student will be immediately isolated from other students pending further investigation (preferably to the Pastoral Resource Centre). This will be a neutral action of removal from lessons until evidence or proof of wrong-doing (or otherwise) is available.
- iii. The Headteacher or Deputy Headteacher will arrange to interview the student in the presence of another adult witness. He/she will seek to secure the voluntary production of any substance believed to be concealed on the student's person, following the Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies, DfE Document (2022). The student/s will also be asked to complete a witness statement regarding the incident.

iv. Should the investigation prove positive relating to an illegal substance, the police will be consulted. Parents/Carers will also be contacted and the school's DSL will be informed. In the event of a student voluntarily disclosing possession of illegal substances the above actions by staff will also apply. (See the Drugs Education and Substance Abuse Policy and DfE Guidance for Behaviour in School 2022).

v. For possession or supply of any drugs, serious consequences will follow. These may include permanent exclusion for a one-off offence for possession or supply of an illegal substance. The decision to exclude a student permanently always balances the needs of the individual against the greater good of the school community.

P. Screening, Searching and Confiscation

The school complies with the Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies, DfE Document (2022).

Key points of the document

- Under common law, school staff have the power to search a student for any item banned under the school rules, if the student consents. The member of staff should ensure the student understands the reason for the search and how it will be conducted so their agreement is informed.
- Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.
- Weapons and knives and extreme or young person pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.
- The member of staff conducting the search must be the same gender as the student being searched. Another member of staff must be present and when possible, they should be the same gender as the student being searched.

Gunnersbury Catholic School rules on screening, searching and confiscation

- The school defines banned items as anything that is illegal and/or could harm someone or damage property.
- When possible, the student should be searched without other students being present.
- When possible, the search should be undertaken by a Head of Year, Deputy Headteacher, member of the Safeguarding Team or a member of the Senior Leadership Team.
- Items confiscated within the school must be taken away to be stored securely.
- Students taken to be searched must take with them all their belongings including bags and clothing.
- If an illegal item is confiscated, the student's mobile phone also needs to be confiscated. The student should have no contact with peers or people outside school as these could be involved in a subsequent criminal investigation.
- If the decision is made to involve the police, they will then lead the investigation. This includes a decision about contacting parents, which should not happen before the police arrive.
- If on a school trip, the search should be undertaken by the trip leader when possible, or be delegated to an appropriate member of school staff. Any confiscated items must be given to the trip leader to store securely.
- The student's parent/carer will be contacted to inform them why their young person has been searched.
- For further information on incidents involving illegal drugs, refer to the school's Drugs and Substance Misuse Policy.
- Any searches by a member of staff for prohibited items and all searches conducted by the police will be

recorded on the school safeguarding reporting system (CPOMs). The report will follow the DfE guidance outlined in section 45 of the Searching, Screening and Confiscation advice for school document.

Q. Physically restraining Students

In exceptional situations, it is necessary to physically restrain a student as a last resort. This means that students should only be restrained when restraining them cannot be avoided and restraining them is necessary because of your duty to care to the student or others (DfE Guidance, Use of reasonable force 2013). The Senior Leadership Team should then be requested by contacting reception. You can only ethically justify denying the student's right to freedom of movement if the circumstances are exceptional and restraining them is the only practical way you can secure their welfare or the welfare of others.

There will be students who, because of increased levels of risk, require individual risk assessments and behaviour intervention plans. The intention of such documentation is to protect the safety and interests of both students and staff. It is the duty of the individual member of staff to be fully aware of the contents of any such risk assessment or behaviour intervention plan and any amendments.

During physical intervention protocols should be followed at all times. These include:

- Monitoring the health of the student
- Minimising as far as possible any pain or discomfort
- Avoiding pressure on or across joints
- Constantly reviewing the need for the physical intervention to continue and the nature of that physical intervention

It is important to end the physical intervention as soon as possible, based on experience and knowledge of the student. The safest approach to take involves, through dialogue and ongoing assessment, gradually allowing the student to regain control. It is essential at this time to avoid any recrimination or blame and to communicate in a calm and controlled way.

After any serious incident involving physical intervention the following procedures must be followed:

- The Deputy Headteacher, Student Welfare Officer, Headteacher and Head of 6th Form (where appropriate) are informed as soon as possible after the event
- An incident report is completed prior to the member of staff involved leaving the building
- Parents/carers are informed as soon as possible
- Any other agencies are informed in line with school policy
- That in the event of an incident triggering a review of any existing individual risk assessment or behaviour intervention plan that this is completed

R. Serious Incident Reporting Process

- Students speak to a member of staff and complete witness statements
- Staff record detail of incident(s)
- Form Tutors, Teachers, LSAs, raise concerns with Head of Year/SLT
- Parent(s) communicate via letter, email or phone, this may lead to a parental meeting to explore the issues further

Investigating and Recording

- The evidence of the issue is given to the Head of Year/Pastoral Team
- The Pastoral Team speaks to students and staff concerned and requests additional witness statements if required
- The appropriate consequences are then decided upon by the Pastoral Team/Headteacher
- If the issue includes child-on-child sexual violence and sexual harassment offline or online the Safeguarding Lead is alerted by the Pastoral Team and this is recorded on the school CPOM system.

