

# Blessed Carlo Acutis Catholic School

## Ysgol Gatholig Bendigaid Carlo Acutis



## Behaviour Policy

Ratification date:	18 <sup>th</sup> July 2022
Review Date:	July 2023
Staff member responsible for writing, reviewing & updating	Mrs S J Hopkins
Person responsible for monitoring & implementation of the policy	Mrs S J Hopkins/Heads of Campus

## Contents

1. Mission & Values .....	3
2. Aims and rationale .....	5
3. Rights of all .....	6
United nations convention on the rights of the Child .....	6
4. Promoting Positive Behaviour .....	7
5. Roles And Responsibilities of Adults .....	7
6. Behaviour Principles .....	9
7. PRIMARY APPROACH .....	13
<i>PBS – Positive Behaviour Support</i> .....	13
ELSA Support .....	15
Thrive – Let’s help every learner .....	16
Inspire u – The best you can be .....	17
8. SECONDARY APPROACH .....	18
Expectations .....	18
Conduct in lessons .....	18
Around School .....	18
Electronic Communication Devices (Mobile phones, tablets, smart watches) .....	19
Smoking/Vaping .....	20
Truancy Protocol .....	20
Fighting .....	20
Uniform & Equipment .....	21
Ready to Learn Room .....	21
Detention .....	22
Exclusions .....	22
<b>Appendix 1 .....</b>	<b>24</b>

## 1. Mission & Values

“The duty of a good teacher — all the more for a Christian teacher — is to love his or her more difficult, weaker, more disadvantaged students with greater intensity. Jesus would say, if you love only those who study, who are well educated, what merit do you have? And there are some who make us lose our patience, but we must love them even more! Any teacher can do well with such students. I ask you to love the “difficult” students more... those who do not want to study, those who find themselves in difficult situations...who today pose a great challenge for schools.

*Pope Francis, March 2015*

Then Peter came to Jesus and asked, “Lord, how many times shall I forgive my brother who sins against me? Up to seven times?” Jesus answered, “I tell you, not just seven times, but seventy-seven times!

*Matthew 18:22*

Then Jesus told them this parable: “Suppose one of you has a hundred sheep and loses one of them. Doesn’t he leave the ninety-nine in the open country and go after the lost sheep until he finds it? And when he finds it, he joyfully puts it on his shoulders and goes home. Then he calls his friends and neighbours together and says, ‘Rejoice with me; I have found my lost sheep.’ I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent.

*Luke 15:3*

How we feel about ourselves and other people is the key to a stable school environment. Our Values are rooted in our Catholic Pupil Profile. Blessed Carlo Acutis Catholic School encourages all learners to show:

- we are all God's children;
- consideration for others;
- self-discipline and self-respect;
- a sense of fairness;
- a respect for the rights or feelings of others;
- a readiness to support effectively the legitimate interests of others;
- a commitment to promoting the well-being of the school community via the Student Parliament;
- the ability to learn from personal mistakes;
- the ability to listen to and respect others points of view, and
- the ability to put forward points of view clearly and appropriately.

**It is important that when learners display any of the above when they interact with staff or other learners, their actions should be commended. Constant praise of acceptable behaviour will help to make this the norm and this what all learners should aspire to.**



