

# Behaviour for Learning Policy

**Blessed Edward Oldcorne Catholic College**



Approved by: Full Governing Body

Last reviewed on: January 2022

Next review due by: January 2023

**We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.**

### **Introduction**

Blessed Edward Oldcorne Catholic College adopts a Behaviour for Learning policy that is underpinned by our College Virtues and focusses on students growing and developing as people of good character. This policy is rooted in our mission which states that "Everything we do is for the greater glory of God." In our approach to modelling excellent behaviour for learning staff are approachable and supportive of the young people in their care, working to build a deep and committed relationship with each of them as individuals. Within this system, we always strive for behaviour and attitudes to be positive. The college has high expectations for all its young people which are made clear at the start of their school life and regularly and constantly reinforced.

*"Education is holy. Everything connected with human living and the means by which we understand it and come to terms with it is part of the process of God's revelation to humanity, whether those engaged in it are conscious of it or not. Therefore the process of teaching and learning is a holy act... since the world we live in is God's, all teaching and learning are related to him in some way."*  
*Bishops Conference (2000)*

Our aim is to create and sustain a happy and safe place of learning in which everyone can realise their full potential and feels loved and valued. As a Catholic College, we affirm our commitment to the development of the whole individual. This involves promoting a climate where all work diligently in a spirit that upholds our adopted personal virtues and values.

We aim to foster an environment in which young people are challenged and encouraged to take full responsibility for their actions and thus create an atmosphere of order and calm, conducive to high quality learning and personal achievement. As we are a Catholic college, learning is deemed to be an act of worship in itself, as in our work we strive to interpret God's word. Indeed the quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff, students and parents. Through this policy we aim to develop in our students the virtues; Loving, Kind, Respectful, Honest and Just.

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### **Restorative Justice and Practice**

Blessed Edward Oldcorne Catholic College is a 'restorative school'. A restorative school focuses on the importance of relationships for maintaining emotional wellbeing, resolving conflict and preventing harm. The principles of restorative justice are at the core of our Christian teachings on forgiveness and reconciliation. Where there are instances of behaviour that cause hurt to others, we will address these by way of a restorative justice conference or meeting. Students are asked to consider the impact of their actions on others and all are given the opportunity to express how they feel. All parties are encouraged to seek a resolution to the situation.

When addressing behaviour, teachers will consider language that is restorative and supportive, with the intention of healing and reminding the student of the appropriate way to conduct themselves.

### **Respect, Rights and Responsibilities**

All members of our community should be treated with unconditional respect and good manners. We form one learning community and being part of that community means that we treat one another in the way that we would expect to be treated ourselves. Our rights, responsibilities and routines will be shaped to help us all to deliver unconditional respect to other members of our college and the wider community. All members of our community have the right to feel safe, learn, achieve, be respected.

All members of our community have the responsibility to treat others with respect unconditionally, support others in their learning, celebrate achievements.

### **Behaviour for learning procedures**

At the start of the lessons staff will:

- Arrange the learning environment so the room is tidy, interesting and engaging;
- Have a well planned lesson ready, with all resources accessible;
- Greet students as they enter focusing on positive welcoming comments;
- Deal with discipline issues quickly and calmly;
- Ensure the seating plan is being adhered to;
- Have a Do It Now task ready for students to complete;
- Take a register.

At the end of the lesson staff will:

- Finish in good time;
- Clear up and prepare the room for the next lesson;
- Have a system in place for orderly dismissal;
- Say goodbye to students.

### **Encouraging good progress and behaviour**

We believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students. It is the duty of all staff members to “catch students” doing the right thing. It is important that we are rewarding genuine achievement, progress and citizenship.

The aims of the Reward System are:

- To create a caring and purposeful learning environment in the College;
- To clarify what is meant by “good behaviour and discipline” and ensure success through the highest standards of behaviour towards each other and towards all members of the college community;
- To motivate students by using a variety of rewards to recognise effort, hard work and good behaviour in a structured way thus valuing their own and other’s contributions so that they can grow socially, personally and academically;
- To promote and develop confidence, self-esteem and self-discipline with due regard for authority and positive relationships based on mutual respect, support and safety for all students;
- To encourage students to take responsibility for their own actions and ensure that they act as responsible members of the college, giving positive impressions within it and to the wider community.

