



Behaviour Policy

2026 - 27

Date of Publication	September 2026
Reviewed by	P McLoughlin
Date of Review	September 2027 - annually thereafter

Issued to All staff / published on College website

Written by	Ms J Gascoigne
Headteacher	Mr P McLoughlin
Chair of Governors	Mrs C McNicholas

Introduction

At St John Plessington Catholic College, our behaviour policy is rooted in the Gospel values of compassion, accountability, and reconciliation. Inspired by Jesus' teachings, especially 'Blessed are the peacemakers' (Matthew 5:9), we believe every student has the dignity to be heard, the responsibility to make amends, and the opportunity to grow. Through relational practices, we seek not just to address behaviour, but to heal relationships and build a stronger, more compassionate community.

The Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Underpinned by the Gospel Values, in line with our school's vision, our relational practice approach and our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values of Compassion, Respect, Determination & Justice, with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff, students and parents. This will support us in achieving our vision of 'A Catholic learning community committed to excellence in all we do' through our mission of 'Building an inclusive Catholic community, founded on the Gospel Values.' **See Appendix 1.**

We are trauma informed, attachment aware and committed to the best relational practice, in order to provide a secure and safe environment, to improve the emotional well-being of all. This includes working with families to find shared solutions around their child's education, behaviour and well-being, encouraging an ethos of restorative practice which enables us to build and maintain healthy relationships. We believe in the concept of high support with high challenge to achieve this. Further information on the guidance on suspension and exclusions can be found [here](#).

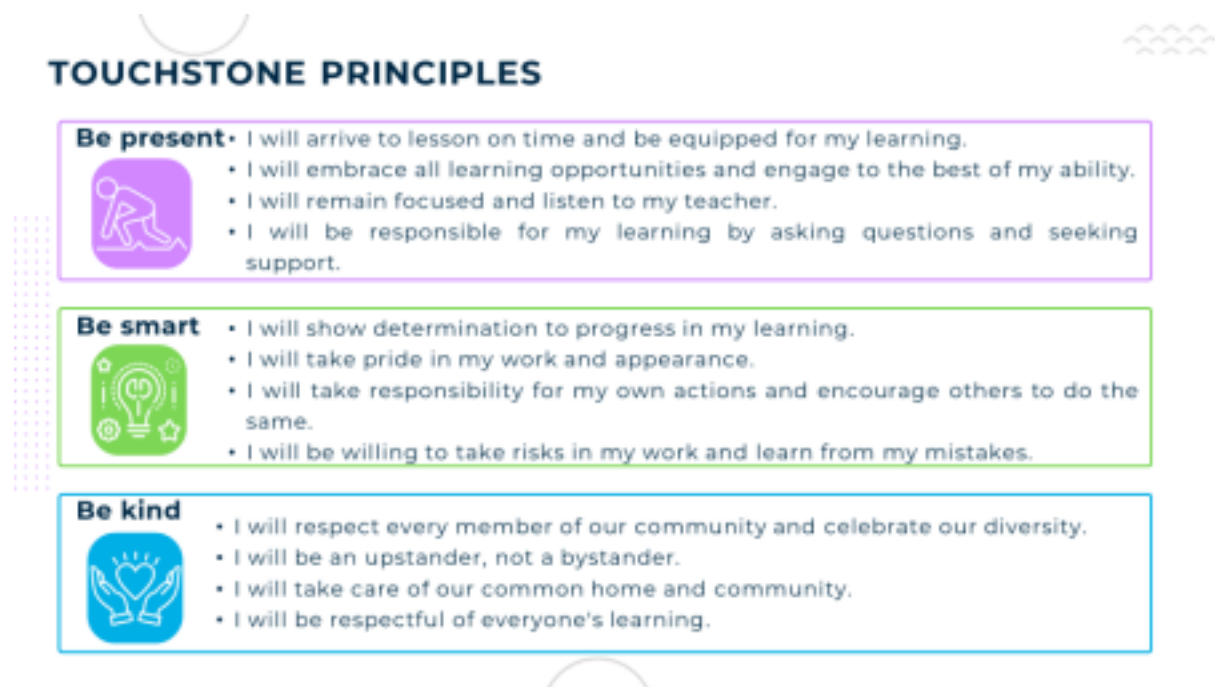
Aims and Objectives

- To build positive relationships from which conflict and tensions can be dealt with effectively, allowing the swift rebuilding of these relationships following poor behaviour interventions.
- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all students are treated fairly, shown respect and to promote good relationships.
 - To shift the narrative from tackling antisocial behaviour to promoting prosocial behaviour
 - To refuse to engage with students in a reactive manner, but to respond to poor conduct with an aim to restore positive relationships.
 - To help students self regulate and be responsible for their own behaviour.
 - To build a community which values kindness, compassion, care, good humour, good temper, discipline and empathy for others.
 - To promote community cohesion through improved relationships.
 - To ensure that excellent behaviour is amplified, celebrated and normalised.
 - To reduce exclusion and increase inclusion.

Rules (Be Present, Be Smart, Be Kind) & Behaviour Pledge

Be Present, Be smart, Be Kind are the touchstone principles which underpin our behaviour policy.

They provide a set of tracked skills and attitudes to support the mindset of all people to build a safe environment with an ambitious culture. Our staff are committed to our Behaviour Pledge, which sets out how we relate to our pupils and build positive relationships.