## 2. Aims and rationale

- To maintain a happy and secure environment in which all learners can learn and teachers can teach without disruption.
- To ensure that a high-quality Catholic education is underpinned by strong, respectful and caring relationships between adults and learners at Blessed Carlo Acutis Catholic School.
- These systems and supports allow all learners to enjoy success, ensure equity in how learners' needs are met and are underpinned by our belief that all learners our matters as unique, special individuals created in the image and likeness of God.
- Our behaviour code at Blessed Carlo Acutis Catholic School is based on the values of respect for oneself and others: one's own person and the person of others and one's own personal possessions and the personal possessions of others. Respect, too, for the dignity and self-esteem of oneself and of others whatever their role in the school - support staff, teachers or learners.
- Research shows that one of the most effective ways of supporting wellbeing and promoting mentally healthy schools is ensuring that learners and their families are well-known and understood by staff. This policy details the behaviours we expect of our learners, the systems that we use to recognise and celebrate these and what we do when things go wrong and need to be redressed.
- Ensure a consistent expectation of behaviour exists across the school and that this is clearly communicated and that the application of sanctions and rewards is equally as consistent. We will celebrate achieve and positive behaviour.
- Outlines a system where the roles and responsibilities are clear and staff take responsibility for learners' learning.
- Supports and promotes the anti-bullying strategy, E-Safety policy, the Equalities Policy and Additional Learning Needs Policy.

## 2. Rights of all

- No pupil has the right to disrupt the learning of others.
- Teachers will have disruption free classrooms in which they can teach and learners will have disruption free classrooms in which they can learn.
- Learners are given the opportunity to be heard fairly.
- Everyone has the right to feel safe

### United nations convention on the rights of the Child

As a school that respects the rights of the learners and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Learner (UNCRC).

In this policy, we are working towards the following articles:

- Article 3 and 28 - We have the right to an education
- Articles 12, 17 and 36 - We have the right to be heard, kept safe and given reliable information
- Articles 13, 14 and 30 - We have the right to express ourselves, think and believe what we want
- Articles 15 and 31 - We have the right to treat each other with respect, meet with friends, play and join a variety of groups
- Articles 17, 23, 27, 33 and 34 - We have the right to reliable information, play an active part in the community and a good standard of living
- Article 19 - We have the right to be safe

### 3. Promoting Positive Behaviour

At Blessed Carlo Acutis, we strive to promote an environment where positive behaviour is instilled and celebrated. To do this we;

- Engage in Person Centred Planning (PCP) as a whole school approach to positive behaviour management.
- Will celebrate positive behaviour and achievement.
- Use formal packages such as Class Dojo and Class Charts to reward recognition of positive behaviour.
- Ensure staff role model good behaviours in their dealings with each other and with learners.
- Use praise

When a learner's behaviour falls short of our expectation Positive Behaviour Support will become an integral part of the learner's overall plan, integrated into their education planning and underpinning all aspects of their school life. This support will be individually tailored to the needs of learners based on the PCP approach.

### 4. Roles And Responsibilities of Adults

- a. This policy makes clear the high expectations that we have of our learners – these are part of providing an excellent Catholic education. Similarly, we have high expectations of staff and of parents, carers and other family members. Everyone has a role to play in ensuring that our Relationships and Behaviour policy underpins a community that is safe, happy and that provides for the fulfillment of our Catholic mission.
- b. Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014). This guidance promotes the idea that the needs of all should be at the heart of the school.

- c. Research also suggests that school leadership is second only to classroom teaching as an influence on pupil learning (Leithwood et al, 2006). This guidance suggests that it is essential for school leaders to be driving a whole system approach to inclusive learning and achievement for all.
- d. **High Expectations of All Staff:** We expect that Staff are excellent role models for principles and practice of this policy, bringing it to life through consistent care and professional practice by: Senior Leaders commit to and drive an ethos of wellbeing, high standards and consistency through their visibility in the school and clear, positive communication
- Supporting our commitment to prioritising wellbeing, equity, equality and diversity, thereby fostering an atmosphere of acceptance and mutual respect.
  - Taking decisions in the best interests of learners, especially the vulnerable, allowing for context, understanding that behaviour is a form of communication and that distressed, traumatised or angry learners may be communicating an unmet need through their behaviour
  - Paying first attention to best conduct; praising and recognising achievements however small; meeting and greeting learners and ensuring a calm, purposeful start to lessons; ensuring a fresh start each time; having clear learning routines; communicating high expectations clearly and consistently; adhering to the graduated response framework; prioritising and maintaining good relationships
  - Regulating their own behaviour, thereby modelling regulation to young people by speaking and acting with professional courtesy, calm and respect for personal space
  - Developing strong relationships with all members of the community
  - Treating everyone fairly, consistently, making reasonable adjustments for individual needs
  - Undertaking training relating to inclusion, relationships and behaviour to support them in implementing the latest research-informed practice
  - Adhering to school policies and national standards, especially those relating to the safety and welfare of learners.
- e. **High Expectations of Parents & Carers:** We expect that parents, carers and family members will support and encourage the application of this policy by:



