



Archdiocese of
Birmingham



St Maria Goretti Catholic Academy

Behaviour Policy

POLICY

Approval and review

Committee to approve policy	Curriculum Committee
Date of Academy Committee Approval	November 2018
Chair of Academy committee	Mr Chadwick - March 2019
Signature	
Chair of Academy Committee	
Policy review period	24 months
Date of policy review	

Version Control			
Version	Date Approved	Changes	Reason for Alterations



A Policy for Discipline and Behaviour

In accordance with our Mission statement, at St. Maria Goretti we strive to secure a happy and harmonious school community. Fundamentally, we aim to provide a safe and secure environment, enriched and underpinned by gospel values.

**With respect for God and united in faith,
we place service before self to inspire hearts and minds.
By achieving together throughout love and faith,
we place Christ at the centre of all we do.**

In order to achieve this successfully, we are firmly committed to the following objectives:

- To promote the Gospel values of love, understanding, tolerance, justice and peace, in order to foster positive relationships within our school community.
- To model, positive, respectful attitudes and behaviour in accordance with the 'Code of Conduct for Adults in School.'
- To maintain a safe, harmonious environment which nurtures individuals by responding promptly to their needs, through active listening, keen observations and sincere interest and concern for all children.
- To encourage self-awareness, openness and respect in the way we communicate and respond to others.
- To challenge any form of prejudice, racial abuse, or any attempt to promote extremism or radical behaviour.
- To establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- To value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
- To promote a learning culture in which children are encouraged to take some responsibility for learning.
- To develop effective communication between parents/ carers, pupils and staff in dealing with disruptive behaviour in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.

Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles:

Respect for God
Respect for other people.
Respect for other people's property
Respect yourself.

Rules, Expectations and Standards

All adults are expected to model and foster positive, respectful attitudes and behaviour towards other at all times. The 'Code of Conduct for Adults in School' is displayed prominently and applies to all staff, families and visitors to our school. Within the above framework, a set of clear rules and expectations have been negotiated with governors, staff, pupils and parents in order to establish an agreed code of behaviour.

Children negotiate and agree expectations for behaviour in class at the beginning of each academic year. Similarly, an agreed code of behaviour in the dining hall has been established with midday supervisors and **all** pupils. Respect for the school site, buildings and resources is encouraged through involvement of pupils with Eco-Safety projects and litter disposal.

Uniform

The wearing of correct school uniform is considered to be essential in encouraging children's pride in contributing to the school community and standards in school. Pupils, parents and staff are expected to share in the responsibility of this policy by ensuring children are wear appropriate uniform, including PE kit. Pupils must wear appropriate footwear (black shoes) with uniform, not trainers.

Parents are asked to label all items with the child's name.

Hairstyles

- Hair should be cut and well-groomed, "extreme" haircuts i.e. shaved designs, or 'lines' in hair are not permitted. Boys' hair must be of moderate length (*no shorter than a number 3 clipper*).
- All pupils who have shoulder-length hair should have it tied back at all times. All hair accessories should be plain bobbles and/or clips. (School colours only.)
- Hair must be of students' natural colour; no artificial colouring, streaking or extensions are permitted.
- Nail varnish must not be worn in school.

Jewellery

Pupils are permitted to wear small, plain stud earrings. Pupils may wear a wrist-watch.

In the interests of health and safety, all jewellery must be removed before any pupil participates in physical activities. **For younger children, parents are asked to remove earrings and jewellery before children come into school on the day of PE lessons.**

Children in Foundation Stage access physical activities throughout the day, as part of the early Years Foundation Stage curriculum; therefore, **children are not permitted to wear any items of jewellery including earrings, or items on clothes, around their neck or wrists, which may be perceived to cause injury during physical activity.**

Roles and Responsibilities

It remains the overall responsibility of the Principal to ensure that high standards of discipline are maintained on a daily basis. However, at St. Maria Goretti **we**

emphasise that it is the responsibility of every person - adult and child - in promoting and maintaining high standards of behaviour at all times.

Emphasis is placed on the production of good work, effort, honesty, helpfulness, success, courage and other positive personal qualities. Children are strongly encouraged to take pride in the wearing of correct uniform, including PE kit. The role of every adult in our school is to take an active role in maintaining high standards of behaviour, highlighting the positive aspects of individual and group behaviour, whilst dealing promptly and appropriately with unacceptable attitudes or misconduct.