Every behaviour intervention, positive or corrective, must be punctuated with the touchstone principles of Be present, be Smart, Be Kind.

Adults must be consistent when referring to and pinning behaviour to these. This is a core consistency for all adults working at our school.

Recognition

1. Praise in public - take every opportunity to amplify positive behaviours
2. Every teaching space has a Recognition Board/mechanism that is used throughout the lesson to acknowledge students who are going over and above. This will be displayed at the front of the classroom.
3. Catch them getting it right.
4. Positive postcards- department, year group & recognition Friday.
5. Positive phone calls home.
6. Over and above postcards/letters home and Recognition Friday.
7. Display good work in the classroom.
8. Share good news stories from each year group each week - focus for assembly and all department briefings - good work/good news - this is then brought to whole school briefings and one good news story shared by the Head or one of the AHTs.
9. Focus shift on assemblies - positives - have team captains to share their match reports/encourage students to share about clubs and achievements regularly to build a culture of recognition and positivity- student focused and led by students to foster a pride in their achievements.
10. Termly Recognition assemblies, badges awarded to be worn on blazers.
11. Awards

Evening.

Classroom Support Plan and Behaviour Stages and Consequences at St John Plessington (see Appendix 2)

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

‘Responding’ in private, not ‘reacting’ in public

Reminder

Take up time

.....

Warning

Take up time

.....

2 mins + last chance

Script

Take up time

.....

HOD / TLR Referral

.....

SLT Call Out

Situation resolved, or pupil removed to R&R

Repair & Restore (R&R)

Restorative conversations, emotional regulation, the opportunity to accept responsibility for any harm caused, the space to think about & learn strategies to prevent a recurrence of the behaviour.

Serious Breaches

Students who commit a serious breach will be sent to a Reflection Room immediately by SLT without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, supply/possession of drugs.

Any student removed to HOD / TLR or to R&R will be recorded on Arbor. The class teacher leads the **behaviour** in the classroom using the Classroom Support Plan. This can be recorded on Arbor.

For the vast majority of students, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a discreet visual cue in order to correct the behaviour. Do not use any strategy which publicly records the name of a pupil, e.g on a whiteboard

Although there are occasions when it is necessary, every minute a student is out of your lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not pander to attention seekers. All students must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and warning** of the expectations for students referring to the touchstone principles of 'Be Present, Be Kind, be Smart' should be delivered privately to the student. The teacher makes them aware of their behaviour. The student has a choice to do the right thing. Students should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered **privately** to the student making them aware of their behaviour and clearly outlining the consequences if they continue. These should not include decisions about escalations, which will be made by HOD/SLT. Students will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the student some time here to have the opportunity to reflect on what you have said and respond appropriately.

Scripted approaches at this stage are encouraged:

"I've noticed that...You know the school values of Be present...Be Smart...Be kind. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise students who are getting it right.

Following an incident where a student has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Behaviour that results in a student being referred to R&R will lead to an SLT detention. However, it is very important to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that the next lesson is a clean slate. (This could take place with the student at the end of the day, on the yard and include a phone call home. This may also be discussed and coordinated through the departmental meeting)

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The restorative conversation is so much

easier and more productive if it isn't two people sitting at a table making awkward eye contact. Much better to talk while doing something else.

Restorative type questions:

- 'Can you share with me what happened?
- What is your view of what happened?
- What were you thinking at the time?
- What was the impact on you and others?
- What should we do to put things right?
- How can we do things differently in the future? What does that look like for you? Add

questions that explore emotions and future strategies:

- How did that make you feel?
- What could you do next time you feel that way?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

3. Detention

Lengthy detentions served days after the incident don't make the point or teach anyone better future behaviour. Any detentions should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries. All detentions should be logged on Arbor and communicated with home.

What happens in R&R & RR?

1. Self regulating space
2. Opportunity to talk, access support and reset
3. Quiet place to study

The area is managed by a full time, pastoral member of non-teaching staff based in this area, with the support from teaching staff who are timetabled in there.

Repair - Self regulating space

Initial contact with a member of the pastoral staff to support the pupil, when ready to talk, to understand and appreciate the reason for the referral. The student is encouraged to access support to help regulate their emotions.

Restore - Space to talk, access support and reset, ready to learn

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying in R&R for only one lesson, returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

Pastoral staff would be responsible for the restorative actions and following up with HOD. Also, arranging any further support and/or assessment.

How is a student referred to R&R or RR? - See Appendix 3

A student can be referred to R&R by a member of SLT, who has been unable to resolve the initial concern raised by HOD/HOL. If the HOD is not available then a TLR holder can be used for support and to refer. This is the first stage of the process of repair. **The referral to SLT via an SLT Callout during lessons may be from a classroom teacher, but only if it is not suitable for the student to be sent to the HOD or TLR holder. This should be when all other departmental strategies have been exhausted. Being placed in R&R results in a same day, SLT Detention being issued.**

End of day - HOD/HOL/SLT - discussions are held with staff to ensure any incidents which have happened during the day are followed up and plan next actions for any students who have struggled and been unable to regulate. Does there need to be any further support offered? Update CPOMS if required. Any actions should be logged on Arbor.