Communicating with Parents/Carers

- If parents contact the school, a member of the Pastoral Team will make an initial response to acknowledge that the issue is being investigated
- If a student is physically or emotionally hurt by a serious incident, a member of the Pastoral Team will contact the parents to inform them and explain how the incident will be followed up
- If a student is the victim or instigator of a racist incident, the family must be contacted as soon as possible
- If a student is a victim or instigator of sexual harassment or sexualised behaviour online the parent or carer will be contacted by the Designated Safeguarding Lead or a member of the safeguarding team.
- A follow up communication must be made by the Pastoral Team once the issue has been resolved. This can be done by phone, email, or letter as appropriate.

Interventions

- An appropriate sanction will be given to any student who has physically or verbally hurt another student or who has acted in a way that is contrary to our school rules.
- The Pastoral Team will consider whether any of the students require any form of mentoring, or intervention
- The Pastoral Team will arrange a restorative meeting if that is the wishes of the victim
- The Pastoral Team will ensure relevant staff informed as required
- The Pastoral Team will contact parents/carers as required

S. Detentions

Staff have the power to issue detentions to students. Parental consent is not required for after school detentions that do not finish after 4:00pm. With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the student. We recognise that this may be inconvenient for the parent, but this is not in itself a reason why a detention may not be issued.
- Students may be required to attend a slightly longer detention or to assist the Pastoral Team until after 4:00pm. If this is the case, the parent will be contacted to inform them of this.

Departmental Detention

All departments will have a Head of Department Detention set each week and will usually last approximately 30 minutes. This is in addition to individual teacher detentions that may be held separately.

Example reasons:

- Repeatedly failing to complete a key task in a lesson
- Repeatedly failing to hand in homework
- Repeatedly forgetting equipment
- Repeated low level disruption

Head of Year Detention

Heads of Year will hold a detention for students in their year group. Examples of why a student may be required to attend these are included below.

Example Reasons:

- Failure to attend a teacher or department detention without a legitimate reason
- Repeated incidents of wearing inappropriate uniform

- Punctuality issues

Saturday Detention

Saturday detentions will take place weekly. They will be supervised by a member of staff and overseen by the member of SLT who is on site that week. Examples of why a student may be required to attend these are included below.

Example reasons:

- Failure to attend a Head of Year detention without a legitimate reason
- Serious punctuality issues
- A combination of minor events in several subjects/areas of the school

T. The Pastoral Resource Centre

The Pastoral Resource Centre provides support and education for:

1. Students withdrawn from their classes in an emergency, following a serious incident or while a situation is being investigated. Supervision is provided by the Pastoral Team.
2. **Pastoral Support Day** - an organised sanction used after serious problems. This is an alternative to a suspension from school. Students are timetabled to work in the Pastoral Resource Centre for a full or part day. Appropriate work is set and students are supervised.

The staff in charge of the Pastoral Support Day must ensure the health and safety of students and any requirements in relation to safeguarding and student welfare. They should ensure that students are kept in the Pastoral Resource Centre no longer than is necessary and that their time spent there is used as constructively as possible. They should also allow students time to reflect on their previous actions, how they can improve moving forward and to eat or use the toilet.

U. Suspensions

Highly concerning behaviour may lead to the suspension of a pupil. Such behaviour may include, but is not limited to: serious defiance towards staff, repeated disruptive behaviour and action that causes injury towards a peer.

The behaviour of students outside school can be considered as grounds for suspension in accordance with the school's published behaviour policy.

There are two types of suspensions from school:

- Up to 5 days – Work is provided by the school
- 6+ days – The school has a duty to arrange suitable full-time educational provision from the 6th day (or from the first day for a Looked After Young person).

Typically witness statements are taken from the student(s) involved and any staff who witnessed the event. Once it has been ascertained what took place, the evidence is presented to the Headteacher or Deputy Headteacher. When establishing the facts in relation to an exclusion decision, the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Headteacher and governing body must take account of their statutory duties in relation to special educational needs (SEN) when administering the suspension process. This includes having regard to the SEN Code of Practice.

The Headteacher or the Acting Headteacher decides how many days the Suspension will be for. The family are contacted and a letter is sent home setting out the reason for the exclusion. Appropriate work is either sent home with the student, in the post, or via email. The local authority will also be notified without delay of any suspension regardless of length of the suspension.