- Being the first educators of their learners, working with the school and its staff to help learners grow and learning, making wise and informed decisions that impact positively on their achievement, progress and wellbeing
- Working in partnership with the school to ensure that their learner follows school expectations.
- Encouraging their learner to act with respect, courtesy and behave in an orderly way that takes account of the rights of other members of the school community

## 5. Behaviour Principles

This policy is based on the following principles. These inform the way in which staff build relationships with young people to create a harmonious environment that promotes wellbeing, self-regulation and good order.

- a. Behaviour is a form of communication and must always be viewed within the context of important relationships within the learner's life. Responding to the needs of a learner or young person is the responsibility of every adult in the school, not just a few trained personnel.
- b. Everything we do in our school should be built upon a bedrock of positive, healthy relationships that starts with staff knowing the young people they work with. Each young person's God-given uniqueness is the source of their dignity. This must be recognised and celebrated in every interaction through unconditional positive regard (defined as 'the basic acceptance and support of a person regardless of what the person says or does, recognising the inherent dignity of another human').
- c. All learners and staff have the right to feel safe at all times in school. There should be mutual respect between staff and learners and between learners. All visitors to the school should feel respected and safe at all times and in all parts of the school.
- d. We have clear expectations of all learners and we believe that they are all capable of meeting these expectations with the correct support. Our expectation is not wishful thinking nor are we enforcing unthinking compliance and conformity. Instead by the clear, positive and kind reinforcement and modelling of our expectations we afford young people the opportunity to engage fully with experiences for learning and growth.

- e. We have a positive approach to discipline that is in keeping with our Catholic ethos. Our professional habit must be to look for the good, not the bad: catch learners doing something right, doing something good and praise them. This builds a constant positive dialogue across the school that overwhelms and crowds out negativity. Our use of praise should be consistent, frequent, descriptive (rather than general and vague), focussed on behaviours we wish to encourage, and genuine rather than indiscriminate.
- f. The vast majority of young people in our school do the right thing all the time, a very small number do not and there are reasons for this. Regardless, they are all entitled to an education in our school. We are proudly Catholic, comprehensive and inclusive and the presence of young people in our school who find our standards and expectations challenging is healthy, reflecting our community and society at large. Some young people are the 'lost sheep', they test our Catholic mission, but that challenge makes it strong so that we maintain a robust sense of moral purpose. This is best served by recognising and praising what learners do right, rather than focusing relentlessly on what is wrong. Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Learners with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- g. It is well established that disadvantaged young people, particularly boys and those from certain ethnic groups are more at risk of exclusion. Furthermore permanent exclusion frequently puts already vulnerable young people on a path to criminality or pushes them to the margins of society. Our Catholic commitment to social justice and to embracing excellence means we have a particular duty to address the needs of these young people to keep them in school and support them to succeed. Similarly, there has been an evident increase in the frequency of young people presenting with mental health conditions. We must recognise the impact of these in dealing with the young people in our care. A learner who is not well (or who is distressed or traumatised) will struggle to learn and to engage with our expectations and standards. They require love and effective support, not sanctions that may be a barrier to learning and growth.
- h. Young people, regardless of their circumstances, wish to be hopeful and successful. They are resourceful too. Everyone can change and grow. No-one is beyond help. We must start from the

view that even when our most challenging learners appear to be at their worst, they are doing their best.