Higher level pastoral support

Nurture is a way of life at St John Plessington. It sits at the heart of higher level pastoral support. Children will be supported in their self regulation. Teachers will have excellent communication about the agreed plan and should expect to be part of the plan for improving behaviour and relationships. At all times the team will be focused on positive outcomes for the student, teacher and indeed the right for the rest of the class to learn in a disciplined environment. Our higher level pastoral support will ensure the child is not passed between adults in the search for 'higher authority'. Instead the team around the child will sharpen their focus with increased coaching, negotiated target setting and nurture. **See Appendix 4.**

These coaching plans will be shared with the student/parents encouraging regular dialogue and reflection. We view coaching as a way of building relationships and Restorative Justice as a way of repairing relationships.

Coaching Support Model

Recognising Achievement



Holy Family Catholic Multi Academy trust is committed to recognising the achievements of all our young people.

We want happy, successful students who love coming to school and we have a behaviour policy that focuses on catching them getting it right! We deliberately exploit every opportunity to acknowledge our students being successful through recognition boards, positive phone calls and hot chocolate Friday to name a few.

We also know that as children journey through their time in secondary school they may need individual support at specific times. When barriers arise we respond quickly and in a supportive manner to ensure that our students can express themselves and work with staff to overcome those barriers. We use our staff / student coaching model to ensure that this process is collaborative and supports our students to achieve their potential.

"Every conversation is an intervention - we coach children as a matter of course".

When a student is identified as needing support we surround them with Class teacher or Form tutor coaching.



When will coaching be offered?



Class teacher support

2nd removal from lesson in a half term (HOD/TLR/ Support Hub)

Form Tutor support

2nd removal in more than 2 subjects in a half term

HOD / TLR support

No improvement from Class teacher support

HOL Support

No improvement from Form tutor support

**Any student that has been removed to HOD /TLR /Student Support Hub on more than 1 occasion on the same day will remain in the HUE prevent escalation unless there are exceptional circumstances.

Positive Behaviour Coaching

HFCMAT

Class Teacher Coaching (2 week positive support)



- Pre-coaching checklist...**
- Consulted SENDCART / SENDCO
 - Seating plan change
 - Liaised with Pastoral Team

As coaching commences...

- Personalised targets agreed by teacher and student
- Expectations discussed
- Positive reinforcement

Form Tutor Coaching (2 week positive support)



HOD / TLR Coaching (2 week positive support)



Building on support

- Personalised targets reviewed and agreed by HOD/TLR/HOL, classteacher and student
- Parental meeting (virtual / in school)
- ClassCharts reviewed with student

Head of Learning Coaching (2 week positive support)



Intervention

Positive Behaviour Coaching

HFCMAT

Meeting further needs (2 week positive support)

If further support is required a wide range of services will be explored to ensure we meet the needs of every student in our school



Parental meeting - Meetings with parents are always very powerful to address ongoing concerns. In these meetings it is important to highlight where things are going well and try to identify solutions where problems are occurring. If a student is receiving coaching support from a subject / pastoral leader, the parents must be informed and involved in the conversation. A weekly phone call home to update would be appropriate for most students.

SEND consultation - It is important to ensure that if inappropriate behaviour continues, there is a discussion with the SENDCO to explore any additional needs. This could include an observation, gathering of staff feedback or a discussion through GAS and AIM. From this consultation, referrals may be made for further support and a pupil centred profile or support plan created.

GAS / AIM - Gas meetings are held every two weeks with key pastoral staff. These meetings are focused on support required for specific students. During AIM meetings, which are held termly, these GAS actions are reviewed by key pastoral staff and SLT. During these meetings further interventions may be considered and the SENDCAR updated.

360 Review Meeting - For students at risk of fixed term exclusion where all angles are explored. The meeting will involve the student, Parent/Guardian, Trustee, Senior Leader, Key Pastoral Staff and SENDCO. It is an opportunity to find a way forward and address the poor behaviour that has led to this point. It is not a search for heavier sanctions or the development of more punitive measures. There will be agreements that emerge but no contracts or 'last chance red lines'. The role of the Learning Coach will be critical here in building the relationship with the student and sustaining the coaching over the medium term. The approach to the meeting will be restorative.

PCP - A Pupil Centred Profile is created by a member of the pastoral team to support the student to identify their own strengths and weaknesses in their own words. This is shared with staff to allow them to implement appropriate strategies to encourage a RRS learning environment for the student.

PSP / ASP - A Pupil Support Plan / Achievement Support Plan - is created by the pastoral team and in agreement with the student and parents. The purpose is to try and sharpen the student's focus and longer term aspirations using short term targets for both the student and staff. An Achievement Support Plan will identify other resources which might be needed to support the student to achieve these targets.

Other agency support - In the event that school based strategies are not having an impact, referrals may be made to a number of outside agencies for additional support and interventions. This may include behaviour outreach, HSIS, CAMHS, youth worker, SALT, School Safer Police Officer etc.

Spotlight - Should a student's behaviour continue to deteriorate, the pastoral team will speak to colleagues about what works and that could feed into the Spotlight. The student will be discussed at GAS or AIM meetings and following this, information will be shared at a staff Spotlight briefing to provide information and strategies that **must** be implemented to support the student.

Alternative Provision / Managed move - In the event that a student is showing no improvements to their behaviour the Headteacher may suggest the student should attend Alternative Provision or initiate a managed move process to another school.

EHCP - During higher level interventions, the SENDCO should be informed at all stages and these

students should be priority discussion at GAS and AIM meetings. Interventions may be used to initiate a statutory assessment for the student in the event that school strategies do not work.