There is a limit of 45 days suspension when aggregated per student. The school will arrange suitable full-time educational provision from the 6th day (or from the first day for a Looked After Young person). If a student is suspended for more than 15 days in a term or misses a public exam as part of the suspension, it must be reviewed by a Governors Panel. In exceptional cases, usually, where further evidence has come to light, a suspension period may be extended or converted to a permanent exclusion.

At the reintegration meeting, the student should demonstrate that they understand what they did wrong. Any causal factors for the student's behaviour should be identified by relevant staff and the family. Relevant targets to enable the student to get back on track are identified and ways to review them are agreed. Appropriate additional interventions such as a Pastoral Support Plan, mentoring sessions or social skills are also put in place if required. Multi-agency assessments that go beyond the student's educational needs may also be considered.

Schools have the power to direct a student off-site for education to improve his or her behaviour. A student can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents.

V. Permanent Exclusion

In line with the DfE guidance on exclusion from maintained schools, academies and student referral units (2022), permanent exclusion will usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies which have been tried without success. Permanent exclusion is used for persistent and defiant behaviour. However, there may be exceptional circumstances in which a student is permanently excluded for a one off offence (such as serious actual or threatened violence; sexual abuse or assault; supplying an illegal drug; carrying an offensive weapon).

The decision to exclude a student permanently always balances the needs of the individual against the greater good of the school community. It should only be taken where the basic facts have been clearly established on the balance of probabilities. A complete record of all exclusions is maintained by the Headteacher and is regularly reviewed with relevant staff and by the governors.

Once a permanent exclusion has been decided by the Headteacher or their designated representative, the family, Young Person's Services Attendance and Inclusion Team must be informed, governors are informed and a panel is arranged to take place within 15 school days. If the student lives outside the local authority in which the school is located, the student's 'home authority' is informed of the exclusion without delay. The student's home authority should arrange suitable full-time education for the student to begin no later than the sixth day of the exclusion. For a Looked After Child alternative provision should be arranged from the first day following the exclusion.

Where a school has concerns about the behaviour, or risk of exclusion, of a young person with additional needs, a student with an EHCP plan or a looked after young person, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a student's SEN. Where a student has an EHCP plan, schools should consider requesting an early annual review or interim / emergency review.

Where parents (or excluded student, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded student, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded student. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a student, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of

providing alternative provision. Whether or not a school recognises that a student has special educational needs (SEN), all parents (or students if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the student.

Excluded students are enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

W. Further Sources of Information

Associated resources (external links)

- [Education Act 1996](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [School Information \(England\) Regulations 2008](#)
- [Equality Act 2010](#)
- [Education Act 2011](#)
- [Schools \(Specification and Disposal of Articles\) Regulations 2012](#)
- [Home school agreements](#)

DfE Advice and Guidance

- [Behaviour and Discipline in Schools 2022](#)
- [Statutory Guidance on Exclusions](#)
- [Governors Handbook](#)
- [The Department's advice on the Equality Act 2010](#)
- [Use of Reasonable Force – advice for headteachers, staff and governing bodies](#)
- [Screening, Searching and Confiscation 2022– advice for headteachers, staff and governing bodies](#)
- [Dealing with Allegations of abuse against teachers and other staff](#)
- [SEN Code of Practice](#)
- [Checklist on the basics of classroom management](#)
- [Keeping Children Safe in Education](#)

Appendix 1 – Examples of Behaviour Consequences

Rewarding Our Students

At Gunnersbury Catholic School, our aim is to allow all of our students to reach for the very highest in all that they do. When they reach this goal, we cherish the opportunity to reward them for their efforts. Below are examples of some of the rewards we provide for our students throughout the year.