### **Rewards**

The rewards system centres on the awarding of Mintclass points. Mintclass points are awarded for the full range of effort and achievement in all areas of College life, and for positive behaviour such as supporting the college life and going above and beyond. In this way all students have the means to receive positive recognition and experience success. Students are awarded for excellent attendance throughout, and at the end of the academic year.

Other types of rewards include:

- Appropriate use of general praise and encouragement
- Attendance and punctuality prizes and certificates
- Award Assemblies
- Certificates
- Displays of students’ academic/creative work and achievements (including the College website)
- Letters home
- Performance related trips/visits
- Praise postcards
- Reward activities

### **Dealing with Students’ Difficulties**

It is recognised that some of our student’s experience emotional and behavioural difficulties and need very specific guidance and management of their behaviour. Staff members display a range of professional characteristics when dealing with such students such as kindness, determination, assertiveness, consistency in response and attitude, expectations and philosophy. Staff will be polite and use a calm voice. There will be consideration for the feelings of the students at all times.

Staff will be positive in their approach. The student's self-esteem will be built up by celebrating their strengths. Clear boundaries will be established for the students. Staff will check that the students understand those boundaries and the consequences of not complying.

It is the responsibility of each member of staff to ensure that they are aware of the additional needs (including SEN) of the students in their care, and have made any adjustments necessary to meet their needs

### **Monitoring students' behaviour for learning**

The College will ensure that students' behaviour for learning is regularly monitored and appropriate interventions are made. All staff will use every opportunity to engage with students and as often as possible, give them positive feedback about their behaviour for learning.

If students make negative behavioural choices that affect the learning, teachers will give a calm verbal warning. If such behaviour continues a detention will be given. If the detention is longer than 10 minutes' parents will be informed. In the rare circumstance that a student then continues to ignore the warnings, he or she will be removed from the room by a senior teacher and placed with the relevant head of department. This is done to enable the learning of the remaining students to be unaffected. The minimum sanction a student will receive in this instance is an after college detention. This detention will occur on the same day as the student was removed from the lesson. The college believes that this will have the most impact on ensuring the student recognises the seriousness of their behaviour and the impact it has had on their learning and the learning of others. Other sanctions will be considered depending on the seriousness of the behaviour. These include loss of break and lunchtime privileges, Head of Year lunch detention and isolation away from their peers in the St John Bosco room.

The College aims to minimise the occurrence of misbehaviour through good teaching and a positive and caring approach to relationships with the students. However, it is recognised that on occasion, incidents of misbehaviour can occur and it is the duty of staff to act fairly but firmly to ensure students can learn from these incidents and can improve their behaviour for learning.

Where incidents of minor misbehaviour occur in the classroom, then applying the appropriate consequence/sanction will, in the first instance be the responsibility of the class teacher.

In situations where there is persistent or more serious misbehaviour in class, the class teacher will seek support from the Head of Department, Head of Year or Senior Leader to apply the appropriate consequence.

In situations where misbehaviour occurs outside the classroom it will be the responsibility of all staff in the vicinity to deal with the behaviour at the time. Depending on the situation staff will then refer the incident to the student's Head of Year or SLT to apply the appropriate sanction.

In all cases, behaviour incidents will be recorded and regular reports provided for Heads of Year and Senior leaders to monitor and intervene with individuals or groups of students. Staff will use appropriate sanctions depending on their role in the college. The college seeks to avoid using suspensions where possible and use alternatives such as internal suspension and Restorative Justice. Suspension is a last resort.

Internal Suspensions will be referred by a member of SLT following consultation with the relevant Head of Year or Area Leader. Incidents of serious misbehaviour will be followed up with a process of restorative justice (RJ) with the aim of allowing all parties to learn from and move on successfully

from these events. All staff at Blessed Edward Oldcorne Catholic College will be trained in the use of Restorative Justice.

### **Suspension from school**

Suspension is the most serious sanction available to the school. The purpose of suspension is to assert the values of the college as an orderly community in which pupils and staff may work safely, free from harassment and disruption. The Head Teacher is expected to safeguard the welfare and safety of those who study and work in the school. The college will advise parents personally if their child is to be suspended, and will arrange an interview to discuss the way forward after a suspension.

The college may suspend for events on the school premises, or events under the supervision of school staff which take place off the premises. It may also suspend for events which take place while pupils are coming to or from school, involving either another pupil or a member of the public. It may suspend for an event outside college hours which arises out of a connection between two pupils at the college. Suspension may occur where a problem arose as a result of damaging communication through a mobile phone or an internet site.