Pupils are acknowledged to have an important role in contributing to all aspects of school life. All children in Year 6 are allocated duties and responsibilities, including assisting staff in the supervision of younger pupils. The roles of our head boy and head girl, supported by deputies and monitors, are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

School Council

The head boy, head girl and representatives from each class in Years 1 - 6 meet fortnightly with the Principal and learning mentor/Home School Link Worker, to discuss any issues relating to school life. Minutes of the meetings are recorded and forwarded to the headteacher for future reference at staff meetings, where appropriate. Representatives from the School council are expected to provide immediate feedback to their peer group.

Current Practice and Procedures

Rewarding Achievements and Behaviour

The school strongly promotes the adoption of positive behaviour management strategies to reinforce good behaviour. The following methods will be used by adults to reward positive behaviour, good work or demonstration of personal values mentioned previously:

- House Points-Positive acknowledgement or comments to individuals or groups.
- Visual prompts within classrooms to highlight individuals for good behaviour, eg. badges, stickers.
- The use of stickers or team housepoints on class and individual record cards. Special person/helper of the day award.
- Celebration assemblies to publicly acknowledge pupils' achievements in all areas of learning, both within and beyond the school day.
 - A) Virtues
 - B) Handwriting and presentation, Pen License
 - C) Talents (God given)
 - D) Learning Logs – 1 per class
 - E) House points: House Saint, class and individual
 - F) Certificates for consistent modelling of good behaviour in the dining hall. (Golden table)
 - G) Attendance awards, including a trophy presented weekly for the class with best overall attendance.
 - H) Gold, silver and bronze certificates for attendance, awarded on a termly basis.
- Class awards are distributed at the annual prize-giving ceremony, for outstanding attainment, progress, effort, care and class prize in every year group.
- The presentation of subject prizes for exceptional achievement in core subjects and creativity, to pupils in Year 6. These include individual trophies presented to individuals who have demonstrated generosity of spirit and contributed overall to most aspects of school life during their time at St Maria Goretti.

- A) Nicholas Cartlidge Cup- Bravery
- B) Moira Hewitson Cup- Commitment
- C) Kath Rocky Cup- Service To Others

Celebration assemblies are scheduled every term , in celebration of our pupils' successes and achievements, within and beyond the school day. Family learning awards are presented to children and parents for joint projects.

Classroom Behaviour

Involving pupils in defining classroom rules and expectations for good behaviour is encouraged, giving pupils responsibility whilst serving as a useful prompt or reminder. RE lessons, 'Time to Talk' areas and 'circle time' sessions are also used to promote positive attitudes and behaviour towards others. Staff are expected to follow school policy for rewards and sanctions to ensure consistency. Positive praise, encouragement and housepoints are used as incentives; however, tokens such as sweets, or gifts are not given to children unless agreed as part of a whole-school initiative.

Allegations Against Staff

All employees, temporary staff and volunteers are expected to observe the school's behaviour policy at all times. Any member of staff who has concerns regarding individual management of pupil behaviour, or inappropriate conduct, should follow the school's 'Whistle-Blowing Policy' and report these directly to the executive headteacher, or in her absence the head of school. Any concern relating to the conduct of the Principal , concerning management of pupils, should be reported to the Chair of the Academy Committee. Further information is available in the school 'Whistle-Blowing Policy'.

All allegations towards staff will be managed in accordance with Local Authority guidelines. Where necessary, the Principal will consult the Local Area Designated Officer (LADO). Following a full investigation, the Principal has the right to exclude any pupil who is found to have made false allegations against any member of staff.

Sanctions for Inappropriate Behaviour

Excellent behaviour is essential so that every child is able to engage in high quality learning and teaching experiences, without disruption. All staff are expected to manage inappropriate behaviour promptly and effectively, in accordance with school policy. Should a child exhibit low level inappropriate behaviour (e.g. not conforming, disrupting other children, stopping others from working etc.), the following will occur:

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1. The child will receive a warning from the relevant member of staff.