Positive Behaviour	Reward	Frequency
Single Instance e.g.: <ul style="list-style-type: none"> Outstanding behaviour/contribution in a lesson Outstanding piece of H/W 	Verbal praise and positive behaviour point (May also warrant a phone call home)	Ongoing – Each lesson
Consistent High quality of work in a subject	Verbal praise, postcard/letter home (May also warrant a phone call home)	At least each half term
Pupil of the Week – Pastoral Reward for overall behaviour/effort across subjects	Verbal praise, certificate, mention in assembly, phone call home	Once each week in each year group assembly
Pupil of the Half Term/Term – Pastoral Other notable students – approx. 5	Verbal praise, certificate, mention in half termly celebration assembly, phone call home Voucher for pupil of half term in each year group	Once each half term – (Except Christmas and Summer – Colours instead for 8-13)
Pupil of the Half Term/Term – Each Subject Other notable students – approx. 3	Verbal praise, certificate, mention in half termly celebration assembly, phone call home Voucher for pupil of half term in each subject	Once each half term - (Except Christmas and Summer – Colours instead for 8-13)
Headteachers Breakfast	Breakfast with the Headteacher for students achieving number 1 reward in each subject and pastorally in each year group, along with anyone else who is deemed to have behaved outstandingly by SLT/Pastoral Team	Once each half term (Christmas and Summer to be chosen from colours recipients)
Headteachers Award	Awards given by individual staff – channelled through SLT for outstanding piece of work, act of service etc.	Ongoing throughout the year
100% Attendance – Each Half Term 100% Punctuality – Each Half Term Most improved (attendance/punctuality 3 students approx. in each year group)	Certificates given in half termly celebration assemblies	Each Half Term
House Award - Most House Points Per Half Term (Years 7-11)	Early Lunch Pass for the first week of the next half term for each group during their lunch time	Each Half Term
House Award – Most Points at the end term 1 and the end of the Year	Pizza lunch for each of the form groups in each year group at the end of the year	Twice during the year

Supporting Our Students To Reach For The Highest

Below are examples of negative behaviour that would likely receive a sanction. Detailed are the school's typical response. This is not an exhaustive list and at times, the sanctions may differ depending on individual circumstances and associated factors.

In Class Behaviour/Behaviour For Learning	Level 1 Action	Level 2 Action	Level 3 Action
Disruptive / Uncooperative	In class verbal warning	Outside class warning /moved seats, Detention set and logged in the daily behaviour sheet	Department Detention, Pastoral Team intervention
Persist. Disruption in 2+ subjects	Meeting organised with student's parents and the Head of Year. The teachers of these subjects may also attend. Head of Year/Head of Department detention set.	Meeting organised with the student's parents and a member of the Pastoral Team. Heads of Departments for these subjects may also attend. Saturday detention set.	The student may receive support in our Pastoral Resource Centre where they will have the opportunity to reflect on and discuss their behaviour with a member of staff. They will also receive support to help them improve in lessons. They will receive the work they may miss in their lessons and support to complete it. A meeting will also be organised by the Pastoral Team and their parents.
Persist. fail to do work in 2+ subjects	Meeting organised with student's parents and the Head of Year. The teachers of these subjects may also attend. Head of Department detentions set.	Meeting organised with the student's parents and a member of the Pastoral Team. Heads of Departments for these subjects may also attend. A Head of Year detention may be set.	Meeting organised with the student's parents and a member of the Pastoral Team. The student may be placed on a Progress Report. Heads of Departments for these subjects may also attend. A Saturday detention may be set. A meeting may be organised by the Pastoral Team with their parents.
Failure to attend Subject Det.	Student will be issued a Head of Department detention and their parents may be notified.	Student will be issued a Head of Year detention and their parents will be notified.	Student will be issued a Saturday detention and a meeting with their parents will may be organised.
Social Behaviour	Level 1 Action	Level 2 Action	Level 3 Action
Poor behaviour in corridors/around school	The Head of Year will discuss the matter with the student and may, issue a Head of Year detention. The student's parent may also be informed.	The student may be required to discuss the matter with a member of the Senior Leadership Team. A Saturday detention may be issued and	In serious or persistent cases, the student may receive support in our Pastoral Resource Centre where they will have the opportunity to reflect on

		a meeting may be organised with the student's parents.	and discuss their behaviour with a member of staff. They will also receive support to help them improve their behaviour. They will receive the work they may miss in their lessons and support to complete it. A meeting will also be organised by the Pastoral Team with their parents.
Failing to be courteous/polite to members of staff	In less serious cases, the member of staff will discuss the matter with the student and may set a detention to allow the student to reflect on their behaviour	In persistent cases, the teacher may refer the incident/incidents to the Pastoral Team. This may require the setting of a Head of Year or Saturday detention and a meeting may be organised with the student's parents.	In more serious cases, the student may require support in our Pastoral Resource Centre to help them reflect on their behaviour and help them improve. In the most serious cases, the student may be suspended from school. Both these interventions would be followed by a meeting with the student's parents.
Failing to follow the instructions of staff	In less serious cases, the member of staff will discuss the matter with the student and may set a detention to allow the student to reflect on their behaviour	In persistent cases, the teacher may refer the incident/incidents to the Pastoral Team. This may require the setting of a Head of Year or Saturday detention and a meeting may be organised with the student's parents.	In more serious cases, the student may require support in our Pastoral Resource Centre to help them reflect on their behaviour and help them improve. In the most serious cases, the student may be suspended from school. Both these interventions would be followed by a meeting with the student's parents.

Appendix 2 - School Routines and Rules

Further details of our school rules and routines are included below.

