



Saint Joseph's
CATHOLIC SCHOOL

Behaviour Policy

(Version 10.4 October 2018)

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| <u>Success Criteria:</u> | | | |
| <u>Context/Aim:</u> The values of the governing body of St. Joseph's Catholic School are expressed in the school's Vision Statement. The general principles on issues of behaviour are derived from that statement and embodied in the Behaviour Policy. | | | |
| <u>Monitoring Procedures:</u> | | | |
| <u>By Whom:</u> Governors' Pastoral and Ethos Committee | <u>When:</u> Annually | <u>How:</u> Reports to the Pastoral and Ethos Committee termly | |
| <u>Evaluation:</u> | | | |
| <u>By Whom:</u> Head teacher and the Pastoral & Ethos Governors Committee | <u>When:</u> Annually | <u>How:</u> SLT and the Pastoral and Ethos Committee to review Policy | |
| <u>Revision History:</u> | | | |
| <u>Version</u> | <u>Approved and Ratified</u> | <u>Review Date</u> | <u>Additional notes</u> |
| V10.4 | October 2018 | October 2019 | Sections updated/ re-written |
| V10.3 | October 2017 | October 2018 | Alteration to points system |
| V10.2 | January 2017 | January 2018 | Addition of Senior Leader Role Update of Anti-Bullying section of the policy |
| V10.1 | October 2016 | October 2017 | Alterations to the points system |
| V10.0 | October 2015 | October 2016 | Total rewrite |
| V9.0 | January 2015 | October 2015 | Sections re-written |
| V8.0 | January 2014 | January 2015 | - |
| V7.0 | February 2013 | February 2014 | - |
| V6.2 | June 2012 | January 2013 | - |
| V6.1 | January 2011 | January 2012 | - |
| V6.0 | September 2010 | January 2011 | - |
| V5.0 | May 2010 | Autumn 2010 | - |
| V4.1 | March 2009 | March 2010 | - |
| V4.0 | March 2008 | March 2009 | - |
| V3.0 | February 2007 | March 2008 | - |
| V2.0 | March 2005 | March 2006 | - |
| V1.0 | March 2003 | March 2004 | - |

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| <u>Vision Statement:</u> |
| St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God. |

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the gospel.

Head teacher

National Policies and guidance/courses referred to and incorporated into SJCS Policy:

| Document/Course Title: | Document/Course Date: |
|---|---|
| Behaviour and Discipline in schools Education Act 2002 Education and Inspections Act 2006 | DfE January 2016 Section 175 Section 89/90/91 |
| Crime and Disorder Act 1998 | |
| The General Power to Discipline | "Discipline in Schools" Page 3 & 4 |
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Other SJCS Policies that relate to this Policy:

E-Safety Policy
Whistleblowing Policy
Safeguarding & Child Protection Policy
Social Networking Policy

1. The Governing Body's Statement of General Principles

The values of the governing body of St. Joseph's Catholic School are expressed in the school's Vision Statement. The general principles on issues of behaviour are derived from that statement and are as follows:

- St. Joseph's is a Christian learning community in which the dignity of each individual and their right to an education is the main concern
- Emphasis will be placed on encouraging, praising and rewarding good behaviour and attendance
- The common good must be upheld and sanctions will be applied against individuals who threaten or undermine the good of the community and the welfare of its individuals
- All sanctions will be applied fairly and consistently and will be based on and promote equal opportunities
- The behaviour policy of the school will promote self-discipline and proper regard for authority among pupils
- The policy will encourage good behaviour and respect for others and prevent any form of bullying or harassment
- The policy will regulate pupils' behaviour by making clear what is acceptable and what not acceptable behaviour is
- In addition to this policy, the school's Home-School Agreement will provide a moral and spiritual framework for acceptable behaviour
- The Governing Body has published a policy on the Safeguarding of Children and Child Protection; all policies associated with the school are underpinned and judged against this paramount responsibility.

2. Rewards & Achievement

We are committed to praising and celebrating achievement. Rewards take the following forms and are recorded electronically:

- Verbal praise from teachers
- Rewards according to departmental policy
- Achievement points on SIMS and associated rewards including weekly prizes and a weekly raffle at KS3
- Head of House/Head of Department awards
- Head teacher's awards in pupil diary
- Awards and praise in end of term awards assembly
- Awards and praise in annual school prize giving
- Status of prefect
- Membership of Pupil Parliament
- Key stage 3 and 4 termly awards

In the Awards Assemblies:

- Pupils will be named and praised for effort and achievement on the recommendation of their teachers
- Pupils will be named and praised for involvement with charitable groups e.g. Fairtrade, CAFOD.
- The boy and girl from each year group with the most achievement points on SIMS that term will be named and praised
- Pupils with no behaviour points for a half term will also be entered into a raffle to celebrate their achievement of constantly doing the right thing.

- Once a term pupils with 100% attendance will be named and praised.
- Prizes will be awarded for competitions e.g. short story competition

Rewards & SIMS

KS3

Weekly:

- Top points achieving boy & top points achieving girl each form win a chocolate bar.
- These 'winners' are then entered into a weekly raffle with all the top boys & girls from across the key stage. One lucky winner each week will receive a £10 voucher

Accumulative:

- 5 points in a week – sticker in planner
- 20 Points: Postcard Home from Form Tutor
- 40 points: Postcard Home from Head Of House
- 60 points: Postcard home from Senior Leader
- 80 points: Postcard home from Head of Key Stage
- 100 points: Postcard home from Deputy Head celebrating student's achievement
- 150 points: Postcard home from Head Teacher celebrating student's achievement
- End of each term in award assemblies students given badges (50 / 75 / 100) to wear celebrating their achievement points
- Qualification for the End of Year Reward trip:
 - Students who receive no behaviour points
 - Students who have a net points score of 85 (achievement points less behaviour points)
 - Any students accumulating 30 or more behaviour points will not be permitted to go on the reward trip.
- End of each term in award assemblies students given badges (50 / 75 / 100) to wear celebrating their achievement points
- Those students not receiving any behaviour points over a term will also be entered into a draw to win a £10 voucher

For example, categories where achievement points can be awarded:

In the Classroom:

- Good work
- Good participation
- Good Reading
- Creating a positive learning environment
- Achieving target grade
- Excellent Homework