2. If a pupil continues then a further warning will be issued, with a clear and firm explanation of the consequences.



3. If the above persists the class teacher will arrange a discussion with parents , to agree next steps and inform them. (This MUST be recorded and signed by both the class teacher and parent/guardian.)



4. If the child continues to misbehave then he/she will be referred to a member of the senior leadership team and monitored. (Possible temporary seclusion.)



5. If the behaviour escalates during the time of monitoring a further discussion with the parents will be required, alongside a referral to the SENDco. (At this stage a school Care Plan is to be completed by pupil, parent, staff member.)



6. Persistent aggressive behaviours may result in a fixed term seclusion in another class. An incident report must be completed with a senior leader. (This must be recorded as a discussion with parent by a member of the SLT.)



7. Extreme behaviours may result in a Fixed Term Exclusion. (This must be authorised by the Principal/Chair of Academy Representatives.)

Safeguarding and Restraint

On rare occasions, when a child becomes physically aggressive towards others, or is perceived by staff to pose a danger to him/herself or others, staff are expected to take appropriate action to secure the safety of the pupil and others in the vicinity. It may be necessary to remove other children from the room, to ensure their safety.

Staff should observe the school's policy on positive restraint when preventing a pupil from causing further harm. In extreme cases it may be necessary to remove a child from an area within school. Under these circumstances, staff should alert a member of the school leadership team before making any attempt to remove a pupil. (Only MAPA trained staff can action physical restraint. It is the Principal's responsibility to ensure their training is valid. Any such incidents requiring physical restraint must be shared with the parent after the incident and formally recorded.)

Learning Mentor

On occasions it may be necessary for some children to be supervised by an experienced adult during 'time out' or playtime sessions. These children may already be attending mentoring sessions, have difficulties with controlling their own behaviour, or have an emotional behavioural difficulty which requires adult support.

During these instances, the school Learning Mentor may be deployed to supervise a child, under the direction of the Executive Headteacher or senior staff the Learning Mentor will be expected to provide verbal feedback to the class teacher. Any child experiencing social emotional difficulties may be referred for mentoring. Parents must be consulted and, if in agreement, the pupil will receive mentoring support.

Pupil Leadership

The use of peer mediation is well-embedded and successful in supporting pupils to resolve minor conflicts on the playground.

Peer mediators are appointed and complete a six-week training course with the learning mentor. Playground leaders support games and activities with younger pupils, whilst organising their own resources. Head and deputy boys and girls, house captains and monitors play an active role in modelling and promoting good behaviour around the school.

Seclusion

It may be necessary to exclude a child from their own classroom for persistent disruption or misbehaviour. On such occasions the child will be given appropriate work and sent to another classroom, in the presence of a senior leader. Parents will be informed of the seclusion on the same day.

It may be necessary to refer children to the head of school, and more serious consequences may be taken, (see above). **Under no circumstances should children be made to stand outside classrooms, or in corridors without supervision.**

Fixed-Term Exclusion

Legally, only the Principal has the power to exclude a child. In cases of persistent negative behaviour during lunch-times, parents may be asked to remove children from the school premises during lunch break periods for a fixed period. This decision will be taken by the Principal. The Chair of Academy Committee and Local Authority will be informed of the exclusion.

Any incidents involving violence, racism or bullying will not be tolerated in school. Incidents of violence will be dealt with seriously and may result in children being excluded from school for a fixed period between two and fifteen days.

Permanent exclusions

Permanent exclusion remains the last resort for any child. Every effort will be taken to provide support in line with this policy, to avoid this final sanction. Parents will be consulted and encouraged to work with school staff who will make every effort to work closely with pupils and parents to address any difficulties and provide appropriate guidance and support.

On rare occasions where it is deemed necessary to exclude a child, parents will be informed immediately, both verbally and in writing on the same day. The school will seek alternate provision to maintain the child's education. This may be in the partner academy, or at the Inspire behaviour unit. The school will provide set work to be completed by the pupil during the period of exclusion. It is expected that parents will support the school by ensuring tasks are completed. Every effort will be made to support and communicate regularly with parents. The executive headteacher will ensure formal documentation is completed promptly and forwarded to the local authority.