Suspensions, Exclusions & Governing Body Disciplinary Panel

In July 2026 the DfE released updated guidance with regards to suspensions and permanent exclusions. The key messages from the guidance are:

Maintain the use of exclusions where necessary for safety — but reduce reliance on external suspension through stronger in-school alternatives and earlier intervention.

The Key Messages for schools and parents are

1. Exclusions remain a necessary tool

The guidance reinforces that suspensions and permanent exclusions are legitimate and necessary behaviour management measures.

Schools are explicitly discouraged from adopting “no exclusion” policies, as these may create safeguarding risks.

2. Permanent exclusion = last resort

Permanent exclusion must continue to be used only where all other strategies have been exhausted. Stronger emphasis on early intervention, support, and graduated responses.

3. Shift towards in-school alternatives

Increased focus on internal suspension (in-school removal) as a structured alternative.

Aim is to:

Keep pupils in education and supervised

Reduce lost learning time

Support behaviour change more effectively

4. Higher threshold for external suspension

National policy direction indicates suspensions should be used primarily for serious or violent incidents. Less serious behaviour should increasingly be managed within school systems.

5. Alignment with new legislation

Guidance updated to reflect:

- Children’s Wellbeing and Schools Act
- Changes to off-site direction
- Links with attendance reforms

6. Clearer roles and responsibilities

Strengthened clarity on duties of:

- Headteachers
- Governing boards
- Local authorities / academy trusts
- Independent Review Panels (IRPs)
- Additional emphasis on:
 - Transparent decision-making
 - Timely communication with parents/carers
 - Robust review processes

7. Remote processes formalised

Use of remote access meetings for governing boards and IRPs is now embedded in statutory guidance.

8. Safeguarding and safety prioritised

Stronger narrative that exclusions may be necessary to:

- Protect staff and pupil safety
- Maintain order and standards
- Rebalances the inclusion vs safety debate.

9. Reinforcement of lawful practice

Continued emphasis on:

- Prohibition of off-rolling
- Requirement to follow statutory exclusion processes in all cases
- Increased accountability for decision-making.
- Implications for Local Authorities / Schools

In the event of a serious breach/no improvement as a result of the behaviour support that has been implemented, the Headteacher reserves the right to issue a fixed term suspension / Permanent Exclusion.

For permanent and fixed term suspensions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body Disciplinary Panel, which must be held within a 15 school-day period.

For fixed term suspensions of between 6 and 15 days, governors must meet if requested by parents and carers.

In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting. A behaviour plan and meeting with the governing body disciplinary panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Headteacher after all reasonable steps have been taken to improve a student's behaviour.

Fixed Term Suspensions

The Headteacher has the authority to suspend students guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2023) of reasons for exclusion. The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the suspension begins.
- Parents will be informed in writing of the suspension. Information regarding the right to appeal will be contained in the letter.
- Students will have the opportunity to respond to the allegations.
- A plan for reintegration will be established and work will be provided for the student whilst they are suspended.
- Pupils with SEND will always be discussed with the SENDCO and reintegration support offered. Review of the behaviour will ensure that there is not an unmet SEND need.

Permanent Exclusions

The Headteacher has the authority to permanently exclude students for violation or gross misconduct. Examples of these acts include, but are not limited to: physical assault against a student, physical assault against an adult, verbal or threatening behaviour, drug possession/dealing and persistent disruptive behaviour.

In all cases, the incident will be investigated before the exclusion begins.

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

Arbor

Arbor is set up to enable staff to log SLT callout, HOD/TLR referrals or referral to R&R. Other incidents can be logged under the following headings both positively and negatively - Be present, Be Smart, Be Kind..

Travelling to and from school

St John Plessington expects exemplary behaviour when travelling to and from school and will deal with any concerns raised using any of the above interventions. Students are ambassadors for St John Plessington at all times.

Teachers have the statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable."

At St John Plessington we will impose reasonable sanctions for any student taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school. This may also apply to students that pose a threat to another student or member of the public, or could adversely affect the reputation of the school. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.

Mobile Phone Free School Policy

St John Plessington Catholic College is a mobile phone free school. This policy forms part of, and should be read alongside, the school's main Behaviour Policy. It sets out how the school implements a mobile phone free environment, using the Yondr pouch system, and the procedures that apply where a student does not comply.

Mobile phones can disrupt learning, contribute to bullying and online harm, and are associated with a range of safeguarding and wellbeing risks when their use in school is not tightly controlled.

Removing phones from the school day supports a calmer, safer and more focused environment in which students can learn and socialise without the pressures that constant phone access can bring.

Legal and Policy Context

This policy has been written with direct reference to the Department for Education's guidance and statutory framework on mobile phones in schools:

- The DfE's non-statutory guidance, Mobile phones in schools, was first published in February 2024 and updated in January 2026. It sets the expectation that all schools should be mobile phone-free environments "by default", with any other approach only "by exception".
- From 29 June 2026, this expectation was given legal underpinning through the Children's Wellbeing and Schools Act 2026. State-funded schools, including St John Plessington, have had a legal duty to have regard to this guidance since 1 September 2026.
- The prohibition applies for the whole school day: during lessons, movement between lessons, break and lunchtimes. It also extends to devices with similar functionality to mobile phones, such as smartwatches.
- Schools are expected to identify mobile phones as a prohibited item within their Behaviour Policy. Where this is the case, staff may search students for a mobile phone in line with the DfE's statutory guidance, Searching, Screening and Confiscation.
- Ofsted now considers a school's mobile phone policy, and how effectively and consistently it is applied, as part of routine inspection.
- Limited exceptions may be agreed on an individual basis where a student has a documented medical or additional need, in line with the school's duties under the Equality Act 2010. These are agreed case by case and are not a general entitlement.