Good behaviour, respect and politeness are expected: in school; when travelling to and from school; when partaking in school-organised activities; when identifiable/identified as a Gunnersbury pupil. Self-discipline, courtesy, and common sense are expected of pupils at all times. To co-operate with our rules and routines is to share the collective responsibility that we all have. The rules are designed with respect to the integrity and importance of the individual - the corner-stone of our entire educational thinking.

The rules, expectations and routines outlined in this policy apply to pupils both inside school premises and to the conduct of pupils 'outside the school gate' - that is, pupils taking part in any school-organised or school-related activity (including off-site education), travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school. Inappropriate or unacceptable behaviour in these circumstances will be addressed by Gunnersbury as if it had taken place within the school grounds. In addition; and in accordance with the DfE Guidance 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (September 2017)' and the DfE 'Behaviour in Schools (Advice for headteachers and school staff – January 2022)'; sanctions, including permanent exclusion, may be applied to pupils for misbehaviour outside of school 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

The detailed rules and guidelines within this policy are not exhaustive - rather they indicate the level of conduct expected of a Gunnersbury pupil. They reflect and relate to the requirements that pupils are always to conduct themselves in a polite, well-behaved, safe and cooperative manner that assists the orderly running of the school. Compliance with Health and safety procedures and rules is expected within the school and also when travelling to and from school. It is expected that all members of staff will advise/instruct pupils accordingly so as to maintain these requirements.

Attendance

High levels of attendance and punctuality are critical to the welfare, achievement and growth of a pupil.

Failure to achieve these goal can only be to the detriment of a student.

1. Regular attendance is compulsory.
 - a) Any absence must be explained in writing and given to the Form Tutor on the day of return.
 - b) Whenever possible parents/guardians are to telephone the school before the start of the school day to advise of an absence and the likely duration of the absence.
 - c) Taking holidays during term time is to be avoided. On the rare occasions when such an absence is unavoidable written permission must be obtained, from the Headteacher, in advance.
2. Excellent punctuality is essential for each student:

Year 7, Year 11, Year 12 and Year 13 Pupils should arrive to school by **8.15am** and will start the day with registration. After this time they will be considered to be late.

Year 8, Year 9 and Year 10 Pupils should arrive to school by **8.35am** and will start the day with Lesson 1. After this time they will be considered to be late.

It is important that pupils must not arrive before their assigned starting time and they must only enter school through their assigned gate.

- a) Any pupil who arrives after their assigned time must report to the Main Reception and sign the late list. Late students must then remain in reception until collected by a member of SLT or Head of Year. Pupils who are repeatedly late will receive sanctions.
 - b) Any student who arrives after 9.00 a.m. must provide a parental letter of explanation to their Form Tutor, the following day.
 - c) Throughout the day punctuality to all timetabled activities is essential.
3. Pupils may not remain on the premises following either Period 7 (Year 7, 11, 12, 13) or afternoon registration (Years 8, 9 and 10), unless instructed to do so or special permission has been granted by a member of staff.
 4. Pupils may not leave the premises during the school day without obtaining permission from a senior member of staff (normally their Head of Key Stage) through submitting a written request or evidence of appointment. If a pupil leaves the school premises for any reason they must sign out, and on their return, sign in at the Welfare Room.
 5. Members of the Sixth Form may leave the school premises during lunch break, but must be back on site by 12:35pm. Failure to return to school on time will result in the withdrawal of this privilege.

Safety in School

1. Pupils must comply with all safety procedures.
 - a) Pupils must know and follow when necessary the procedures to be adopted in the event of the sounding of the fire alarm.
 - b) Pupils must know and follow when necessary the procedures to be adopted in the event of the lockdown warning.
 - c) Pupils must be aware of and observe all special safety rules in specialist areas including laboratories, workshops, computer rooms, practical rooms, theatre workshop, music department and sports facilities.
 - d) Pupils in class must ask to be taken to the Welfare room if they feel ill, they must not go there by themselves.
 - e) Pupils must always act in a safe manner.
2. Pupils may not enter any classrooms, science laboratories, workshops, computer rooms, practical rooms or sports facilities unless a member of staff is present.

3. Appropriate safety clothing and equipment, such as protective overalls and safety glasses, is to be worn in specialist areas as directed by a member of staff.
4. Unless instructed otherwise by staff, pupils are not permitted to enter rooms that are not assigned within their timetable.
5. Pupils are not permitted to open or close blinds or windows unless a member of staff is present and supervises the process.
6. Pupils must not lean out of windows or climb on any staging or balcony.
7. Pupils must not interfere with any electrical equipment or installations, including switches and plugs.
8. Within school pupils must remain within their assigned area at all times.
9. Cycling within the school grounds is forbidden.