Racism

The academy operates zero-tolerance of any form of racial abuse, prejudice, or discrimination. It remains the responsibility of all staff to report any incidents of racism to the head of school. It is a requirement that **all** racist incidents, involving adults or children, occurring in school are officially reported to the Academy Committee.

Extremism and Radicalisation

All staff have attended PREVENT training and are expected to report any suspicions or concerns about any comments or actions relating to any form of extreme views, or behaviour, made by any child or adult in school, to the Head of School. This will be

recorded and reported to the Staffordshire Prevent Team who will offer appropriate advice and guidance and refer into the Channel process, where necessary.

Special Educational Needs

Some children may experience difficulties with behaviour for a variety of reasons, including social and emotional difficulties, which may affect their ability to access the curriculum and impede learning. It may be necessary to plan appropriate strategies to support learning and development through the production of an Individual Behaviour Plan (IBP) or Care Plan. The class teacher will consult with SENDco to discuss the necessary strategies to support and promote positive behaviour; this will be funded by the school budget. In some cases it may be necessary for the school SENDco to apply for a statutory assessment on a pupil. In all circumstances, parents will be fully consulted and advised on the process. Any application for statutory assessment will only be submitted when other strategies have not been successful **and** with full parental agreement.

Equality and Diversity

The school population is enriched by pupils from a variety of cultures and faiths. School staff and pupils are expected to demonstrate due respect and regard for pupils of every race, culture, age, ability and gender. Whilst staff are expected to implement the Behaviour Policy, there must also be an understanding and awareness of the beliefs and attitudes of other cultures when managing behaviour. *For example, maintaining eye contact with an adult whilst being reprimanded is perceived as offensive in some cultures.* Similarly, whilst the age and understanding of individuals should be considered, there should be no distinction between expectations of boys and girls.

Where necessary, reasonable adjustments will be made for pupils with disabilities; for example, ensuring the quality of provision is sustained if a child is secluded.

Arrival and Departure from School

Pupils entering or leaving the school premises should behave in an appropriate manner. Whilst it remains the overall responsibility of parents to supervise their children before and after school whilst on the school site, children are expected to continue to observe the school rules at all times whilst on the premises.

Children are reminded that, when wearing school uniform, they are ambassadors for the school and are expected to behave in a positive manner, both on and off the school site.

Educational Visits

The Behaviour Policy applies during all off-site and residential visits. Staff and pupils are expected to implement the school behaviour policy at all times.

Lunch-time Procedures

Children are encouraged to demonstrate manners and courtesy in the dining hall at all times. A code of behaviour has been agreed by staff and pupils and this is displayed as a reminder to children. Children are expected to remain seated whilst eating and speak quietly at the table. Older pupils are encouraged to model good behaviour and are involved in supporting younger children during lunch-times.

Midday supervisors are expected to report to the child's class teacher, any incidents of conflict between children, or negative behaviour.

Playground equipment must be readily accessible to pupils during playtime sessions. Midday supervisors are required to interact and engage with pupils as part of their daily duties. Children must remain supervised outdoors by midday supervisors at all times and should not re-enter the school buildings without permission.

Towards the end of lunch-time, pupils should be given time to store equipment before being escorted into classrooms. Staff are expected to be in classes in preparation for a prompt start to afternoon lessons.

Children will walk directly and sensibly into class, following instructions by the member of staff on duty. Children should not be expected to line-up unless moving promptly into, or between classes.

Playground Equipment, Games and Activities

Outdoor playtimes provide invaluable opportunities for pupils to extend social and physical skills and abilities beyond the parameters of the classroom. Without appropriate supervision, planning and guidance, we recognise the potential for adverse effects upon pupils' behaviour. High profile is given to the role of midday supervisors during lunch-times and an agreed code of behaviour has been agreed by staff. Children receive stickers and awards for good behaviour. Incidents of inappropriate behaviour should not be seen as acceptable at any time and should be dealt with appropriately by staff. If in any doubt, incidents should be reported to the class teacher.

Incidents of violence or bullying are not tolerated in school and should be reported immediately to a member of the senior leadership team on duty.

During playtimes and lunch-breaks children are given access to a range of playground equipment for which they are responsible to collect and store away. All pupils are expected to show appropriate care and respect for school property and equipment. Any instances of inappropriate use of equipment should be dealt with immediately by the appropriate members of staff on duty.