- i. There is no conflict between being having high expectations, boundaries, strong routines, being assertive, firm and being kind. Indeed when we lower our standards and expectations we do a great dis-service to our most disadvantaged learners. Choices and consequences are effective for most young people, but there are others for whom they are an ineffective strategy. In those instances we need to accept that treating people equally is not the same as issuing the same sanction or consequence to all. Misbehaviour is often the communication of an unmet need, sometimes this is the result of trauma, distress, anger or frustration. This means that the way that some young people behave is not always a choice on their part, but a reaction to the situation or context in which they find themselves. Sometimes the young people who seem to push us away with their behaviour have experienced a lifetime of rejection that makes it hard for them to build strong attachments. We must recognise this and respond sensitively and appropriately, pulling them closer to us and fighting the urge to reject them yet again. Consistency is important, but so is intelligent inconsistency. Where a young person receives a consequence it is vital that it is clear, proportionate and issued quickly.
- j. We have a professional duty to model at all times the behaviour we expect to see from all young people in our school. We are always the calm, dignified adult, committed to finding a solution. We de-personalise and de-escalate situations that are highly charged, without raised voices or aggressive body language. Even if we are hurt or angry we avoid showing this. We deal with situations without drama or emotion, sometimes choosing to return to address the matter when all involved are calm rather than in the heat of the moment. When we are dealing with misbehaviour of any sort it is an opportunity for us to teach and model better behaviour, this requires a specific pedagogy that this policy seeks to clarify and make accessible.
- k. Our policy is predicated on the idea that the way in which we treat one another as professionals should inform how we treat young people - this is compatible with truly being a Catholic community. We must have the capacity therefore to recognise our own frailties and imperfections, recognise the need to apologise and be humble, ask for help from others and share practice and information generously. It is a reasonable expectation that senior staff and those who are more experienced are on hand to assist others with challenging situations, to offer advice, coaching and reflection. Furthermore, we are professional in the way that we talk about young

people, avoiding labelling them and always separating the 'behaviour' from 'the learner'. In this way we articulate hope and the possibility of change.

We acknowledge that although there must be a consistent approach to standards and behaviour across the school, the behaviours of primary and secondary learners and the subsequent handling of this, can be very different. Whilst we operate across four sites there will be a distinct need to operate slightly differently but under common principles. The next section will be split into primary and secondary as a result.

## 6. PRIMARY APPROACH

### *PBS – Positive Behaviour Support*

All staff should adopt a positive approach to improving behaviour. This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical intervention is rare. All staff will follow the PBS Flow chart (Appendix 1) to ensure the correct steps are put in place for each individual case. The key themes of Positive Behaviour Support are:

- Environmental manipulation, early intervention, prevention and positive approaches to understanding challenging behaviour, and an investment in appropriate training and resources to support the often intensive work required.
- A focus on early intervention, prevention and developing adaptive behaviours to access reinforces, rather than on reactive strategies in response to maladaptive behaviour when it occurs.
- Recognising that challenging behaviour does not occur within a vacuum i.e. it occurs within the environment, not within the individual pupil and that the behaviour is reasonable from the individual's perspective
- Creating supportive environments and implementing individual multi-component Positive Behaviour Support Plans, aims to avoid the need for the learner to exhibit the "problem" behaviour in the first place. This equips the learner with the skills and personal resources to meet their needs and to cope with the demands of daily life.
- Recognising that needs vary from learner to learner. The support plans implemented by the school are individual to each learner to ensure their particular needs are met. Critically these plans include the personal and environmental setting conditions which make the learner more or less likely to engage in their problem, or challenging behaviours.
- Creating an awareness of each learner's personal setting conditions enables the school to effectively plan the relevant and most appropriate environmental conditions. For example, we would need to be aware that a learner becomes agitated or anxious during transitions or when there is a change in routine. Then support can be implemented to decrease the learner's anxiety at these times i.e. "smoothing the fit" between the learner and their environment to prevent the challenging behaviour being exhibited. Incidents of challenging behaviour can be avoided by the effective implementation of support plans individually designed to avoid or modify the specific events or conditions which 'trigger such behaviour for the learner.
- Ensuring it is clear that when a learner's needs and the support available to them are 'badly matched' then difficulties arise often because they do not feel safe. At best the learner may be bored, or frustrated, and at worst, could become excitable, agitated, distressed, aggressive and destructive.