Our System: Yondr Pouches

St John Plessington uses the Yondr pouch system to make our mobile phone free policy consistent, dignified and simple to follow for every student, every day.

Arrival

On arrival at the school gate each morning, every student places their mobile phone into their own Yondr pouch and locks it, before entering the school site. Students keep their pouch, and therefore their phone, with them throughout the day – nothing is confiscated at this stage.

No Pouch on Arrival

If a student arrives without their Yondr pouch, they must hand their phone to the dedicated member of staff on the school gate. The phone is labelled with the student's name and locked away securely by that member of staff until the end of the school day.

During the School Day

Phones remain locked in the pouch, or securely stored by staff, for the entire school day. This means no phone use of any kind, in any location on site, at any time – including during lessons, transitions between lessons, break and lunchtime.

End of the School Day

Pouches are unlocked, or phones returned by the gate staff, as students leave the site at the end of the day.

Where a Student States They Do Not Have a Mobile Phone

If a student does not have their Yondr pouch and states that they do not have a mobile phone with them, a bag and blazer search will be carried out.

In line with the DfE's statutory Searching, Screening and Confiscation guidance, any such search will be carried out by a member of staff of the same sex as the student, with a second member of staff present as a witness, except in circumstances where there is an immediate risk of serious harm and a search must be conducted without delay.

Breach of the Mobile Phone Free Policy

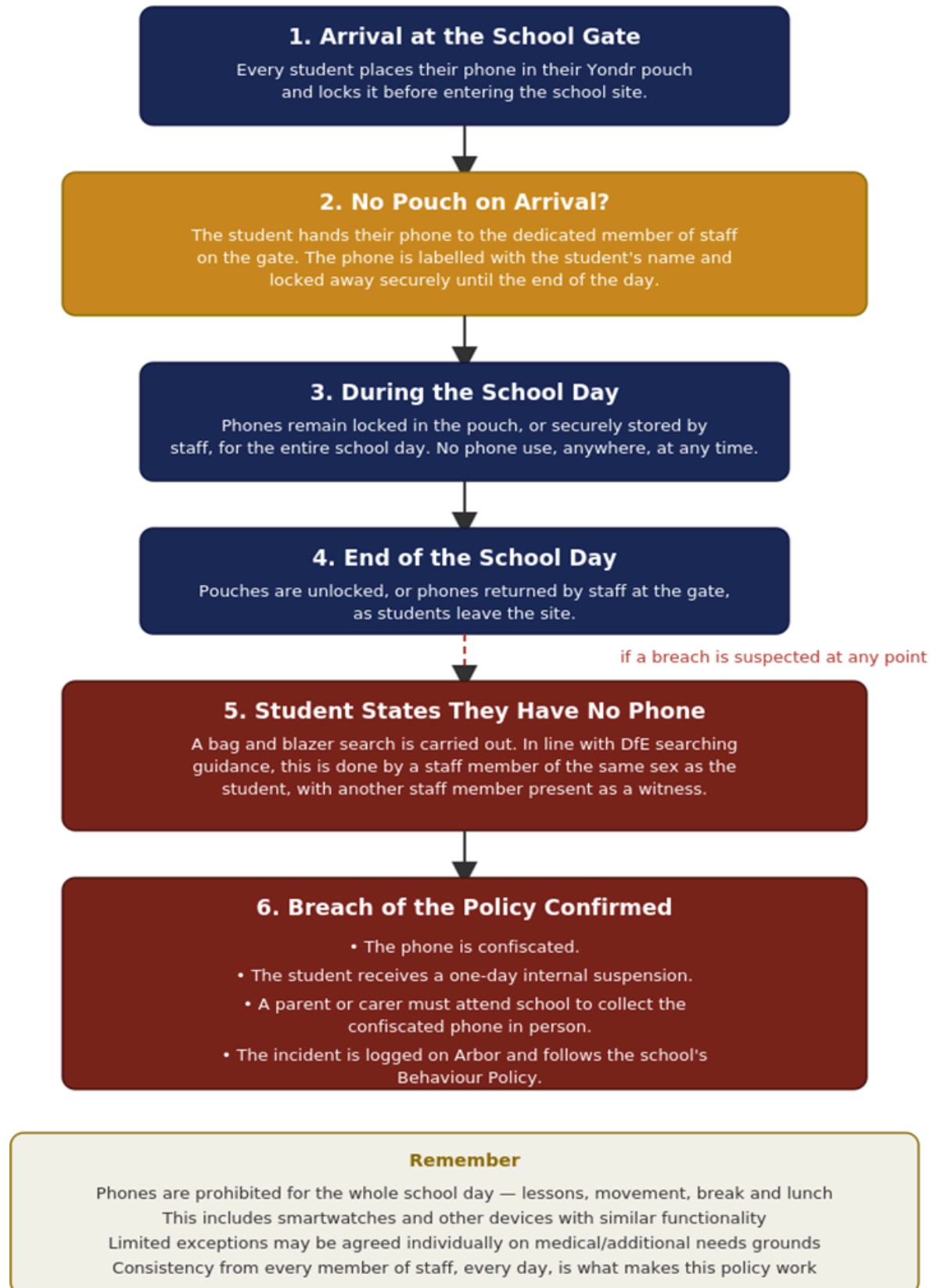
Where a student is found to be in breach of this policy – including where a phone is found during a bag and blazer search after a student has stated they do not have one – the following will apply:

- The mobile phone will be confiscated by a member of staff.
- The student will receive a one-day internal suspension, in line with the school's Behaviour Policy.
- The confiscated phone will only be returned to a parent or carer, who must attend the school premises in person to collect it. The phone will not be returned directly to the student.
- The incident will be logged on Arbor and managed in line with the wider Behaviour Policy.