Appearance (Years 7-11)

Full details of Appearance and Uniform requirements can be found within the Appearance and Uniform Policy. Requirements within the policy include:

1. Pupils are always to be of smart appearance, avoiding extremes of fashion.
2. Full School uniform is to be worn to and from school, within school and for school based activities – unless otherwise directed by a member of staff. Rules regarding school uniform and appearance must be followed. The uniform requirements for Years 7-11 and the Sixth Form are published separately to this document.
3. Outdoor clothing is not to be worn inside the school buildings. Hats are not allowed inside the school buildings. The school hat is the only permitted headwear and may only be worn outside during periods of cold weather (as determined by the Deputy Headteacher).
4. Hair must be of a style that is conventional and understated. Hair should: not be bleached, dyed, permed or chemically altered in any manner

not be closely cropped/shaved or with significant differences in length about the head e.g. the hair on top of the head is significantly longer than that at the sides

be without patterns, lines or partings etc. cut/shaved into it be free of

gel, wax, mousse or other similar products

Extremes of haircut/styling will not be allowed as they can distract from our central purpose of pupil

development and learning.

5. Shaving of eyebrows (e.g. cutting lines into them) is not acceptable.
6. Tattoos are strictly forbidden. No pupil shall be allowed to attend Gunnersbury with a tattoo, even if it is covered by an elastoplast, dressing or similar.
7. Jewellery must not be worn in school (or on school occasions) nor on the journey to and from school. Ear/nose rings and studs, bracelets, finger rings, necklaces, chains are all included in this ban.

Aspects of the school uniform and appearance policy may be disapplied by the Headteacher for identified pupils with specific and documented medical, religious or cultural reasons. Application for such a consideration is initiated through a written request to the Headteacher.

6th Form Appearance: The uniform and appearance requirements for Year 12 and Year 13 students are published separately to this document.

Travel and Transport

Pupils are to travel to and from school in an orderly manner. Pupils are to use local roads and pavements and not alleys and access routes to private property. Pupils must act in a responsible and courteous manner on their journey to and from school.

1.
 - a) Pupils should travel by the shortest and most direct route, to and from school without delaying at any point along the journey
 - b) Pupils who arrive at Northfields station in the morning, are requested to cross by the zebra crossing directly outside the station and walk down the right hand side of Northfields Avenue.
 - c) Pupils are not permitted to enter any of the retail outlets on the way to and from school. This includes newsagents, supermarkets, takeaways and local shops. Students must not congregate in groups and must ensure they travel directly home.
 - d) Pupils are not permitted to enter Gumley Road or Convent Gardens.
 - e) In the school's locality only the specified routes may be used to get to and from school. Pupils are not allowed to board a bus from Windmill Road in the direction of Northfields, at any time.
 - f) To preserve their personal safety pupils are not allowed to catch buses, use the shops or spend any time at Brentford High Street.
 - g) Students wishing to catch the 235, 237 or 267 must use the bus stops outside or opposite Morrisons Supermarket/Brentford County Court. Pupils must 'alight and board' the E2 and E8 buses outside or opposite the former Brentford Police Station on Boston Manor Road. Boston Manor Park, Blondin Park and Lamas Park are strictly out of bounds at all times for all pupils.
 - h) No student may also enter the fast food outlet beside the bus-stop at the junction of Northfields Avenue and Windmill Road
2. Pupils may cycle or use a non-motorised scooter to and from school provided:
 - ✦ their parents have written to their Head of Year giving their approval
 - ✦ they have obtained the agreement of their Head of Year

- ✦ they follow the requirements of the law and are courteous to others
- a) Pupils who cycle or scoot to school must wear a safety helmet of the appropriate standard.
 - b) Pupils must ensure that their bicycle is fitted with appropriate working lights and reflectors.
 - c) Bicycles must be left in the designated bicycle park and securely padlocked. Personal insurance is highly recommended as the school cannot be held responsible for loss or damage.
3. Pupils while using public transport such as trains, tubes and buses must:
- Pupils who travel on the tube to Northfields/Boston Manor or on the train to Brentford must walk the rest of the way to school instead of taking another mode of transport such as a bus. This is to avoid needless use of public transport and stops congestion near the school site
4. Pupils are prohibited under any circumstance from using electric scooters as a form of transport to or from school. In school and on their way to/from school pupils are also not permitted to be a passenger on an electric scooter belonging to anyone else. If a pupil is found to be on a scooter then this will result in disciplinary action.
5. Sixth Form pupils in possession of a valid driving license may travel to and from school on a motorcycle or in a motor vehicle only if:
- their parents have written to the Deputy Headteacher giving their approval.
 - they have produced valid documents to their Head of Year and have obtained permission.
 - they have obtained the agreement of the Deputy Headteacher.
6. Motor cycles and motor vehicles may not be brought on to the school premises by students.