- The belief that behaviours that challenge can be reduced and often prevented by careful management of the environment and the consideration understanding of each learner's personal setting conditions. The more positive interactions and opportunities that we are able to provide to meet the needs of the learner, the less likely it will then be that the challenging behaviour will occur.

### **ELSA Support**

As a school we have numerous staff trained in ELSA (emotional literacy support assistant) ELSA sessions deal with social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship which are sometimes the cause of challenging behaviour. Staff who identify learners as needing ELSA support will complete the referral form (Appendix 3) and discuss this with the ELSA trained LSA.

## **Thrive – Let’s help every learner**

Blessed Carlo Acutis is a Thrive practising school. Thrive is an assessment tool, completed by an adult about a learner, to identify any gaps in their learning. The heart of the Thrive approach is the six developmental strands based on the age of the learner. The Thrive assessment will be completed for all learners. This will allow a class and if needs be an individual action plan to be created specifically to address the learner/ learner’s needs. This action plan will outline the activities needed to support the learner. This is an ongoing process of assessing the learner and implementing activities to support the interrupted development. As a school we recognise that we want to help every learner and meet the needs of all learners.

The Thrive lead practitioner will support staff to carry out Thrive class assessments and ensure that the strategies identified in the action plan are being followed through well being sessions in class and individual sessions for those learners who need it.

Research shows that through investigating one of the strands Power & Identity (and beyond) you will be meeting 2 kinds of behaviour in the disregulated learner or young person:

- (i) Discharge behaviours
- (ii) Defences or defensive manoeuvres

If these behaviours are not addressed in a helpful way at this stage (3-7 years), they become settled patterns of behaviour by which the learner recognises itself and is recognised by others. They inform the way the learner learns to use power in relationships and they go on to form the basis of the learner’s sense of identity. Hence the name of the developmental stage: Power and Identity.

The Thrive practitioner will use the Vital Relational Functions and adopt the attitude of PLACE (being Playful, Loving, Accepting (of the learner not the behaviour), Curious (about the behaviour and interested without judgment in the learner) and Empathic) to calm, soothe and regulate the learner before moving to develop their cognitive control of their behaviour. We call this process ‘Shining a light on the behaviour’.



## **Inspire u – The best you can be**

InspireU will help embed effective rights practices into school policy, ethos and culture to ensure learners feel safe, happy, engaged and resilient, fully equipped to recognise disadvantage when confronted and empowered to overcome its diminishing effects.

When these principles are introduced and reinforced throughout school life, learners and the wider community benefit. UNICEF's Impact Report, a 2017 survey, found that Learner Rights Education, enhances and strengthens effective practise within a school. Rights education is defined as the heartbeat in school life; a 'golden thread' that underpins and defines school culture and ethos, leading to tangible changes of policy and environment.

By implementing the 8 strands:

Being Well and Healthiness

Empathy and Kindness

Love and Relationships

Respect and Accept

Cooperation and unity

Inspirational Welsh People

Peace and Freedom

Rights and Responsibilities

Learners can see that they have a responsibility over their own behaviour and actions.

## 7. SECONDARY APPROACH

### Expectations

#### Conduct in lessons

- Learners welcomed at door;
- Learners enter classroom, stand silently behind desks and sit when directed;
- Learners sit silently whilst the register is taken or complete silent reading/starter activity;
- Learners listen in silence whilst teacher speaks;
- Learners raise hand to ask questions;
- Learners work exceptionally hard;
- Learners do not disrupt others' learning;
- Learners take an active part in class worship.