Pastoral/extra-curricular:

- Excellent attendance
- Helping school community (e.g. open evening/transition days)
- Representing the school
- Attending trips
- Sporting excellence

- Great Charity Work

3. Sanctions

A behaviour policy works better if sanctions are applied with intelligent consistency in the light of the school's values and general principles and with a reasonable number of key guidelines. The hierarchy of the main sanctions used by the school is as follows:

- Verbal reprimand
- Behaviour points on SIMS
- Sanction 'to fit the offence' e.g. litter duty for dropping litter or eating in the corridors, helping the site manager for minor damage, break time detention
- Lunchtime detention up to twenty-five minutes issued at discretion of individual members of staff e.g. for failure to comply with departmental policy on homework, classwork or lack of correct equipment.
- Daily report issued by form tutor, head of house or SLT to monitor behaviour
- An appropriate written task
- After school detention arranged by subject teacher
- Isolation from peers or internal exclusion
- Fixed term exclusion
- Alternative provision
- Referral to the Fair Access Panel for an alternative school (Previously known as Permanent Exclusion)

These sanctions will not necessarily be applied in this order. The sanction applied will depend on the seriousness of the behaviour. It may be quite appropriate, for instance, to use exclusion for a first offence involving abuse or violence, or another serious breach of the school's Behaviour Policy.

Where appropriate we will hold a restorative justice session to reconcile victims and offenders as in keeping with the ethos of the school.

It is important that all are aware of the consequences of their actions and are clear about consistent application. In relation to classroom behaviour the following is a guide which will be shared with and discussed with all staff and pupils:

Monitoring and Tracking Behaviour on SIMS (Totals are seasonal)

Behaviour: SIMS Points Investigations

- 1 point = the issuing class teacher gives appropriate sanction (break/lunch detention)
- 3 points in a week = Friday lunchtime detention led by SLT/Pastoral Support Manager.
- Also SLT & Heads of House can issue this detention for other outside the classroom incidents.

For example, categories where behaviour points can be issued include:

- Antagonising another student (minor)
- Antagonising another student (major)
- Refusal to work
- Damage – major
- Damage - minor

- Disrupting the learning of others
- Misbehaviour travelling to or from school
- Not equipped to learn
- Fighting
- Homework – monitored separately with additional sanctions
- Missed 2nd detention
- Phone
- Late to lesson
- Theft
- Uniform
- Inappropriate comment/action to teacher
- Swearing at teacher
- Swearing at student
- Swearing undirected

Each category results in 1 behaviour point with the exception of fighting which results in 2 behaviour points.

The following stages are guidelines as to what points total could trigger certain sanctions. The decision to proceed with the sanction will be made at the School's discretion taking into consideration the specific circumstances and individual needs of student and consultation of the DfE guidance.

Seasonal System

Stage 1: Form Tutor (Green)

5 Points Investigation

- Form tutor looks at behaviour management on SIMS to identify what and where the issues are.
- If one specific subject pass to **HOD – Classroom Teacher / Head Of Department call home & warn of future consequences**
- If a cross a range of subjects Form Tutor calls home to inform parents and warn of future consequences

10 Points Investigation

- Form tutor looks at behaviour management on SIMS to identify what and where the issues are.
- If one specific subject pass to **Head Of Department** arranges meeting with teacher, parent and pupil and subject report
- If a cross a range of subjects the Form Tutor arranges meeting with parents and Head of House. A form tutor report will be issued.

Stage 2: Head of House (Amber)

20 Point Investigation

- Meeting with Head Of House and Parent
- Head of House report (classroom teachers still give the same sanctions)

Stage 3: Senior Leader (Red)

30 Point Investigation

- Meeting with Parent/Head Of House/Senior Leader and Pastoral Manager
- 1 week in Pastoral Isolation – 1 week of report thereafter (Classroom teacher to still give same sanctions)
- PSP by Pastoral Manager/Pastoral Support

Stage 4: Head of Key Stage

- Meeting with parent, Pastoral Support Manager, Senior Leader & Head of Key Stage
- Warning Letter
- Fixed term exclusion for persistent poor behaviour / 2 Weeks in Pastoral Isolation - includes 1 week re-integration (on report to Head of Key Stage)

Stage 5: Senior Staff Panel

- Meeting with Senior Staff panel & Pastoral Support Manager
- Fixed term exclusion for persistent poor behaviour

Stage 6: Head Teacher & Governors

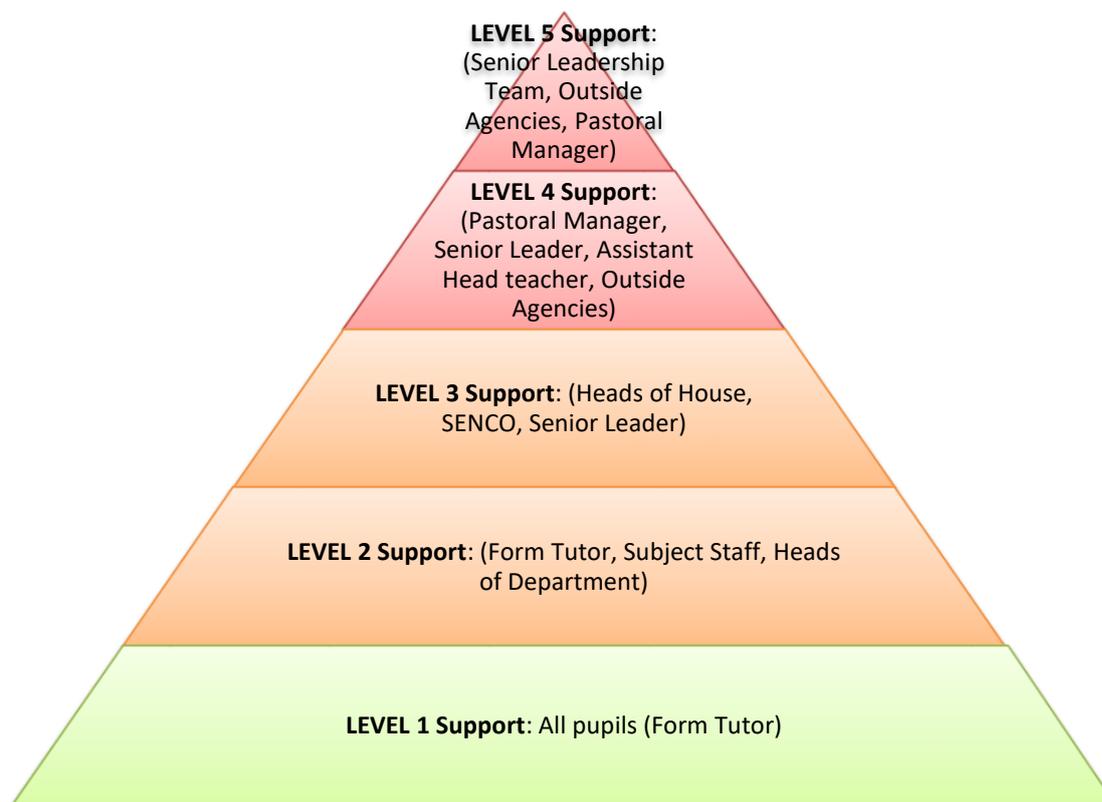
- Head teacher and governors
- Recommendation for managed move/fresh start/alternative education (WASP)