Bounds

1. Pupils must go to their assigned areas when they arrive in school and remain there while on break and lunch until they are directed otherwise by a member of staff.
2. All grassed areas beyond the paths are out of bounds.
3. Ball games are only permitted in the lower playgrounds (with the exception of Year 7 who are permitted to use small soft balls, tennis balls or similar in the Year 7 playground). Footballs should be no bigger than a size 4.
4. The patio, upper playground and the area around the Music Block is a circulation area for pupils moving to specialist rooms.
5. The wooded areas beyond the lower playground and behind the Sports Hall are out of bounds. Additionally the grass/planted area alongside and at the rear of the Design and Technology, Science and Mathematics blocks is out of bounds to students.
6. Pupils will not have any access to a classroom unless a member of staff is present. In the event of severe weather, special arrangements apply.

Behaviour and good order

1. Pupils are to proceed in an orderly manner throughout the school and never run in any building.
2. Without delay pupils are to politely comply with the requests of staff and at all times exhibit respect, courtesy and cooperation towards them.
3. Pupils are not to leave their designated teaching areas under any circumstance without the permission of a member of staff.
4. Pupils are always to keep to the left on all staircases and in corridors in addition to adhering to the one way system in the main building when required to move from classroom to classroom.
5. Pupils are to line up outside the building and any teaching area until directed to enter by a member of staff.
6. When in class pupils are to display courtesy and stand up upon an adult entering the room.
7. No shouting or loud noise is permitted within the school buildings.
8. Fighting is strictly prohibited, any pupil involved will be severely punished and risks permanent exclusion.
9. Aggressive, threatening or violent behaviour is not acceptable and may lead to permanent exclusion.
10. Bullying of any form, whether on the school grounds or beyond, is totally unacceptable and will be addressed through a range of sanctions including (as appropriate) permanent exclusion.
11. Pupils must act in a thoughtful manner and not put their health and safety or that of other member of the school community at risk.
12. Reckless and/or dangerous behaviour is unacceptable and addressed through a range of sanctions including (as appropriate) permanent exclusion.
13. Pupils are to be polite, respectful and courteous to each other, staff and members of the public.
14. Recording (video, audio, etc.) and/or making images of fellow pupils and/or staff is prohibited.
15. Food and drinks (other than a bottle of water) may not be consumed in class without the permission of a member of staff.
16. Litter is always to be placed in the bins provided throughout the school and when travelling to and from school.
17. All communications distributed to pupils for their parents are to be delivered personally. Where necessary, parents' acknowledgements are to be returned to school by pupils.
18. Pupils are expected to have all necessary equipment including pen, pencil, ruler and calculator available for use in lessons.
19. Students are expected to conduct themselves to the same high standards on their way to and from school as required within Gunnersbury School.

Property

1. School textbooks and equipment supplied to pupils become the responsibility of the pupil until they are returned, replaced or paid for.
2. Damage to school property or equipment should be reported immediately to a member of staff. Pupils and/or their parents will have to pay for any damage caused.
3. Personal property is at all times the responsibility of the owner.

4. Expensive items of clothing and equipment must not be brought to school. No electronic equipment other than a calculator may be brought to school. Pupils must exercise care and concern for their own property and the property of others.
5. The school does not permit the buying, selling or exchange of items between pupils on school premises or on their way to/from school.
6. Pupils are not to borrow/lend monies or personal belongings with each other
7. Lost property is to be taken to or reported to the Welfare Room.
8. Pupils will not have any access to a locker this year and as such should limit the amount of personal items to school. Pupils should also only bring the schools books required that day to school.
9. The school reserves the right to inspect personal belongings, including the contents of a school bag, when it has cause.
10. Theft/stealing is considered a very serious matter by Gunnersbury Catholic School. Significant sanctions will be applied as a consequence of this conduct including Permanent Exclusion as appropriate.
11. ALL items of clothing and personal belongings should be clearly marked with the pupil's name. The school cannot be held responsible for items that are lost or taken. Any items that are brought into school are at the owner's risk and therefore the school cannot accept any responsibility for the loss or damage to any property belonging to or owned by a pupil or his/her family.