### **Permanent Exclusions**

A permanent exclusion **may** be imposed for:

- A single act of dangerous, violent, harmful or reckless behaviour
- Violence, especially where it seems that the perpetrator has planned the violence, or has caused a significant injury, or has behaved in a recklessly dangerous way, or has ignored warnings to desist
- Threats of violence, particularly those which are persistent, or which are intended to subvert the college's discipline policies by intimidation, or which involve calling in a third party, or which are intended to cause fear and anxiety
- Persistent expression of racist views, racist actions, or other extreme discriminatory behaviour
- Bringing drugs or other banned or toxic substances (see footnote\*) to school, using them on any college occasion, supplying them to other pupils, or encouraging other pupils to use them
- Persistent acts or a single serious act which the college classes as "Peer on Peer" abuse.
- Bringing a weapon into college, or anything intended to be a weapon
- Bringing fireworks into college, or any other potentially dangerous item
- Letting off the fire alarm without good cause, or other misuse of fire-fighting or safety equipment
- Extreme public misbehaviour, especially when it brings the college into disrepute
- Theft, especially when it is openly done, or premeditated;
- Persistent bullying;
- Persistent failure to observe acceptable standards of behaviour despite the support of a Pastoral Support Programme.

This list is not exhaustive.

If a student is placed in Alternative Provision either full or part time the college may impose a permanent exclusion for behaviour at the provision which falls into the above categories.

### **Suspensions**

Suspensions **may** be given for:

- Disruption of lessons
- Peer on peer abuse
- Refusal to follow instructions or explicit refusal to obey a college rule
- Verbal abuse against another person;
- Disrespectful or insolent behaviour to staff
- Racist behaviour or language
- Fighting
- Persistent failure to observe acceptable standards of behaviour
- Any action for which a permanent exclusion is not imposed.

If a student is placed in Alternative Provision either full or part time the college may impose a suspension for behaviour at the provision which falls into the above categories.

In suspending pupils, the college will take account of the following factors before making a decision.

- The possibility of discrimination on the grounds of disability
- The possibility of discrimination on the grounds of ethnicity
- special educational needs
- language fluency
- age and maturity
- other mitigating factors

### **Suspension and the right to education**

The college will make every effort to provide work during a period of suspension. This work must be completed and returned to the college.

The onus is on every member of staff to play a part in supporting pupils with behavioural difficulties, by acting on the recommendations of the Pastoral Team and keeping a record of the interventions. The Pastoral Team will decide whether pupils need to be assigned to a Pastoral Support Programme and will follow the procedures for identifying pupils whose behaviour and attitude to learning does not meet the standards expected at the College.

### **Anti-Bullying Policy**

The College places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that Blessed Edward Oldcorne Catholic College has a culture of communication and disclosure. The college has a separate Anti- Bullying Policy.

### **Sexism and sexual harassment**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in the college it does not mean it is not happening, it may be the case that it is just not being reported. As such it is an expectation in the college that if staff have any concerns regarding peer on peer abuse they should speak to the designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Staff are expected to call out and report any of these behaviours if they witness them or they are told about them by students.

At Blessed Edward’s the following behaviours are classed as problematic and unacceptable. This list is not exhaustive:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes, interfering with clothing, upskirting and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>1</sup> (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the college’s policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

### **Responding to a disclosure of peer on peer sexual abuse**

Staff will follow the college’s child protection policy and procedures for dealing with peer-on-peer sexual abuse. If staff have any concerns about a child’s welfare, they will be trained to act on them immediately and not to wait for a disclosure.

An overview of how to deal with a disclosure is outlined below;

Ask the child outright if they’ve been harmed and what the nature of the harm was. Listen and reassure them that they will be supported and kept safe. Reflect back, using their language. Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation Remember that this may only be the first incident the child has reported and that trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse. Make a written record on MyConcern as soon as possible, stating only the facts. Tell the college designated safeguarding lead (DSL) urgently. The DSL will carry out a risk assessment which will inform whether the college needs to;

- make a referral to children’s social care
- report the incident to the police (even if the alleged perpetrator(s) is under 10)



- confiscate devices as evidence for the police, if the report includes an online element.
- find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart while on the premises, including both before and after school

**At Blessed Edward's the response to sexual harassment and sexism will be proportionate, considered, supportive and decided on a case by case basis. We will not tolerate behaviour of this nature but we will not demonise anyone. Staff will support and listen to all of the students involved. Alleged perpetrators will be offered support so that they can change their behaviour.**

Different sanctions will be appropriate for different levels of sexual harassment and sexist comments. The college recognises that it is not able to state which sanctions will be used for which behaviours as context will impact on how each incident is handled. In all cases parents will be informed and involved as appropriate. When the college deems that an incident is serious it will involve the police.