At each stage above, the best needs of the individual pupil and school community will be taken into consideration.

4. Pastoral Support

We are committed to the pastoral care of all in our community. Every pupil has the right to an education free from harassment and anxiety. Each pupil's first point of contact should be his or her form tutor. When additional support is required, more members of staff will become involved, as may outside agencies. The pastoral support structure is organised in levels in order to meet a wide range of needs and is consistent with the SIMS investigations stages. The levels work as follows:

Discretion is applied by staff in a professional manner in applying sanctions and support to pupils.



Level 1 (Stage 1)

All pupils receive level 1 support. The form tutor is the principal day to day carer for the pupil and will keep an eye on the pupil's welfare. They will refer upwards to appropriate staff if they have a concern. Those staff could be Heads of House, Heads of Department, or SLT. Form tutors will monitor progress primarily through SIMS, through their daily interaction, or cause for concern sheets. Form tutors may decide to monitor progress through yellow report.

Level 2 (Stage 1)

When pupils are placed on this level it indicates that the pupil's behaviour needs more intensive support and monitoring. Level 2 involves the Form Tutor, Subject Staff and Heads of Department meeting with the pupil and parents and liaising with any members of staff who might contribute to a programme of support for the pupil and find a way forward. Support strategies, monitoring arrangements and a review date will be agreed and a record kept.

Level 3 (Stage 2)

If a pupil does not respond to level 2 then the next stage of intervention will be agreed along with renewed expectations of the student. Level 3 will involve more regular contact with parents, the input of Head of House, SENCO (if appropriate) and the Pastoral Support Assistant (if appropriate).

Level 4 & 5 (Stage 3-6)

This is the most intensive level of support and is appropriate for pupils whose behaviour has not improved and who are in danger of alternative provision/referral to Fair Access Panel, or with being provided with alternative provision. This level indicates that the cause for concern needs more intense support and regular contact with parents, possibly outside

agencies. The reasons for this level of support might include persistently unacceptable behaviour, or several fixed term exclusions.

Stage 3

At this stage a PSP would be appropriate. A PSP should not be used to replace the special educational needs process – for pupils with an IEP we will continue to use the IEP to reflect appropriate strategies for pupils who are disaffected. With parental consent a CAF may be considered.

The PSP is a school-based intervention programme designed to help individual pupils better manage their behaviour. The school will invite the parents in to discuss the causes of concern and what is reasonably required to put right the situation, both academically and socially. Present at the meeting would be Senior Leader, Head of House and Pastoral Support. Other agencies may be involved as appropriate e.g. Social Services, Youth Offending Team, Careers Service, or Child and Family Services.

In drawing up a programme we will discuss the strengths and abilities of the pupil, opportunities for praise and reward, learning difficulties and any remedial programmes that might be put in place. We will consider changing the pupil's teaching set or class. The PSP could specify where the pupil is to sit among their peers and perhaps identify a mentor who supports the pupil.

The PSP will set targets broken down into tasks, which can be monitored, in a reasonable timeframe. It will identify the rewards that can be achieved for meeting the targets and the sanctions that will apply if certain behaviour occurs. The PSP should have a time limit for example 16 weeks. PSPs should be reviewed at least halfway through their agreed duration. A review date should be set at the original meeting. Monitoring arrangements and agreed support strategies should be made clear to all those involved.

Following this meeting, the pupil will be in isolation for one week in order to provide effective mentoring and counselling and prepare the pupil for renewed good behaviour.

Stage 4

At this stage Pupils may receive a fixed term exclusion for persistent poor behaviour and also two weeks in isolation, including one week of reintegration. The school will take all reasonable steps to support and regulate challenging or difficult behaviour in a way, which safeguards the dignity of the individual. This must always be balanced, however, with a consideration of the impact of challenging behaviour on the common good and welfare of other pupils and members of staff. When a reasonable range of strategies have been tried and failed the school may then come to the conclusion that it can no longer cope with the pupil concerned. Under normal circumstances, pupils and parents should be made aware when this is becoming a possibility.

Stage 5

At this stage a fixed term exclusion for persistent poor behaviour may be issued. Also, in these circumstances the school inform the parents that alternative provision away from the school will be the next step. There is provision for referral to the Fair Access Panel for one-off offences and pupils not on level 4 may be excluded for any of the reasons outlined in section 21.

PSP may consider an alternative curriculum provision after discussions with parents and providers. With the agreement of the parents and the receiving school, a managed move or

fresh start could be discussed. Counselling for bereavement, drugs dependency or anger management might also be considered.

The governors' statement of general principles and the Vision Statement place a great deal of emphasis on self-discipline and responsibility. The PSP or any other pastoral intervention should not be seen as a one-way process. Support from the school and outside agencies must be at least matched by a determined effort on the part of the pupil and their family to take responsibility for his or her actions and to behave in a way, which is acceptable to the community.

We recognise that children who are abused, or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, predictable and safe element in the lives of children at risk.