Prohibited

1. All medication should be given to the Welfare Assistant who will supervise its use. It is not to be kept or administered by pupils in school without authorisation of the Welfare Assistant.
2. Chewing gum, bubble gum and any similar sweets are forbidden in school at all times.
3. Smoking, and the possession of cigarettes, tobacco and tobacco papers, is forbidden on the school premises, when travelling to and from school, and when a pupil is a member of a school party.
4. The possession or taking of drugs is strictly forbidden, whether in school or on the way to/from school. No pupil may buy, sell or be in possession of drugs (legal or illegal). Pupils failing to comply with this rule will receive our most serious sanctions, typically permanent exclusion.
5. Pupils engaging in any form of substance abuse; on the school premises, on their way to/from school, when identifiable as Gunnersbury students; will receive our most serious sanctions, typically permanent exclusion.
6. The possession of drugs' paraphernalia will consequence in significant sanctions including exclusion.
7. e-cigarettes and vapour inhalation type products of any type are forbidden both in school and on the way to and from school.
8. It is forbidden to possess or consume alcoholic drinks while on school premises or travelling to and from school or at any time in school hours. To do so risks permanent exclusion
9. The possession of the following items by pupils at, or travelling to/from, Gunnersbury Catholic School is banned: large sums of money; jewellery; items of considerable value; water pistols; laser pens; pellet guns; fireworks; lighters; matches; aerosols; solvents; alcohol; stolen items; pornographic material; dangerous item; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Only members of the Sixth Form may bring mobile phones, electronic tablets and/or laptop computers to school. Pupils who are in possession of these prohibited items at school will have them confiscated and will face disciplinary action of which the outcome may be exclusion.

10. Pupils who bring into the school vicinity or are in possession of a knife or other weapon/dangerous item shall be permanently excluded.
11. The use of any item as a weapon to harm, intimidate or threaten will lead to significant sanctions including permanent exclusion.
12. Gambling is strictly forbidden.
13. Pupils must not bring non-uniform items of clothing into school – to do so will result in their confiscation by staff. This includes non-approved school bags.
14. Any item that is disruptive, offensive, illegal or dangerous is banned from Gunnersbury Catholic School and will be confiscated from pupils.

Malicious allegations

Where a pupil makes a false and malicious accusation against a member of staff, the headteacher will consider the use of significant sanctions, including permanent exclusion.

Pastoral rewards and sanctions

Gunnersbury's reward system, complemented by our sanction procedures, work to promote a positive learning environment. Through them good behaviour, work or attitude is celebrated whilst conduct detrimental to learning is discouraged.

Pastoral rewards

Pupils undoubtedly value praise and reward. The essential importance of creating a positive atmosphere characterised by genuine praise and encouragement is recognised by numerous means at Gunnersbury including:

- ✦ informal praise from staff
- ✦ written comments on work
- ✦ positive phone call or letter home
- ✦ Acknowledgement through the school-home SIMS App
- ✦ Form Tutor acknowledgement
- ✦ merit points and house points
- ✦ Headteacher's Award
- ✦ Jack Petchey Award
- ✦ congratulations in assemblies, including certificates
- ✦ prizes such as book tokens
- ✦ awarding 'colours'
- ✦ work put on display
- ✦ positions of responsibility
- ✦ congratulations in the newsletter, website and school twitter account

Pastoral Sanctions

In the interests of a pupil and the wider school it is sometimes necessary to set a sanction for a pupil who has not followed the school's routines and rules. A range of sanctions may be applied where behaviour has fallen below an acceptable standard including: a reprimand, additional work assignments, working away

from peers, community service, detentions, Pastoral support Day. In serious cases a pupil may be temporarily (fixed term) or permanently excluded from school.

Detentions

Pupils may be required to remain in school by members of staff at the end of the day without notice until 4:00pm in order to catch up on missing work and reflect on their conduct.

Students may be required to attend a slightly longer detention or to assist the Pastoral Team until after 4:00pm. If this is the case, their parents will be contacted to inform them of this.

Saturday detentions may be set as a sanction as determined appropriate by the Deputy Headteacher.

Pastoral Support Days

The Deputy Headteachers and Heads of Key Stage determine the engaging of pupils on Pastoral Support Days (PSD). This resource provides time and space for a pupil to reflect upon their conduct and to receive support towards their behaviour.

Exclusion

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in his absence, the Deputy Headteacher who is acting in that role). Exclusion, whether suspension or permanent, may be used for any behaviour which constitutes a breach of the school's routines and rules, in accordance with the guidance issued by the Secretary of State (DFE Behaviour and Discipline in Schools (Advice for headteachers and school staff – January 2016) and DfE Exclusion from maintained schools, academies and pupil referral units in England (September 2017).

Police involvement and liaison

The school will consider, as appropriate, police involvement for any serious breach of its routines and rules.

Physical restraint

Whilst corporal punishment is illegal in all circumstances in some situations, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Gunnersbury's Use of Physical Restraint Policy fully details the procedures in these circumstances

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items other than the above which may also be banned under the school rules. Items not listed above, which are also banned by the school, may also be searched for without consent but not with the use of force.