Under the leadership of the PE Leader, playground leaders have been trained to organise games and activities. Midday supervisors are also encouraged to seek opportunities to develop pupils' social skills through participation in activities, supporting and teaching pupils, as required.

During wet lunch-time periods it remains the responsibility of midday supervisors to observe the school behaviour policy at all times. Any instances of inappropriate behaviour should be immediately reported to the members of staff on duty, who are expected to manage the incident in accordance with this policy.

Procedures for Wet Playtimes

During wet playtimes children are expected to remain in their classrooms under the supervision of the duty teachers. Pupils in Nursery and Reception will remain under the supervision of staff in the Foundation Stage. Year 6 pupils will assist in the supervision of younger pupils.

Every classroom should contain a wet –playtime box, which should be used solely during wet break-time and lunch-time periods. This should contain a range of suitable games and activities to occupy children during these times. The boxes should be clearly labelled and accessible to children.

Voluntary-Helpers

St. Maria Goretti welcomes and values voluntary assistance from parents in classrooms. As part of our safeguarding children procedures, all adult helpers working regularly in school are required to undertake a DBS check. As part of the school Induction Policy, adult volunteers/helpers meet with a member of the school's senior leadership team to clarify any concerns and sign confidentiality agreements.

Communication with Parents and Carers

We recognise the value in developing effective systems of communication with parents. In order to preserve a happy, secure environment for our children, we strive to maintain high standards of behaviour at all times. We believe the involvement and cooperation of parents in supporting our school behaviour policy is essential for its success. The school operates an 'open door' policy and parents are encouraged to raise any concerns with the class teacher. However, it is not appropriate to address concerns in front of pupils or parents, before school, without an appointment.

If an urgent appointment is required, parents are encouraged to speak with the Principal or Assistant Headteacher if available.

In other instances parents are requested to make an appointment to discuss any issues and can be assured that all concerns will be addressed promptly. (Refer also to the current practice and procedures.)

CARE plan



Pupil: _____

Key worker: _____

Parent/guardian: _____

Pupil: _____

Date: _____

CARE plan agreed by: (all sign)

.....

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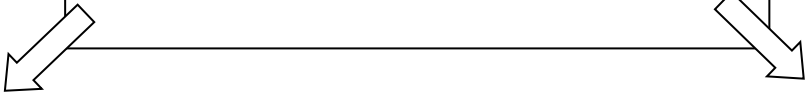
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<p style="text-align: center;">Concern</p> <p>What is the specific problem or concern?</p> <p>See overleaf for additional info on background, triggers and maintaining factors</p>	
<p style="text-align: center;">Action plan</p> <p>What is the agreed action plan for dealing with the problem or concern? (Include SEND input) Have ALL staff working with the pupil been informed?</p> <p>See overleaf for additional info on strategies</p>	
<p style="text-align: center;">Reflections</p> <p>Staff comments on strengths/weaknesses of the action plan What works well and why?</p>	

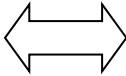
Evaluation Date the plan will be reviewed and outcomes of the review	Review date:
	Outcomes:
	Review date:
	Outcomes:

Background to the problem/concern



What are the triggers for the problem/concern?

What is maintaining the problem/concern?



Proactive strategies
What can be done to reduce the risk of the problem happening?

Reactive strategies
What should be done if/when the problem happens?



Incident Report

Pupil name -		Person completing this form -			
Date of incident -		Time of incident -			
Location of incident -					
Was the pupil being supervised?		By Whom?			
Nature of incident- (please highlight the most appropriate)					
Violent behaviour		Bullying		Other	
Towards other pupils	Self-injurious behaviour	Verbal	Physical	Damage to property	Bizarre behaviour
Towards staff	Other high risk behaviour	Including racism	Including homophobia	Wilful disruption	Swearing
				Non-compliance	
Does the pupil have a behaviour support plan in place which addresses this behaviour?				YES	NO
Antecedents to the incident (e.g. before the incident, what was the pupil/class/staff doing? Did anyone say or do anything that provoked the behaviour?)					
Incident (What actually happened?)					
How was the incident resolved/ brought to an end?					
Was it necessary to use a contained, calm, safe space during the incident? Y / N Did the young person express a wish to leave the contained space? Y / N What factors were present that prevented this from happening? The young person posed a significant risk of causing harm to themselves () or others (), damage to property (), provoking a situation that caused another young person to be at risk of causing significant harm (), other _____.					
First aid required?		For the pupil?		For staff?	
		Yes	No	Yes	No