When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The school ethos, which promotes a positive, supportive and secure environment.
 - The School Behaviour Policy, which is aimed at supporting vulnerable pupils in the school.
- The school will ensure the pupil knows some kinds of behaviour are unacceptable but they are valued, and not to be blamed for any abuse which may have occurred.
- The learning environment, which gives pupils a sense of being valued.
 - The content of the curriculum.
 - Liaison with other agencies that support the pupil, such as Social and Health Care, Attendance and Engagement Service, Educational Psychology Service, CAMHS, etc.
 - Ensuring that, when a pupil on the Child Protection Register leaves, his/her information is transferred to the new school immediately and that the pupil's social worker is informed.

5. Involvement of parents

The Vision Statement recognises that parents are 'the first and foremost educators of their children' and the role of the school is to act *in loco parentis* (in the place of parents) in order to provide for the education of the whole child. The support of parents is vital to the work of the school. Parents have a central role in encouraging their children and in reinforcing the boundaries of acceptable behaviour. Contact with parents, particularly when concerns arise, is an important part of the pastoral support offered by the school. The school will seek to address any issues of concern as quickly as possible. Parents are welcome in school to discuss any issues regarding their children **by prior appointment**.

Meetings between parents and staff should be conducted in an amicable and positive manner. There has been a growing tendency in society generally towards confrontational and aggressive behaviour towards teachers. Fortunately this is very rarely the case at St Joseph's. The school, however, does remind parents that if they become aggressive or confrontational they will be issued with a verbal warning. If the behaviour continues, they will be asked to leave the premises. In the most extreme cases, the school may seek an injunction to ban them from the site.

6. Attendance

Regular attendance is vital for pupils to make progress and to get the most from their education. It is the responsibility of parents and guardians to make sure that their children

attend school. It is the responsibility of the Local Authority (LA) to make sure that parents meet their responsibilities. Attendance enforcement will be carried out by the LA. The school will register pupil attendance twice a day at the beginning of the morning and afternoon session. The school will record either present or absent. Absence is either authorised or unauthorised: only the school can authorise absence. The school will authorise an absence when it receives a satisfactory explanation and the appropriate code will be entered in the register.

The school operates a policy of first day contact.

- Explanation for absence can be given by telephone but **the pupil should also bring in an explanatory note** signed by the parents on his or her return to school.
- The school will notify officers of the LA after 10 continuous days of a pupil's unauthorised absence.
- The form tutor will bring to the attention of the Pastoral Manager and/or the Safeguarding Team any unusual absence pattern or prolonged and frequent absence.
- Attendance figures and patterns of absence/ persistent absenteeism will be monitored weekly by the Pastoral Manager. The Pastoral Manager will report findings fortnightly to the Senior Leader and will meet with the Educational Welfare Officer fortnightly to discuss suitable action. Good attendance will be rewarded.
- Where there are concerns about attendance parents will be invited to a school attendance meeting to discuss this. A school attendance plan will be instigated, recorded and subject to review.

Under the Crime and Disorder Act 1998 the police have the power to remove truants from public places to deliver them to school. After a long absence the school will convene a reintegration meeting to allow a sensibly managed return to school routine.

Absconding from school during school sessions is a serious offence, not least because the pupil by his/her action may be putting him/herself in danger. When the school becomes aware that a pupil has absconded, we will inform parents immediately and if necessary the police. The school will make a reasonable effort to locate the pupil. A severe sanction will be applied of either isolation or after school detention.

Certain cases of unauthorised absence can be dealt with by way of a fixed Penalty Notice. It is possible for a school to apply for a fixed penalty notice for any pupil who has a minimum of, 10 sessions, (5 school days), lost to unauthorised absence recorded in the previous six months. Before this was applied for, parents would be issued with a letter warning and invited to attend a LA Attendance Meeting. In most circumstances, parents will receive a letter warning that if no improvement is made in the child's attendance record a Penalty Notice will be received. A fine of £60 (if paid within 21 days) or £120 (if paid between 21 and 28 days) will be levied. Parents found guilty of school attendance offences may be fined up to £2,500 and/or face a period of imprisonment of up to 3 months.

Under educational law parents may request absence for pupils due to family holiday. The school discourages this since it always has a negative impact on the pupil's education. However, the school may authorise absence for up to 10 days. The decision will depend on the age of the pupil; the case put by the parents, the attendance history of the pupil and the stage of the pupil's education.

7. Bullying and harassment

Definition: Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more

persons. Cyberbullying refers to bullying through information and communication technologies. *Therefore, to provide clarity for pupils the school utilises the Several Times On Purpose (STOP) definition.*

We are committed to providing a caring, friendly and safe environment for all our pupils based on the values of the gospel. Bullying of any kind is entirely contrary to the gospel message of love of neighbour and is therefore completely unacceptable at our school. If bullying does occur, it will be dealt with as quickly as possible. We are a 'telling' school. This means that anyone who knows that bullying is happening is expected to tell the staff. Pupils must not 'suffer in silence'.

Bullying can be:

- Physical (pushing, kicking, hitting; spitting; theft of property; unwanted rough play or any use of violence)
- Verbal (name-calling, sarcasm, spreading rumours, teasing)
- Written (offensive text messages or e-mails; text on a social networking site [this is to be considered as cyber bullying]; offensive messages in exercise books or diaries)
- Emotional (being unfriendly; excluding someone from social groups; tormenting e.g. hiding books, threatening gestures)
- Sexual (unwanted physical contact or sexually abusive comments)
- Racist (racial taunts, graffiti or gestures)
- Pupils making use of school networks in a way that does harm, harasses, offends or insult others.

Bullying hurts. The emotional distress caused by bullying in whatever form can prejudice school achievement and lead to lateness or unauthorised absence. To provide some perspective, according to Department for Education research, a third of all girls and a quarter of all boys are at some time afraid of going to school because of bullying. Members of staff, pupils and parents should be alert to the signs and symptoms of bullying. Bullying may be taking place if a pupil:

- Is frightened of walking to and from school, or of using the school bus
- Changes their usual routine
- Is unwilling to go to school or begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Has difficulty sleeping, has nightmares, or feels ill in the morning
- Begins to perform poorly in lessons
- Comes home with clothes or books torn or damaged
- Has possessions go 'missing' or asks for more money
- Has unexplained cuts or bruises
- Becomes aggressive or bullies other children or siblings
- Stops eating
- Is frightened to say what's wrong.