**If a learner fails to meet these expectations in lessons, sanctions will be escalated as follows: \***

1. An explicit formal individual warning is issued (this could include the learner's name being written on the board); the teacher will briefly explain to the learner the reason for that warning.
2. A 15 minute break/lunch detention with the class teacher issued and completed at the earliest opportunity (regardless of further escalation).
3. The learner will be declassified to the Subject Leader (SL) / PAL Partner who will issue a departmental after-school detention.
4. PAL rota staff contacted to escort the learner to isolation.

*\* Certain behaviours / refusal may warrant immediate escalation to step 3/4 or a Fixed-Term Exclusion (FTE).*

#### Around School

During transition between lessons (going from one lesson to another) learners will act appropriately, that means no running through the corridors or loitering in corridors. To avoid congestion, learners

will keep to the left. Learners must be aware of the time and the need to arrive promptly to every lesson to avoid any consequences.

During social times learners are expected to:

- Eat their food in the designated areas only i.e. the canteen, sports hall and outside benches.

### **Electronic Communication Devices (Mobile phones, tablets, smart watches)**

Electronic devices include the following:

- Mobile phones
- Tablets / iPads
- Smart watches / fit bits
- Headphones (wired or wireless)

These devices are not permitted to be used on the school premises. We recognise that learners may require their phones for use before and after school; phones should not be seen or heard whilst on the school premises (including outside spaces and during break / lunch).

- In the event that emergency contact is required, this will be facilitated via the school office.
- If a device is seen / heard on the premises, it will be confiscated.
  - For a first offence, parents/carers will be required to collect it from reception at their earliest convenience.
  - For repeat offences, devices will be kept for 5 school days before they can be collected by parents/carers.
- If a learner refuses to hand over the device a senior member of staff will be called who will issue an appropriate sanction.
- The school recommends that no devices should be brought onto the premises; consequently, the owner of the device is solely liable for any damage accrued.

## **Smoking/Vaping**

No learner will smoke on school grounds. If a learner smokes or chooses to associate with smokers the following protocol is followed:

1. Cigarettes/vape confiscated and sent to the office by the teacher on scene. A second member of staff in the vicinity is called if a search of the pupil's belongings is necessary to ensure the safeguarding of the learner.
2. Learner given a pastoral ASD by staff on scene. During the ASD, the pupil will complete a health booklet outlining dangers of vaping/smoking.
3. Repeat offences will result in isolation in addition to ASD.
4. Parents will be contacted within a reasonable timeframe to inform them of vaping/smoking.

## **Truancy Protocol**

The School does not tolerate truancy from lessons.

The following protocol has been agreed:

1. Class teacher to reply-all to today's 'Missing Learners' email if a pupil is absent. This must be sent ASAP but within 10 minutes.
2. Office to contact home immediately.
3. If the whereabouts of the pupil remains unknown after 20 minutes, police are informed by office staff and a 'Missing Person' report is filed.
4. Departmental ASD issued by the class teacher if the pupil is returned to the class or Senior Leadership Team ASD otherwise.
5. If they are not already aware, parents will be contacted by the end of the day.

## **Fighting**

1. Learners involved to be seen by a first aider.
2. Statements collected from the learners involved and any witnesses by the staff at the scene and then returned to lessons if appropriate.

3. Statements will be sent to the relevant progress leaders.
4. The Progress Leader to issue appropriate sanctions / escalate to the Senior Leadership Team if necessary.
5. Parents of involved parties to be contacted as soon as possible.
6. If required, learners offered a restorative justice session by the Progress Leader/Form Tutor.

## **Uniform & Equipment**

If a learner is without the correct full uniform/equipment for two consecutive days they are given lunchtime detention by the Form Tutor. Continued non-compliance will result in escalating sanctions for the Learner. The exception to this being if new clothing items need to be purchased, then a reasonable amount of time will be given to do so, at the Form Tutor's discretion.