Incident Report

MAPA holds used?	No	Low level	Medium level	High level
For how long?	_____ minutes	Constantly	Intermittently (released and re-engaged)	
Action taken		Post Incident		
Matter dealt with by class team (pupil spoken to by staff)	Break-time detention	Lunch-time detention	Referred to group tutor.	
Referred to SLT	Parents informed	None- incident recorded for information only.		
Staff Support.				
Some incidents can be upsetting for some staff. If you, or a member of your team, felt the need to discuss an incident further in order to help regain or maintain emotional control has this happened? Not needed/ YES/ NO				
Learning from the event.				
<u>If a Behaviour Support or CARE Plan exists to address this behaviour.....</u>	Was it followed?	Was it effective?	How do you know?	
<u>If no Behaviour support or CARE Plan exists to address this behaviour.....</u>	Will one be created now?		Who will it be shared with?	
	If not, why not?			
<u>Writing a Behaviour support or CARE Plan</u>				
For support in writing a plan please refer to the information which is available on the staff shared area as follows T:\Behaviour\Help to write behaviour support plans				

This policy was shared and agreed by staff on _____

This policy was approved by the Academy Committee on _____

Signed

Chair of Academy Committee

Signed

Principal



Code of Conduct for Adults in School

At St. Maria Goretti we recognise and value each individual, made in the likeness of Christ. Staff strive to apply the Gospel values of respect, justice and tolerance in our daily interaction with children, colleagues and visitors to the school. In order to achieve this we have negotiated and agreed this code of conduct to which we aspire, in order to fulfil our daily mission in maintaining a happy, harmonious and successful learning community.

Be a positive role-model for students, colleagues, parents and visitors

1. Listen to and value each individual.
2. Acknowledge the feelings and anxieties of others.
3. Wear smart, appropriate clothing (*see dress code for guidance*)
4. Maintain confidentiality at all times, including off-site.
5. All complaints should be dealt with in the appropriate manner, either in private or within a formal meeting. Avoid public displays of negative attitudes or behaviour. (refer to leadership structure)
6. Maintain a positive outlook and approach; praise and encourage children for their efforts, behaviour, and achievements.
7. All staff are expected to remain vigilant about the safety and well-being of all pupils in and around school. Any concern about any child must be reported to the designated safeguarding leader, or her deputy.
8. Report any inappropriate attitude or behaviour, in accordance with the 'whistle-blowing' policy in order to maintain consistency of practice in keeping children safe and preserving their positive well-being and relationships with staff.
9. Staff should address colleagues formally and professionally within the public domain.

Respect the right of every child to privacy.

10. **Never** discuss individual or groups of children in view or hearing of other pupils or adults. Show discretion and sensitivity.
11. It is school policy that any incidents involving students, or family, of members of staff are dealt with by other colleagues.

Communication and Social Networking

Staff are not permitted to use social networking sites or online blogs to make comments on any issues related to the academy, its activities, its pupils, parents, partners, colleagues, or governance. Any member of staff with knowledge of inappropriate use of social networking by pupils, or has any concern regarding the safety or vulnerability of any pupil using the internet – either in or outside of school – must report it to the designated safeguarding officers.

Parents are encouraged to discuss any concerns or complaints with school staff. In discussing issues or concerns with staff in school, it is expected that parents and visitors follow the school ethos of respecting the dignity of other adults and children. Use of social network sites to make public or personal comments about the school, or staff, or the disclosure of personal information about individuals is strongly discouraged.

The school operates zero tolerance regarding any form of negative behaviour including: racial abuse; sexual harassment, prejudice, extremism, radicalisation, threatening behaviour or aggression towards members of staff, or any other persons on the premises. Such incidents will be reported to the chair of the Academy Committee, resulting in the issue of a ban from the school premises, or in more serious instances, referred to Staffordshire Police.