The diagram below summarises the mobile phone free day from arrival to departure, including the process that applies if a breach is suspected.

Mobile Phone Free Day: How It Works

St John Plessington Catholic College



Damaged Pouches

Any attempt to tamper with the Yondr system, including use or possession of high-strength magnets will be treated as a serious offence, potentially resulting in a replacement fee of £25, confiscation until a parent/guardian picks it up and an appropriate sanction in line with school policy.

If accidental damage occurs, students must report it immediately. If damage is discovered during checks and has not been reported, it may be considered intentional.

The following examples may indicate intentional damage:

- Ripped, cut or vandalised fabric
- Bent or cut pin
- Signs of force to the black locking mechanism
- Pen marks inside the pouch
- Pouch opening without a station
- Scuff marks on the black ball

The pouch should not be used as a replacement for a protective case and/or screen protector on a mobile device.

Emergencies and Safeguarding

Communications During the School Day

Parents/ carers who need to contact their child during the school day should do so via the school office on 645 5049. We will then pass this message onto your child.

Medical Conditions

Students who require access to their mobile devices for specific medical purposes will be provided with a medical pouch.

Emergency Procedures

In an emergency, the priority is for students to follow school safety procedures under staff guidance. Unauthorised phone use during such situations may:

- Delay emergency responses
- Spread misinformation
- Put students and staff at increased risk
- Disrupt coordinated safeguarding measures

Emergency communications will be managed through the school.

Use of Reasonable Force and Restrictive Interventions

This section of the policy has been updated to reflect the DfE guidance Restrictive Interventions, Including Use of Reasonable Force, in Schools, which came into force in April 2026, replacing the previous Use of Reasonable Force guidance (2013). This section should be read alongside the statutory framework at section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Principles — Prevention First

St John Plessington is committed to a preventative, trauma-informed and relational approach to behaviour management. The use of any restrictive intervention is always a last resort. Our primary approach is to reduce the need for restrictive interventions through:

- High quality relational practice between staff and students
- Early identification of behavioural triggers and proactive de-escalation
- Individual risk assessment and behaviour support planning
- Staff training in de-escalation and trauma-informed approaches
- Regular analysis of data on restrictive interventions to identify patterns and implement improvements

What Are Restrictive Interventions?

The DfE guidance defines three categories of restrictive intervention:

1. Use of Reasonable Force

All members of school staff have a legal power to use reasonable force in certain circumstances. Force is used either to control or restrain a pupil. Reasonable force means using no more force than is necessary for the least amount of time.

- **Control:** Passive physical contact such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- **Restraint:** Holding back physically or bringing a student under control. Used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

2. Searching a Pupil

School staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Force may be used as is reasonable to search

for legally prohibited items, but not to search for items banned under the school rules only.

Prohibited items for which a search can be conducted include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vapes
- 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

Staff conducting a search must be the same sex as the student being searched and there must be a witness. There is a limited exception where staff reasonably believe there is a risk that serious harm will be caused to a person if they do not conduct the search immediately.

3. Seclusion

The DfE guidance makes clear that seclusion — confining a pupil away from others and preventing them from leaving — is a restrictive intervention that must be supervised, safe and non-threatening. Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Seclusion is distinct from removal from the classroom (R&R at St John Plessington), which is a normal behaviour management tool and is not a restrictive intervention. Removal from the classroom does not prevent the student from leaving the space.

When Can Reasonable Force Be Used?

Reasonable force can be used to:

- Prevent a pupil from hurting themselves or others
- Prevent a pupil from damaging property
- Prevent a pupil from causing disorder

- Conduct a search for prohibited items as listed above

The decision on whether or not to use reasonable force is down to the professional judgement of the staff member concerned and should always depend on individual circumstances. Staff will undertake a dynamic risk assessment whenever any use of restrictive physical intervention is required. It is unlawful to use force as a punishment.

De-escalation First

Staff are advised to avoid the use of physical intervention where possible. Non-contact de-escalation strategies should be attempted before resorting to the use of reasonable force. De-escalation strategies at St John Plessington include:

- Use of calm, clear and non-threatening language
- Giving the student time and space to regulate their emotions
- Referral to a trusted adult or pastoral staff member
- Use of R&R as a regulated, supportive environment
- Withdrawal of the audience where possible
- Application of restorative and relational approaches

There are some circumstances where the use of reasonable force is in the best interests of a child or staff member and when it may not have been possible to attempt the use of non-contact alternatives. The professional judgement of the staff member in the moment is paramount.

Staff Training

There is no statutory expectation for schools to train all staff in the use of reasonable force. However, St John Plessington ensures that staff who are likely to need to use reasonable force are adequately trained in its safe and lawful use. Training is selected by the Headteacher to best suit the school's circumstances and staff needs and is reviewed annually. Staff who receive specific training in physical intervention are identified by the Headteacher.