## **Ready to Learn Room**

*Any non-compliance with the following will result in an immediate FTE (the following will be applied upon their return to school)*

- The learner is escorted to the Ready to Learn room by the PAL rota staff member.
- The learner completes a self-reflection sheet.
- The learner will complete written work in the Ready to Learn room (no electronic devices can be used, e.g. chromebooks).
- The learner works in silence for the duration of their time in isolation.
- The learner puts their hand up to request a toilet break.
- The learner remains in isolation until 3pm and returns the following day until their isolation period is completed. \*
- Any learner sent to isolation will complete a pastoral ASD on the same day (If parents can be contacted and agree, otherwise the learner will be given a pastoral ASD letter and will complete it the following day). If on a Friday, detention will be issued for the following Monday.
- If the learner does not engage with the above expectations they will be given an FTE, sent home immediately and will complete the sanction and ASD upon their return.
- Parents will be contacted by phone or email to inform them their learner has been isolated.

- If a learner accrues 3 isolation periods in a half term then they will be given an FTE. Repeat offenders will be given FTEs with escalated duration up-to and including permanent exclusion.

*\* A Ready to Learn period is defined as 5 **whole** lessons including a break and lunch time.*

## Detention

The School operates pastoral and departmental after-school detentions (ASD) Monday - Thursday from 3.00-4.00pm. Learners will be issued with a 15 minute break / lunchtime departmental detention for small issues, e.g. For consistently being late or for failure to comply with the homework policy. For other / continued departmental issues a departmental ASD will be issued; The pupil will be given a departmental ASD letter. For behaviour incidents, learners may be given a pastoral ASD with progress leaders. (For pastoral ASD the ASD electronic form will be completed and the pupil given a pastoral ASD letter). All sanctions will be recorded on Class Charts by the end of the school day by the class teacher.

Please note that detentions are **NOT** negotiable;

*Section 5 of the Education Act 1997 gives schools authority to detain learners after the end of a school session on disciplinary grounds. Under section 5, parental consent for a detention is not required.*