These signs and behaviours could indicate other problems, but bullying will be considered a possibility and will be investigated in line with the school's procedures.

Procedures and outcomes

If pupils, staff or parents have any concerns around a child being bullied they should:

1. Support the young person and suggest they use their 'go to' person; this is the child's Form Tutor.
2. Email: stop@sics.org.uk naming the child and outlining concerns.

Bullying is categorised as peer on peer abuse. Consequently, further information is located within the Peer on peer abuse section of the school's Safeguarding Policy.

8. Equality

According to our Gospel Values, we believe that every person is a uniquely gifted individual made in the image and likeness of God. We are therefore committed to treating everyone in our community with the respect and dignity due to a child of God. Our aim is to eliminate discrimination and to promote equal opportunities and good relationships in all areas of school life.

The school has a Statement of Values on Race Equality which follows advice from the Catholic Education Service.

All staff in the school are responsible for;

- Dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping
- Promoting equal opportunities and good relationships and avoiding discrimination against anyone for reasons of: race, disability, sex(gender), sexual orientation, religion or belief, gender reassignment, pregnancy and maternity.
- Keeping up to date with the law on discrimination and taking up training and learning opportunities.

All reports of prejudicial behaviour will be logged and any harassment or bullying will be followed up using the procedures outlined in within the Peer on peer abuse section of the school's Safeguarding Policy.

Parents and pupils should know that the school is committed to equality of opportunity for all pupils. The school will monitor the impact of the behaviour policy on different groups. The school will also monitor the academic progress of groups (e.g. boys/girls) and ensure that everything possible is done to ensure equal opportunity.

9. School uniform

The school believes that a high standard of appearance and presentation enhances the dignity of the individual and raises self-esteem.

To that end, school uniform should be worn properly to and from school and throughout the school day.

Coats and additional outer garments may be worn to and from school but not in the school building. A school tie must be worn properly at all times (except in PE or with permission for reasons of health and safety). Shoes must be worn in the school building and not trainers. Shirts must be tucked in.

The school policy on jewellery is clear. The only jewellery permitted is a watch.

No make-up should be worn. Hair should be kept tidy and manageable. Extreme hairstyles (e.g. spikes, punk styles, shaved patches, permanent dyes) are not permitted. Boys should be clean-shaven.

Those who persistently break the school's rules on uniform and appearance may face a sanction of isolation, since by their actions they have removed themselves from the community and the way it operates. In extreme cases exclusion may be applied as this may be viewed as persistent disruptive behaviour.

10a. Behaviour in lessons

A high standard of good behaviour in lessons is vital for the educational welfare of all pupils. Good behaviour in lessons is recognised in a number of ways, including house points, departmental rewards, praise in awards assembly, achievement points on SIMS, Head teacher's awards, or awards at annual prize giving.

Disruptive behaviour is not acceptable. Consequences of poor behaviour in lessons are outlined to pupils. The school operates a department referral and Time Out system to ensure that the learning of the majority is not disrupted by the small minority who choose to disrupt lessons.

Staff have been trained in applying the Time Out system fairly and consistently (see consequences). At the first signs of disruptive behaviour a verbal reprimand will be issued. If the behaviour persists the teacher will issue a behaviour point on SIMS. The next step is, if possible, to move the pupil to another seat. Then, if the behaviour has not improved, the pupil is sent on a department referral or to supervised Time Out for the rest of that lesson. A record is kept of the incident on SIMS. Communication is made with home and a sanction is applied. If the pupil's behaviour in Time Out has been unacceptable or disrespectful then an additional sanction may be applied. For persistent disruption of lessons and frequent appearances in Time Out more severe sanctions, including isolation and fixed term exclusions will be applied. We believe alternative provision or referral to Fair Access Panel is an appropriate response to persistent and malicious disruptive behaviour.

10b. Behaviour in exams

A high standard of behaviour is vital for all students sitting exams.

Disruptive behaviour is not acceptable in exams. There are a strict set of guidelines from JCQ that must be followed.

Consequences of disruptive behaviour is outlined to students in their exams assembly.

Disruptive behaviour may be detrimental the results of other students.

Invigilators will monitor behaviour in exams and warn students of the possible consequences.

If disruptive behaviour continues the exams officer will be called to assist.

If the exams officer cannot calm the students behaviour a member of SLT will be contacted.

Whilst in an exam students must remain under staff supervision.

The Exams office will be equipped to hold any students at short notice for one-to-one supervision.

If a student is disrespectful to a member of staff additional sanctions may be put in place.

If a student cannot maintain a good standard of behaviour whilst in the exam room, alternative arrangements will be considered.

Electronic devices must not be on a student's person when they enter an exam room. This includes mobile phones, smart watches, MP4's etc.

Students must not discuss any exam content on social media, this could result in malpractice

Students should enter and leave the exam in silence, being mindful of those still working.

Uniform must be upheld in exams (ref section 9 of the behaviour policy).

Failure to adhere to the guidance in this section above will result in appropriate sanctions being set by the school.

11. Detentions

Detention is one of the sanctions schools can use against bad behaviour. Schools have legal backing to detain pupils after the end of a school session on disciplinary grounds. The law on detentions and how to apply it is set out by the Department for Education.

All schools have clear legal authority to detain pupils without the consent of the parent. This covers both lunchtime and after school detentions. Detentions may only be imposed by a head teacher or another teacher specifically or generally authorised to do so. Staff should take account of the child's age, any special educational needs, any religious requirements and whether the parent can reasonably arrange for a child to get home from school after the detention.

The school, out of courtesy, will aim to give at least 24 hour notice of a detention to the parent/guardian. This will allow enough time for parents to make reasonable arrangements for transport, if necessary. The notice will say that the pupil has been given a detention, why the detention was given and when, where and for how long the pupil will have to remain in school. It is not necessary for the school to obtain acknowledgement of delivery of the detention notice.

Parents objecting to a detention should present the relevant facts for the school to take into account. Such facts might include concern about the length and safety of the walking route between the school and the pupil's home, the need for transport home if the parent cannot collect the child that day or make reasonable alternative arrangements, or that the detention is on a day of religious observance for the family.