The college will draw on the following list of sanctions when considering how to deal with an incident of sexual harassment and sexism:

- a verbal warning
- keeping the student behind to apologise to their peer
- restorative justice session
- education on the impact of sexual harassment through time in the ST John Bosco room
- A letter or phone call to parents
- Detention
- Suspension – length dependent on incident
- Permanent suspension

The college will listen to the victim(s) of sexual harassment and sexism and their wishes will inform our response but the final decision will rest with the college. The college will ensure that victims are kept at a reasonable distance from the alleged perpetrator(s) while on the college premises including during any before or after college activities.

One of our college rules is Respect and our behaviour policy underpins the culture of respect which we endeavour to ensure is prevalent in the college. The college has made a promise to our students that the college is a safe place to be. The college has also promised to students that all issues related to sexual harassment will always be taken seriously and never passed off as banter or a joke. The college's mission is to develop people of good character and one of the aspects of this is to "call out" sexual harassment and sexism when it is encountered. "All it takes for evil to triumph is that good people do nothing." The college's RHSE curriculum covers what healthy and respectful behaviour towards one another looks and sounds like.

Students are reminded that "low level" incidents are more frequent than severe incidents and if these are not reported then the behaviour can become normalised. Students are encouraged to call out anything which makes them uncomfortable no matter "how small" they think it is. Students are also urged to think of reporting "low level" incidents as an act of kindness as the perpetrator(s) can be educated to recognise the inappropriateness of their actions/words. Reporting can also prevent the behaviour happening to someone else. The college's approach also ensures that the victim gets the help and support they need and that the harassment stops. Once an issue has been dealt with staff will monitor for any recurrence

**Support for alleged perpetrator(s)**

Sometimes when students demonstrate harmful sexual behaviour towards one another it is because they are communicating their own experience of abuse. The college will offer them a safe space to explain what may have happened to them and to discuss how their actions were not appropriate. Staff will be mindful to gently but firmly condemn the behaviour, not the student. This will ensure that if a student needs to they feel safe to open up about their own experiences. A plan will be drawn up to help them modify their behaviour, this may involve counselling or clinical care. In some circumstances it may be appropriate for a group of students who have committed similar offences to engage in an outreach programme where they can hear first hand about the impact of their behaviour.

### **Harassment**

At Blessed Edward Oldcorne Catholic College we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The Catholic ethos fosters the spirit of regard and respect for each other and for all. Harassment has no place in our community and will not be tolerated.

Definition:

Harassment may be defined as any hostile or offensive act or expression by a person against another person which interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

Harassment may present itself in the following ways:

Physical assault because of race, colour, culture, gender, sexual orientation or religion. Refusal to co-operate with others because of race, colour, culture, gender, sexual orientation or religion, derogatory name-calling, insults and jokes/ridicule of an individual for cultural differences.

### **Procedures for dealing with harassment:**

All racist behaviour in any form is totally unacceptable and will be dealt with in the following ways:

Physical assault:

- Reported to the Head of Year or SLT.
- Recorded on MyConcern.
- Full reports to both victim and perpetrator's parents/carers.
- Action will be taken to prevent the behaviour happening again.

Verbal assault: Staff must not ignore any form of verbal abuse. Persistent offenders must be reported to SLT and the procedure for physical assault then followed. All other categories of harassment will, like the above, be dealt with accordingly. Any graffiti will be removed immediately, offensive materials must be removed, offensive remarks in the course of discussion must be challenged. All incidents will be recorded MyConcern.

There will be support for any student who experiences harassment. The victim will be given the opportunity to discuss how he/she is feeling. The parents/carers of both the victim and the perpetrator will be contacted to explain the action taken and to discuss any concerns.

### **Supporting students to improve behaviour**

We believe the most effective way of managing behaviour is to praise and reward good behaviour. Where students are having difficulty conforming to the expected standards of behaviour in the College, various strategies may be employed to help them to improve.

The use of Behaviour and Academic monitoring reports, serves the dual purpose of enabling the monitoring Form Tutor and Head of Year to keep a check on behaviour and of giving the student an instant feedback on aspects of behaviour and learning.