SEND and Vulnerable Pupils

When considering the use of any restrictive intervention, particular care must be taken in relation to pupils with SEND. The SENDCO must be informed of any significant incident involving a pupil with SEND. For pupils with behaviour support plans, any agreed use of reasonable force as part of the plan must still be recorded and reported under the statutory duty.

Recording and Reporting Incidents

From September 2025, St John Plessington is legally required to:

- Record every significant incident: A written record must be made as soon as practicable after any significant incident involving the use of reasonable force. A significant incident is defined as any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff.
- Report to parents: Every significant incident must be reported to the parents or carers of the pupil involved as soon as reasonably practicable — ideally the same day.
- Content of records: Records must capture: name, date, time and location of the incident; relevant needs of the pupil including SEND; the rationale for the use of force; any injuries sustained; and the post-incident support offered.
- Confidentiality of staff: In cases where parents are informed of an incident, the names of staff members involved should not be disclosed to the parents. The circumstances of the incident can be conveyed without identifying the staff member.
- Governing body review: The governing body must regularly review and interrogate data on incidents to identify patterns and implement improvements.

The recording and reporting requirement applies even where the use of reasonable force has been agreed with parents or carers as part of a pupil's behaviour support plan.

Recording Process at SJP

Following any significant incident involving the use of force or seclusion at St John Plessington:

- The staff member involved completes a written incident record as soon as practicable after the incident — always on the same day.
- The record is submitted to the Headteacher or Deputy Headteacher for review.
- The incident is logged on CPOMs with full details including the statutory recording requirements above.
- The parent/carers of the pupil is contacted by telephone as soon as possible and a written summary provided.
- The SENDCO is informed where the pupil has SEND.
- Post-incident support is offered to both the pupil and the staff member involved.
- The governing body receives an anonymised summary of all incidents at least termly as part of safeguarding reporting.

What Happens if a Pupil Complains About the Use of Force?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated by the Headteacher or a senior member of staff. The school's complaints procedure applies. Investigations will be conducted fairly with regard to both the pupil and the member of staff concerned.

Screening

Screening is the use of a walk-through or hand-held metal detector to scan pupils for weapons before they enter the school premises. Schools have a statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables the school to impose a requirement that pupils undergo screening.

If a pupil refuses to be screened, the member of staff should consider why the pupil is not cooperating, and make an assessment of whether it is necessary to carry out a search. Screening is not a restrictive intervention and does not engage the statutory recording and reporting duty unless force is subsequently used.

Malicious Allegations

Where, after investigation, it is identified that an allegation made against a member of school staff was malicious then the sanctions detailed above will be considered. As with the application of other sanctions, careful consideration will be given to our knowledge of the individual student and their mental health.

Ensuring Equality

We will analyse our behaviour incident records — including records of restrictive interventions — to look for patterns and ensure that, in its operation, this policy is not discriminating against particular groups of students.

As a school we fully acknowledge our legal duties under the Equality Act 2010 to consider the safeguarding of our students and consider any special educational needs before any decisions are made regarding sanctions or restrictive interventions. In doing so we recognise that some students require a more sensitive and differentiated approach.

Appendix 1 - Vision, Mission and Core Values



**St John Plessington
Catholic College**



**Holy Family
Catholic School**

Our Vision
A Catholic learning community committed to excellence in all we do

Our Mission
To build an inclusive Catholic community founded on the Gospel Values

Our Core Values
Compassion • Respect • Determination • Justice



Appendix 2 - St John Plessington Behaviour Support Stages & Consequences



SJP Behaviour Support Stages and Consequences

	Description	Consequence	Additional	Failure to follow consequence
Reminder	Low Level Disruption in classrooms: • Calling out • Disrespectful to staff • Lack of focus • Not following instructions • Off task • Other	Reminder of expectations. This is the teacher's way of letting the pupil know that their behaviour is not acceptable.	N/A	Warning
Warning	Repeated low level disruption in class/ corridors	Warning - this is the second opportunity for the pupil to modify their behaviour before a consequence is applied.	N/A	Move to Stage 1
Stage 1 (All Staff)	Repeated Disruptive Behaviour: • Punctuality to lesson • Calling out • Disrespectful to staff • Lack of focus • Not following instructions • Off task • Repeated lack of equipment • Lack of homework • Out of class behaviour • Late to school • Uniform & appearance concern	15 min break detention or 30 minutes after school teacher detention (at discretion of teacher, set when teacher available) HOL lunch detention	- Log on Arbor - using the appropriate Stage 1 - If a pupil incurs 3 recorded Stage 1 consequences in a week Pastoral Coaching Intervention (P-CI) and email to parents	- Move to stage 2 - Failure to attend teacher 30 minute detention - Move to one hour after school departmental detention. (refer to HOD)
Stage 2 (All Staff)	Continued disruptive behaviour Persistent uniform & appearance concern	The pupil will be removed to work in another room (TLU/Busby) and will receive a 30 min after school departmental detention (next day if possible) HOL 1 hour after school detention.	- Log on Arbor - Using appropriate Stage 2 - Teacher contact parents (call) - If a pupil incurs 3 recorded Stage 2 consequences in a week, pastoral detention (30 mins after school) or departmental (if all in the same subject). Call home from HOD / HOD - If a pupil incurs 10 recorded Stage 2 consequences in a half term, coaching intervention (HOL) Parental meeting and 1 hour after school detention	- Move to Stage 3 - Failure to attend pastoral/ departmental released after school detention - move to one hour SLT detention.
Stage 3 (TLU Holders)	- Continuing to disrupt once removed from the classroom/ refusing to enter another classroom/leave classroom - Failure to attend HOD/HOL one hour re-issued detention - refer to SLT - Persistent punctuality concern - Continued, persistent uniform & appearance concern - Refusal to hand in mobile phone following use	SLT Call Out mode, if not resolved, pupil placed in R&R - Pupil will receive a 1 hour after school meet (available) day SLT detention - SLT Lunch Detention - SLT Detention - R&R until resolved	Log on Arbor - using the appropriate stage 3 - HOD/HOL call home 3 recorded Stage 3 sanctions in a week - pastoral parental meeting, CSP (HOL) 10 recorded Stage 3 sanctions in a half term - pastoral parental meeting & CSP (AHT) - Parental meeting	- Failure to attend reissued SLT detention - call home from pastoral team to inform referral to RR - Failure to follow SLT
Serious Breach (SLT Only)	- Truancy - Swearing of a member of staff - Failed to attend reissued SLT detention (escalation) - Repeated truancy - Threatened / actual physical violence - Smoking / Vaping - Serious behaviour incident - Previously escalated repeated disruptive behaviour - Possession of a banned / inappropriate item - Physical aggression towards another pupil (fighting) - Inciting a fight / violence - Aggressive confrontation with a member of staff - Racist abuse - Use of homophobic language biphobic or transphobic language - Sexual harassment - Sexual violence	**At the discretion of the HT. - R&R (Investigate and Escalate) - RR (Escalate if repeated) - RR (Internal Suspension) - Internal Suspension (HT office) - Suspension	- AHT log on Arbor - RR - Parental meeting by subject area (curriculum)/HOL(pastoral) - Pupil added to behaviour intervention cohort (CSP, ASP)	**At the discretion of the HT. - RR - Internal suspension - HT office - Internal suspension - Suspension - Permanent Exclusion

*Decision for R&R made by SLT, not discussed with the pupil by staff

**All decisions made regarding any suspension type or exclusion is done so at the discretion of the HT

Appendix 3 — How is a Student Referred to R&R or a Reflection Room?

System Chart — Steps, Accountability, Action, Timing and Recording

Step	Accountability	Action	When	Recording
1	Teacher	The behaviour of a student requires the classroom support plan to be followed.	During lesson	Record on Arbor if necessary
2	Teacher	The student is not responding to the classroom support plan but is not preventing learning from continuing. Teacher decides on consequence and communicates to student/parent.	During lesson	Record on Arbor
3	Teacher	If all classroom support plan strategies have been exhausted and the student's behaviour is preventing the lesson from continuing, refer to HOD/TLR holder. Teacher sends student and records using HOD/TLR referral button.	During lesson	HOD/TLR referral on Arbor
4a	HOD	HOD/TLR holder tries to integrate student in an alternative lesson. If successful, follow staged approach.	After lesson	Log consequence on Arbor
4b	HOD/SLT	If integration unsuccessful and all HOD strategies exhausted, HOD/TLR holder does an SLT Call Out. SLT escorts pupil to R&R if not resolved.	In lesson on arrival of SLT	HOD records on Arbor
5	R&R staff	Pupil referred to R&R. When ready to return to learning, R&R staff communicate the reason for referral. Repair managed by HOD and teacher. Communication with home. Pupil issued with automatic SLT detention.	As student leaves R&R	R&R staff update Arbor
6	R&R staff/SLT	If student does not respond despite all interventions, SLT callout made. SLT to decide consequence — this may involve moving the pupil to a Reflection Room or HT Office for the remainder of the day.	As appropriate	R&R staff record on Arbor
7	SLT	Actions taken as a result of behaviour incident are recorded on Arbor.	By end of day	Arbor
8	HOD/HOL/SLT	Pupils may be referred to a Reflection Room or the HT Office for an internal suspension if the incident, once investigated, is deemed to be a serious breach. Parents informed by phone call and email.	As soon as appropriate	Arbor and CPOMs
9	SLT/HOD/HOL	Incidents analysed to consider where behaviour needs attention.	Weekly	Arbor
10	SLT/HOD/SENCO	Behaviour trends considered as part of GAS meetings, Departmental/Pastoral team meetings and actions recorded on overall strategy for improvement.	Daily/Fortnightly/Half termly	GAS and AIM records



Behaviour Pledge

Adult Behaviour

Evident in all we do

- Respectful
- Connect and listen
- Regulated and calm

Recognition

Consistent recognition systems from all staff

- Recognition boards
- Positive notes & postcards
- Positive phone calls home
- Meaningful praise

Adult Consistencies

Visible consistencies for all to see & hear

- Meet & Greet, End & Send
- Relational consistency
- Always positive language

Taught Routines

Key parts of consistency across the classroom

- Entering and leaving the classroom
- Getting the class silent and ready for instruction
- Setting the class to work
- Cleaning up after class and lunch

Scripts and Prompts

All delivered to be simple, clear and precise

- 30 second script
- "Do you remember when"
"Thank you for listening"
- Assertive sentence stems
 - "I need to see you..."
 - "I expect..."
 - "You need to..."
 - "Thank you for...)"

Restorative Questions

Found in support plans and conversation each day

- What happened?
- Who has been affected?
- What could we do to put this right?
- How can we do it
differently in the future?
- What could we do to help you?