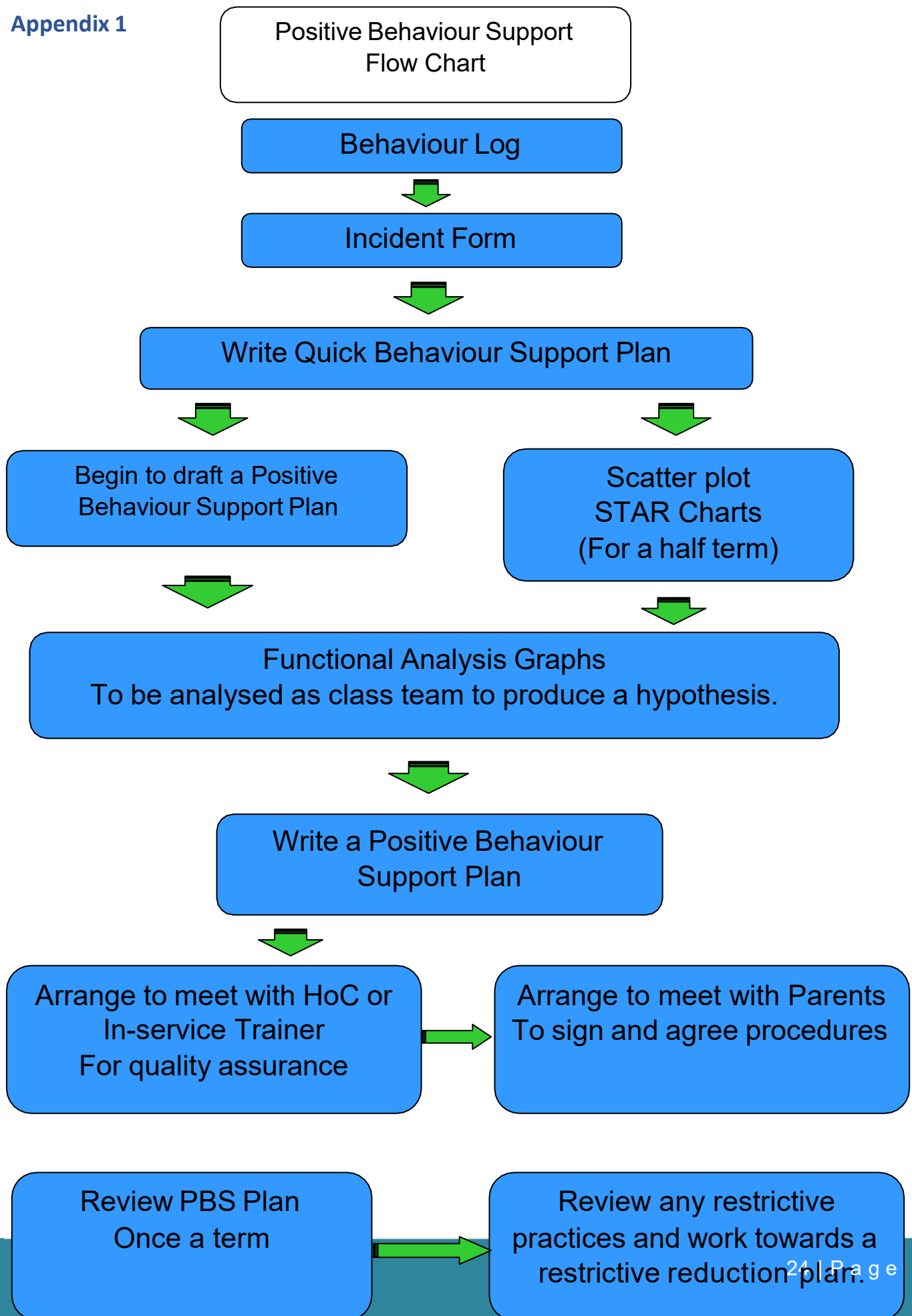
Learners who fail to attend a detention will result in the detention being escalated, i.e. lunch-time becomes ASD and ASD becomes SLT detention on Friday until 5pm. Parents/guardians will be notified by letter / phone call when a learner is issued with either a departmental or pastoral ASD.

## Exclusions

Occasionally if a pupil falls short of the standards of behaviour expected at Blessed Carlo Acutis, an exclusion will be considered. This will be issued following a thorough investigation of the alleged incident by Senior Staff before being presented to the Headteacher to make the final decision. All decisions regarding fixed term or permanent exclusions are made by following the most recent Welsh government guidance, and is always considered the last resort.

Learners will be given work to complete if an exclusion is issued. On return from a fixed term exclusion, the return is considered a fresh start and forgiveness is a key message during the return to school meeting.

Appendix 1





## EMOTIONAL LITERACY SUPPORT

*Please use this form when you are considering if a child would benefit from ELSA support. It should be completed by the referring adult in discussion with the ELSA.*

Name of child:

Dob:

NC Year group:

Background information:

Please use the following table to help prioritise key areas to target:

	Skill	Ability				
		1 very poor	2	3	4	5 very good
Emotional awareness	ability to recognise how they feel					
	ability to say how they feel and why					
Social skills	making eye-contact					
	taking turns					
	speaking in a pleasant tone of voice					
	sharing					
	asking for help					
Friendship skills	paying attention when spoken to					
	ability to initiate friendships					
	ability to maintain friendships					
Self-esteem	understanding what friends do and do not do					
	ability to identify strengths					
	ability to accept praise					
	ability to accept constructive criticism					
Anger management	perseverance for tasks they find difficult					
	ability to cope with new experiences/change					
	ability to recognise when feeling angry					
	knowledge and use of strategies to help calm down when angry					
	ability to seek adult help when angry/frustrated					