The head teacher, or other authorised teacher, may decide the child should have a detention despite the parent's representations. However, a parent who remains dissatisfied can complain to the head teacher and the governing body under the school's normal complaints procedure. There is no right of appeal. A governing body has no power to overturn a decision if they consider a complaint before the detention takes place.

At St Joseph's detentions fall into two main categories:

- Detentions during the day
- Detentions after school

Detentions during the day can be imposed by any teacher for disruptive or unacceptable behaviour or a poor attitude to work. Detentions during the day will take place during break time or lunchtime.

Detentions after school can be issued by senior management, Heads of House, subject leaders and teachers. Detentions will be imposed automatically each time a pupil is sent to Time Out. The procedures outlined above will be followed. After school detentions can be issued by subject leaders for repeated breaches of departmental policy or for not turning up for lunchtime detentions. The same procedures will be followed.

12. Behaviour between lessons

Good order must be maintained by all pupils in between lessons, at break time and at lunchtime. Pupils must always walk and not run in the corridors. Pushing and barging is dangerous and is unacceptable. Movement around the school should be calm. Shouting and excessive noise is not acceptable. There should be no eating anywhere in the school building apart from the canteen and green tables. On wet days, permission will be given for pupils to eat their packed lunches in the building. Chewing gum should not be brought to school. All pupils should put litter in the bins provided.

Courtesy and consideration should be shown towards members of staff and visitors at all times e.g. doors held open, no pushing past. For persistent anti-social or dangerous behaviour around the school a sanction of isolation will be applied and, in extreme cases, exclusion, to ensure respite for the community. For other offences such as eating in the corridors or dropping litter, the sanction will match the offence e.g. litter duty at lunchtime.

13. Use of mobile phones and MP3 Players or other Musical or recording equipment.

Many parents allow their children to carry mobile phones for reasons of personal security. The school sympathises with this and will allow pupils to bring mobile phones to school. However, during the school day and especially in lessons, the use of mobile phones is a distraction and can be disruptive. **All mobile phones must therefore be switched off and not used in the school building or premises between 8.15am and 3.35 pm.** Any pupil who uses a mobile phone during these hours will have the phone confiscated and returned at the end of the school day. If pupils continue to break this rule they will face a permanent ban on bringing their phone to school.

Please note that mobile phones should not be taken into public exams. There have been recent cases in other schools of pupils being disqualified from exams because they received innocent phone messages. At the beginning of public exams all mobile phones will be collected, stored safely, and returned to pupils at the end of the exam.

If a phone (or other device) is used for unauthorised taking of pictures pupils may be liable to legal proceedings in addition to the schools disciplinary procedures. Taking someone's picture without consent is an invasion of privacy. Copyright law also applies and individuals may not take pictures of copyright materials. Any picture that contains a person entitles them to determine when and how that image is used. In the case of camera phones this means that pupils cannot store, transmit or publish pictures of any pupils or teacher without their proper consent.

MP3 players are also potentially disruptive. Under no circumstances must a pupil listen to them during lessons. If this happens it will be confiscated and returned at the end of the school day. For a second offence a permanent ban on bringing it to school will be applied. Mobile phones MP3 players and similar devices are brought into school entirely at the risk of the owner. The school takes no responsibility for their security.

14. Theft and damage to school property

Theft and damage to school property are offences against the community and will not be tolerated. The theft of another pupil's property or of school property is a serious offence. When a theft is reported an immediate investigation will be launched and statements taken from all those affected. If it can be established beyond reasonable doubt who stole the property then a serious sanction, most likely to be fixed term exclusion, will be applied. Persistent theft is likely to result in alternative provision or permanent exclusion / referral to Fair Access Panel.

Respect for the fabric of the school is a key element of the Home-School Agreement. The dignity of the individual is enhanced by their environment. Great emphasis is placed on care of the school. Deliberate vandalism, including graffiti, is completely unacceptable. If it has been established beyond reasonable doubt that a pupil has acted in such a way, they will be expected to pay for any damage they have caused. Furthermore, sanctions will be applied, involving either isolation or exclusion, depending on the seriousness and extent of the damage.

15. Behaviour to and from school

Pupils on their way to and from school represent the school to the local community and should behave according to the values of the school. Bringing the school's name into disrepute will not be tolerated and if pupils do not behave according to the school's value, sanctions will be applied in accordance to the guidelines outlined in Section 3 (Sanctions). Pupils outside of school who are on school business e.g. sports fixtures, school trips, work or college placements, are subject to the school's behaviour policy. Behaviour of pupils should be of the highest standards, particularly near school and on school or public buses. Abusive or bullying behaviour will be dealt with according to the guidelines outlined in this policy.

15. Social Media

Social media sites are NOT permitted in school. We will take action (such as reporting under aged profiles) if a problem comes to our attention from any social media site that involves the safety or well-being of any of our pupils. We will also inform the parents if your child has been involved in activities which, we feel, puts any pupils at risk. We will pass on any serious concerns to the appropriate authorities.

16. Foul and abusive language or gestures

Society in general has seen an increase in the use of foul and abusive language. In some sections of the media such language is accepted as the norm. It is absolutely unacceptable in this school. A particularly serious offence is foul and abusive language (swearing), or abusive or obscene gestures **directed at** a member of staff. After such an incident statements will be taken by all affected and then a decision made. When it is beyond reasonable doubt that a member of staff has been abused in this way, a sanction of isolation or fixed term exclusion will be applied. This kind of behaviour undermines the dignity of the individual and has an upsetting and negative impact on those who witness such outbursts. If this kind of unacceptable behaviour is repeated then alternative provision or permanent exclusion will be considered.

Also unacceptable is foul and abusive language or abusive or obscene gestures **in conversation with** a member of staff. This kind of behaviour is also demeaning and will be met with severe sanctions. Depending on the circumstances, a sanction of isolation or fixed term exclusion will be applied. Rudeness and defiance towards members of staff is also completely unacceptable. If such behaviour is repeated after warnings have been issued, then a sanction of isolation will be applied, since the individual is not acting in a way which is acceptable to the community. In all cases a restorative justice session will take place to reconcile victims and offenders as in keeping with the ethos of the school.

17. Violent conduct

One of the gravest offences against the values of the school is serious actual or threatened violence, including sexual violence, against another pupil or a member of staff. When an event of this kind is reported to staff an immediate and thorough investigation will be launched – in line with, but not confined to, the peer on peer abuse section of the Safeguarding Policy. All those involved will be invited to have their say, both verbally and in writing. The school's Incident Statement Form will be used which invites all concerned to write down in their own words what they saw and what they did and explain how they felt at the time and how they feel now. In this way the impact of any violent behaviour on the common good as well as on individuals will be judged.

Where it has been established that serious actual or threatened violence (to include pushing, barging, kicking, punching, slapping, pulling, or any other form of violence) has been used on a member of staff the most likely outcome is alternative provision or permanent exclusion/referral to the Fair Access Panel. We believe such a response is appropriate even for a first or one-off offence. The Head teacher will take time to gather evidence and not act 'in the heat of the moment' before making a decision.

Violence between pupils will be investigated thoroughly. In cases of serious actual or threatened violence, particularly when the violence is unprovoked and sustained, the most likely outcome is alternative provision or permanent exclusion/ referral to the Fair Access Panel.

Where the violence is limited, or is reciprocal, or is clearly a response to provocation, the outcome may be isolation, or fixed term exclusion rather than permanent exclusion/ referral to the Fair Access Panel.

When a pupil is judged to be a significant risk to the health and safety of other pupils, for example by bringing a weapon into school or selling illegal drugs, alternative provision or permanent exclusion will be considered an appropriate response. In all cases a restorative justice session will take place to reconcile victims and offenders as in keeping with the ethos of the school.

18. Use of force to control or restrain pupils

The school policy reflects the guidance for schools in England on the use of force to control or restrain pupils.

Advice does not cover all the situations in which it might be reasonable to use a degree of force. For example, everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

There are furthermore a wide variety of situations in which force might be appropriate, or necessary, to control or restrain a pupil. They fall into three broad categories;

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by the misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others
- A pupil absconds from a class or tries to leave school (this will only apply if a pupil could be put at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are;

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson.

Before intervening physically the member of staff should, wherever possible, tell the pupil who is misbehaving to stop and what will happen if he/she does not. The teacher should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Detailed and up-to-date records will be kept by the school of any incidents where force is used. Parents will be informed of any such incident. The record will include the name of the pupil, when and where the incident took place, why the use of force was necessary, steps taken to diffuse the situation and resolve it without force, the pupil's response, the outcome of the incident, a description of any injuries suffered by the pupil or others and any property damaged during the incident.

The governors will ensure that there is a procedure in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the parents as soon as is practical after the incident. The governors will take all reasonable steps to ensure that staff follow the procedure.

19. False allegations against school staff

If any pupil is found to have made a false and or malicious allegation against a member of staff, this is likely to result in a meeting between the Head teacher and Governors (Stage 6) where a decision will be made as to the disciplinary action required.

20. Illegal or harmful substances or offensive weapons

The school has a **zero tolerance** attitude to illegal or harmful substances being brought into school, being taken or consumed in or on the way to or from school, or being sold in or on the way to or from school by pupils. This conforms to the Drugs Policy.

Harmful substances include alcohol, tobacco and e-cigarettes and the misuse of substances which may be purchased legally e.g. volatile substances which give off a gas or vapour which can be inhaled and so-called legal highs. Under no circumstances should smoking, drug or alcohol related paraphernalia be brought into school. The possession of such objects is a serious offence and the school will respond with a severe sanction which is likely to be isolation or exclusion, depending on the gravity of the offence and the level of intent. Pupils may from time to time be issued with prescription drugs by their GP. No such drugs should be brought into school without the school's knowledge and approval. Bringing harmful substances into school and/or taking or consuming them in or on the way to or from school is a serious breach of the school's behaviour policy. Pupils can expect a sanction of exclusion to be applied in such cases. This may lead to alternative provision or permanent exclusion. Under no circumstances should illegal drugs be brought into school. Pupils who are found to be selling illegal drugs in school or on the way to or from school will face permanent exclusion. Pupils who are found to be taking illegal drugs in or on the way to or from school will face alternative provision or permanent exclusion.

Staff may lawfully take possession of an illegal substance or confiscate a harmful substance. Illegal substances will be handed over to the police. Under the provision of the Human Rights Act, random searches could be interpreted as a contravention of the pupil's right to privacy, unless permission has been received from the pupil. However, the law allows for such searches to be carried out if it is necessary to protect others, or to prevent disorder or crime. A search of bags or lockers for illegal drugs or offensive weapons may therefore be carried out without permission. Pupils themselves must not be searched without their consent. Staff will tell pupils who want to disclose information about illegal drugs in confidence that they

cannot guarantee confidentiality. Police may be informed where there is reason to believe a law has been broken.

In all breaches of the school's policy on drugs or harmful substances, a full investigation will take place and all concerned will have the opportunity to have their say. Before any decision is taken, all the evidence will be looked at carefully and the age, educational needs and school record of the pupil will be considered. If the school is concerned that a pupil may be addicted to a substance, we will contact outside agencies which may be able to offer counselling or advice. Drugs awareness is included in programmes of study.

Pupils must also be aware that it is unacceptable to bring to school any offensive weapons or objects which may cause harm e.g. knives, lighters, catapults, ball-bearing guns, air pistols, laser pens, fireworks or any object considered likely to cause damage or disruption. The possession of such objects is a serious offence and the school will respond with a severe sanction which is likely to be isolation or exclusion, depending on the gravity of the offence and the level of intent.

21. Use of isolation

Isolation is a sanction which the school may apply instead of fixed term exclusion. Isolation will be applied constructively and is not intended to demean or embarrass the pupil concerned. Isolation will be applied for the reasons outlined in this policy, including persistent rudeness and defiance or for breaches in the school policy on uniform.

The pupil will be issued with work and may be asked to join another class under the supervision of: Pastoral Support/Head of House/Head of Department or SLT. The reasons for the isolation will be discussed with the pupil and a way forward planned. Parents will be informed when a pupil is placed in isolation and the reasons for the sanction. Isolation where appropriate, could also involve counselling and mentoring to help reform challenging behaviours.

22. Use of exclusions

On the matter of exclusions, the school will follow guidance issued by the Department for Education.

Excluding any pupil from school is a serious step and is not taken lightly. Exclusions will be applied in response to the behaviours outlined above. A decision to exclude a pupil will only be taken:

- In response to serious breaches of the school's discipline policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- After a fixed term exclusion the school can extend the period up to a total of 15 days to provide time to set up alternative provision for a pupil.

The school will consider setting up alternative provision as an appropriate response. A decision to refer a pupil to the Fair Access Panel (previously excluding a pupil permanently) is a serious one. It will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and should normally be used as a last resort. The school recognises that it has responsibilities relating to the continuing education of a pupil referred to the Fair Access Panel.

There will however be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to refer to the Fair Access Panel or arrange alternative provision for a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Possession of or supplying an illegal drug
- Carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The Secretary of State would not expect the governors' discipline committee or an independent appeal panel to reinstate the pupil. Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head teacher should:

- Ensure that an appropriate investigation has been carried out
- Consider all the evidence available to support the allegations, taking account of the school's behaviour policy
- Allow the pupil to give his or her version of events
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- If necessary consult others, but not anyone who may later have a role in reviewing the Head teacher's decision, for example a member of the governors' discipline committee.

If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done, the head teacher may exclude the pupil.

Where appropriate an alternative to exclusions will be considered. Alternatives include the use of isolation, in line with the school's behaviour policy. The school may consider arranging alternative provision. Other alternatives are the Fair Access Panel or a 'managed move' to another school – this is appropriate when a school feels it can no longer manage the behaviour of a particular pupil. This should only be done with the full knowledge and co-operation of all parties involved, including the parents and the LA.

Exclusions should not be used for minor incidents, poor academic performance, lateness or truancy, pregnancy, breaches of school uniform or rules on appearance (including jewellery and hairstyle), **except where these are persistent and in open defiance of such rules.**

Fixed term exclusions will be applied for the following purposes:

- For breaches of the school's behaviour policy
- To provide respite for the community from disruptive or abusive behaviour
- To allow time for reflection
- To allow time where necessary to contact other agencies and plan the way forward
- To deter others from similar behaviour.

The school will insist that the parents attend a formal reintegration meeting following the expiry of a fixed term exclusion. If parents fail to attend the reintegration meeting, pupils will work in isolation until this meeting has taken. At this meeting the reasons for the exclusion will be reiterated and a way forward planned, including where appropriate the drawing up of strategies to avoid a recurrence of the behaviour and working towards reconciliation where others have been abused or victimised by the behaviour. Other than in the most exceptional circumstances, schools should avoid referring pupils with statements

to the Fair Access Panel. Schools should try every practicable means to maintain the pupil in school, including seeking LA and other professional advice and support.

Parents will be informed about any exclusions. Parents will be contacted by telephone on the day of exclusion and a letter will be sent home that evening, with all the relevant details including the parent's right to make representations about the exclusion.

23. Data protection

Disclosing pupils' educational records

Copies of pupil reports now form part of the pupil's educational record. Under the Data Protection Act 2018 all pupils are entitled to have their educational records disclosed to them within 15 school days of making a written request. A fee may be charged to pupils who request hard copies of educational records. Where a young pupil seeks access to his or her records the school should establish whether the pupil understands the nature of the request. If the school forms the view that the pupil does not know or understand owing to youth or immaturity then the request to supply data to the pupil need not be complied with. Under the Education (Pupil Information) (England) 2005 Regulations parents are entitled to have their child's educational records disclosed to them, free of charge, within 15 school days of making a written request.

*N.B.: The educational record **includes**: Records of the pupil's academic achievements, Correspondence concerning the pupil from teachers, local authority (LA) employees and educational psychologists engaged by the governing board and Information from the pupil and their parent(s). **It does not include** information about the pupil: that a teacher keeps solely for their own use OR is provided by the parent of another child.*

A parent, who requests it in writing, should be supplied with a copy of their child's educational record within 15 days of making a written request, free of charge or at no greater cost than that of supplying it.

Material exempt from disclosure

Under the Data Protection Act 2018 certain information is exempt from disclosure;

- Material whose disclosure would be likely to cause serious harm to the physical or mental health or emotional condition of the pupil or someone else
- Material consisting of information as to whether the child is or has been subjected to or may be at risk of suspected child abuse
- References supplied to potential employers of the pupil, any national body concerned with student admissions, another school, an institution of further or higher education, or any other place of education and training
- Information which may form part of a court report.

Regulations made under the Data Protection Act 2018 allow for this information to be transferred to another educational establishment. They also allow, in some cases, for a record about a pupil from a third party, such as a letter from a parent or another pupil or a local shopkeeper, to be disclosed. Disclosure is permissible if the record does not allow for identification of the third party. If the record does allow the third party to be identified, it may still be disclosed if the third party gives consent or, in the circumstances, it is reasonable to allow disclosure without seeking that consent.

24. Complaints procedure

(Please refer to the School Complaints Procedures Policy)

When a parent has a complaint about any aspect of the Behaviour Policy or its operation, they should in the first instance register an informal complaint with the relevant member of staff e.g. Head of House, Pastoral Manager, Senior Leader for Behaviour, Key Stage 3 and 4 leaders, subject leaders. Most complaints are resolved at this stage after discussion.

If a parent is not satisfied, then a formal written complaint should be submitted to the Head teacher. The Head teacher will act on the complaint, consult with all those involved and attempt to resolve the situation by mutual consent.

If a parent is still not satisfied with the outcome, then a formal written complaint should be submitted to the Chair of Governors c/o the school and it will be passed on immediately.

If at this stage the parent is not satisfied then they may wish to take their complaint to a relevant outside agency or authority. This is seldom necessary since most complaints are resolved early on through open and honest dialogue and a willingness on the part of parents and staff to work in the best interests of the pupils.

25. Consultation and Review

The policy will be reviewed annually. In school, pupils will be engaged in discussion about the policy and its values. The views of parents, staff and governors regarding the content or operation of this policy should be submitted to the Head teacher.

At assemblies, prayers, and in tutor time, the policy and its implications will be discussed with pupils. They will be reminded about the boundaries for acceptable and unacceptable behaviour and the importance of having a proper regard for authority. They will have an opportunity to express their views in discussion with tutors, through questionnaires, interviews and through the school council.

The school will remind pupils that their needs as an individual will always be balanced against the common good and the welfare of the pupils or others in the school.

26. Contact details:

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