For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of suspension or failing to meet expectations, a Early Help Plan will be organised with the aim of putting in place support from the college and plans to encourage a positive outcome.

### **The Early Help Assessment Plan**

The Early Help Assessment Plan will identify precise and realistic outcomes for the student. It will be agreed with parents. A meeting will be arranged to consider what's working well for the students and what needs to happen to take steps to improve the situation.

The programme should have an automatic time limit, be monitored fortnightly and should be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset. At the end of the agreed period the intervention package may, according to level of its impact on improving the situation be reduced or removed. It may be continued for a further period with or without amendments.

### **Searching Students**

The Head teacher, and staff authorised by the Head teacher, have the power to search students or their possessions, without consent, where they suspect the student has weapons, alcohol, illegal drugs, stolen items or any items that could be deemed to cause harm.

### **Use of reasonable force.**

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

a. committing any offence b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The general guidance on The Use of Force to Control or Restrain Pupils (2010) continues to be supplemented by two specialist guidance documents, namely

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autistic Spectrum Disorders (Circ LEA/0242/2002); and Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Circ LEA/0264/2003).

Examples of cases in which restraint might be used:

When the safety of (an)other student(s) is threatened.

When self-injury is being, or is likely to be, caused.

When a child or vulnerable young person is exposing him/herself to potential danger by seeking to leave the premises or vehicle.

When the safety of a member of staff or a visitor is threatened.

When there is risk of serious damage to property.

Acceptable Forms of Restraint:

In all cases, there should be only the use of minimum force.

1. A safe holding tactic by which a student is restrained as far as possible without injury to any parties or until he/she calms down.
2. Physical contact with a student designed to limit his/her movements, which are posing a danger or involving serious disruption.
3. The physical removal of a child from one place to another.
4. The use of minimum physical force to remove a weapon/dangerous object from a student's grasp, when he/she is in the act of assaulting another person or evidently about to do so.

During the exercise of physical restraint staff must:

Use only minimum force Use only such force for the minimum period necessary.

Keep talking to the student to try to calm the situation.

Keep his/her temper under control Seek to avoid any injury to the student.

Cease the restraint as soon as safety is re-established.

Once the situation has been de-escalated the member/s of staff involved in the restraint complete the Physical Contact with a Student Referral form in appendix 1

### **Communication and Parental Partnership**

Blessed Edward Oldcorne Catholic College actively promotes and values the co-operation and involvement of parents and carers in all aspect of students' education. Parents and carers are encouraged to help their children achieve the aims of this policy, by supporting the school in its Mission Statement and upholding the teaching of the Church. Parents and students are asked to sign a Home-School Partnership Agreement as an indication of their support for the college ethos and its Code of Conduct.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The college will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

At Blessed Edward Oldcorne Catholic College we strive to resolve disputes and differences of opinion in a speedy and amicable manner and work from a principle that a sanction should be proportional to the gravity of the misdemeanour. However, if this does not prove to be possible, parent/carers will be directed to the College's Complaints Procedure.

### **Uniform and Appearance**

Blessed Edward Oldcorne students will be the young professional men and women of the future and as such we are committed to fostering self-confidence and a professional demeanour. Our students are encouraged to adopt the highest standards and virtues which will enable them to flourish in the world of business and commerce.

Students should be dressed appropriately, ready to learn, at all times and are expected to take pride in their appearance. Students are expected to maintain high standards of dress and appearance throughout the school day, including their journeys to and from school.

Please refer to the College uniform policy for information on expectations related to uniform.

### Mobile Phones

Please refer to our separate mobile phone policy for information on expectations related to mobile phone use by students.

### Recording an incident in which a student had to be restrained

Name:	
Form:	
Date, time and location of incident:	
Details of other students involved (indirectly or as witnessed), including whether any of the students involved are vulnerable for SEN, disability, medical or social reasons.	
Description of incident by staff involved, including any attempts to de-escalate and warnings given that force might be used.	
Reason for using force and description of force used.	
Any injury suffered by staff or students and any first aid and/or medical attention required.	
Reasons for making a record of the incident.	
Follow up, including post-incident shared with staff not involved in it and external agencies.	
Any information about the incident shared with staff not involved in it and external agencies.	

When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by:  Name and role:	Signed:  Date:
Report countersigned by:  Name and role	Signed:  Date: