



Behaviour Policy and Guidelines

Principle

St Mary's School mission is to seek to provide a Christian education of the highest possible quality in the Roman Catholic tradition. St Mary's emphasises that education is a partnership between pupil, parent and school. Pupils have been involved in the development of the classroom code, which will be displayed in all classrooms. School rules and codes will be published annually in the New Intake Brochure and Staff Handbook with guidance provided to teaching staff for the use of Rewards and Sanctions. A "Summary of the School Rules" is published in the planner and is signed by both student and parent.

At an individual level parents will be informed of ongoing problems through the Student Planner and will always be notified of detentions directly or in writing, at least 24 hours in advance. Parental comments, through the student planner or otherwise, are always welcomed, and parents are encouraged to contact the Form Tutor, Learning Coordinator, Assistant Headteacher, Deputy Headteacher or Headteacher with any concerns. Parents are asked to support the School Behaviour Policy and imposition of reasonable sanctions.

For ease, the Behaviour Policy and Guidelines document is split into sections for ease of reference

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Aims

Within the context of the school's two guiding principles, St Mary's seeks to:

- promote the Christian values of honesty, fairness and respect for others;
- ensure the safety and well being of all pupils and staff
- create a calm ethos about the school.
- encourage pupils to recognise and respect the rights of others
- maintain the individual self esteem of all pupils;
- encourage pupils to have ownership of their behaviour and accountability for their actions in the knowledge that inappropriate behaviour will be challenged
- develop pupils' self discipline and self control to enable them to be on task with their learning;
- promote high teacher expectations of pupil behaviour and achievement;
- create a culture of learning in the classroom;
- raise standards of achievement so that the school achieves its goal of being in the top 25% of schools;

Guidelines

To achieve the stated aims in the contest of the guiding principles:

1. There will be a set of School Rules governing conduct and behaviour, derived from the school mission. These will be published annually in the student planner and made known to parents, pupils and teachers.
2. There will be guidelines on Pupil Movement at school, forming an integral part of the school rules. These will be published annually and made known to parents, pupils and teachers.
3. There will be a Classroom Code of Conduct, developed by teachers and pupils. This will be displayed in every classroom.
4. There will be a School Policy on Homework, which will include sanctions for non-compliance. This will be published annually and made known to parents, pupils and teachers.
5. There will be School Guidelines, which set out a protocol to be used by staff for breaches of school codes, including sanctions to be applied. These will be published annually and implemented consistently by all teachers so that pupils know what will happen.
6. School departments will develop their own procedures for dealing with academic concerns within the common framework provided by the school guidelines. Parents and pupils will be aware of these procedures.



School Rules

Principles

St Mary's is a community which is Christ centred and seeks to live its Gospel values. We undertake to maintain each person's worth and human dignity in our dealings with each other. St Mary's has high expectations for its pupils and expects high standards of behaviour. Conduct is based on Christian standards of courtesy, service and unselfishness.

CONDUCT AND BEHAVIOUR

St Mary's has two guiding principles:

- **All individuals are valued for themselves in the sight of God and so staff and pupils treat each other with respect and courtesy at all times.**
- **All young people have God-given talents and must work hard to develop their potential and make use of their abilities.**

All rules are based on these:

- Pupils must treat each other, and staff, with courtesy and respect at all times.
- St Mary's is a place of learning. Not only are students expected to work, to maximise their own talents, they must never behave in a way which would hinder the learning of others.
- Taunting and verbal intimidation is a form of violence for which there is no place in a Christian community. It will be dealt with in accordance with stated school policy.
- Pupils are expected to behave in a polite and courteous manner both in and out of school. The school reserves the right to punish pupils for any misbehaviour out of school which is likely to damage our good name. Pupils are the school's ambassadors and high standards of behaviour are expected on their way to and from school.
- Pupils caught stealing or vandalising property will be dealt with severely.
- Playground games which risk injury to property or people are forbidden.
- No alcoholic drinks, cigarettes, matches, e –cigarettes, shisha pens or illegal substances may be brought into school. Smoking and drinking alcohol are strictly forbidden. The school has a clear policy forbidding the use of all illegal substances and will take the firmest action, which may include exclusion, against any pupil who breaks this rule.
- The following items may not be brought into school: chewing gum, radios, skateboards **knives (or any other offensive weapons)**. Expensive multi-media equipment should not be brought into school.
- Extremes of hair style must be avoided and hair should at all times be natural in colour and well groomed. Long hair should be tied back for reasons of health and safety. For boys, hair should be no shorter than a number 3 haircut and no longer than above the shirt collar. Pupils are to be clean shaven. Make up, Fake tan and nail varnish must not be worn. The use of nail extensions are not permitted due to health and safety concerns.



- No jewellery may be worn apart from a plain cross and chain, wrist watch and one pair of plain gold or silver stud earrings in the earlobe, for girls only with pierced ears. Please note that no jewellery of any value is to be worn. "Smart" watches are not permitted due to safeguarding issues.
- Pupils must not leave money or any other valuables in unattended bags or coat pockets. Large sums of money must be left at the Finance office. The School cannot accept responsibility for stolen property.
- Unauthorised buying, selling and gambling is forbidden.
- School uniform must be worn correctly at all times. Outdoor coats and scarves must not be worn in classrooms. Outdoor coats and scarves must navy blue or black. No leather or denim coats or hoodies. Ties must show seven stripes. Shirts must be tucked in.
- Pupils under school leaving age engaged in out-of-school employment must have a work permit, issued by the County Council. Details available from the school office.
- Pupils under school leaving age who require a leave of absence must seek the permission of the school. The appropriate form is available from the school office. Absence must not exceed more than 10 days in any school year.
- Mobile phones may not be used on the school site. If a student breaks these rules the phone will be confiscated and pupils receive a detention. The phone is returned after the detention has been completed.

Movement of Pupils

- 1 Pupils must walk on the left and give way to people leaving a classroom and coming downstairs. Students should use the one-way system as directed.
- 2 Bicycles must be maintained in a safe condition. Bicycles are left at the owner's risk in the cycle shed. Interfering with bicycles belonging to others is strictly forbidden.
- 3 Pupils must not leave the premises between 8.50am and 3.40pm unless they have an authorised appointment, in which case they must bring a note from home to be countersigned by the Learning Coordinator. Pupils given permission to leave school must report to the school office on leaving and on their return.
- 4 Years 7 - 10 must not be in the building between 12.30 and 13.25 except to use the library, dining room, allocated year room, chapel, toilet or to attend a practice, club or rehearsal. In the event of bad weather all pupils may stay in their form room or designated alternative.
- 5 All pupils enter and leave the school by the entrance on the Great Hadham Road. Pupils coming to school by car must not be left by the Windhill entrance to the school.
- 6 At morning break and lunchtime pupils may eat in the dining room or outside. Students may only eat in form rooms with Form Teachers permission. ALL LITTER MUST BE PLACED IN THE BINS PROVIDED.
- 7 No bags may be taken into the dining room or library. They must be left in form rooms wherever possible or on the shelves provided in the dining room for years 10 and 11 and on the outside racking for years 7-9.
- 8 Pupils may not go to the top field unless supervised.



Rewards and Sanctions

Rewards

1. Merit marks - these can be used in all years but are particular effective at KS3
 - a) Merit marks are entered into SIMS as a positive record of students learning and achievements.
 - c) Used to reward both academic work and general non-academic duties
 - d) A record of merit marks maintained by all form teachers in their half termly review
 - e) Learning Coordinators to co-ordinate a Form/House total at the end of each term
 - f) Gold merit given for every ten merit marks. Termly certificates are awarded to students for merit thresholds achieved.
2. Individual Action Plans
 - a) To be used in Years 10 and 11
 - b) To be used following examinations and brief progress report
 - c) To set subject specific targets for students
3. End of Year Awards
 - a) Three certificates per teaching group, one for Effort, Achievement and Progress
 - b) Five shields presented in each Year (one per House per Year) for academic achievement, to the student who has made best academic progress in that House in that Year.
Presented at final assembly

Sanctions:

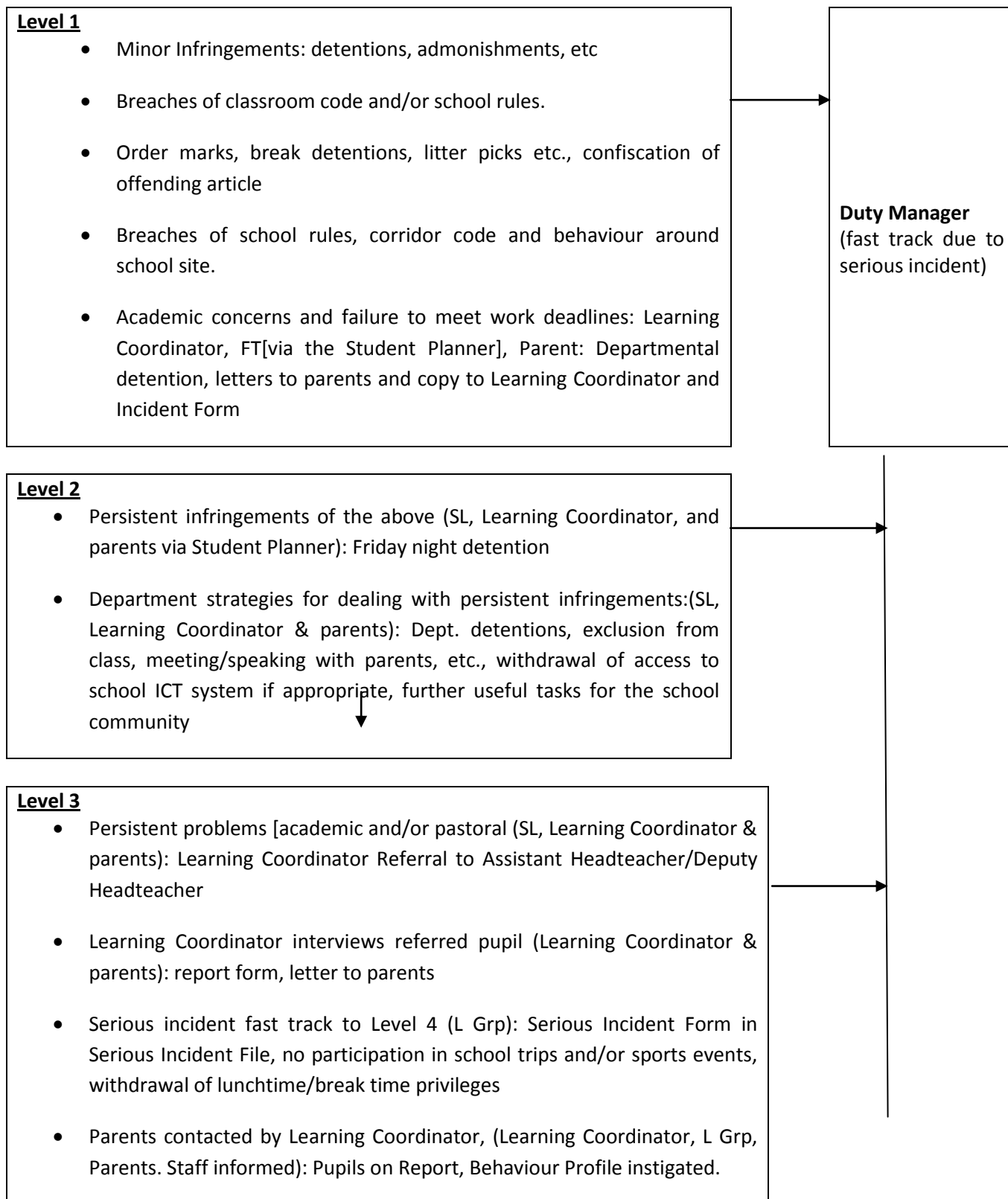
St Mary's encourages a positive approach to self discipline with an emphasis on rewards rather than sanctions. However, the school has a structured approach to sanctions which will be imposed for breaches of the school rules, classroom code and homework policy. These include verbal reprimands, impositions, departmental and school detentions. Parents will be informed of persistent problems through the Student Planner and will always be notified of after school detentions in advance. Exclusions are always a last resort but will be used in serious instances. Parents are asked to support the school in the imposition of reasonable sanctions and contact the form teacher or Learning Coordinator with any concerns.

Parents should note that the school may impose after-school detentions as a sanction in certain situations. Notice will always be given in such instances but it is the responsibility of the parent to arrange suitable transport



Sanctions: Behaviour Policy Flow Chart:

General guidance on applying sanctions: Staff are asked to be consistent and reasonable in the application of sanctions. Nevertheless the age, special educational needs, and disability and religion of the pupil must be taken into account.





Level 4

Problems continue: Learning Coordinator will impose the following sanctions:
regular detentions;
internal exclusion;
INSET/End of Term detentions;
Discuss pupil's problems with Mgr responsible for the pupil's Key Stage;
Records compiled (incl. Behaviour IEP and Profile);
Disapplication from NC
Extended work experience and other alternative strategies
Withdrawal of coach travel pass



Level 5

L Grp refer matter to HT: Letter to parents warning that there is a risk of exclusion;
Continuation of all of the above strategies
Very serious incident or problem continues - leads to: HT excludes pupil for a fixed period of time; this school does not usually exclude pupils for longer than 5 school days.
Contract for appropriate behaviour negotiated on pupil's return to school:
Staff, parents & pupils informed that the pupil is at risk of permanent exclusion



Level 6

Problem continues: HT decides to permanently exclude pupil;
Governors ratify or overturn the HT's decision

Note: i) Adults who are not members of staff, and who have a supervisory role at a fixture or on a school event or activity should refer poor behaviour of pupils to a member of staff as soon as possible. The member of staff will then implement the school policy. Support staff have the authority to apply sanctions in the same way as teachers but are advised to refer the matter to a teaching colleague rather than dealing with a misdemeanour themselves.

ii) The use of sanctions will be analysed by age, ethnicity, gender, SEN and disability by the Assistant Headteacher. Any emerging pattern will be monitored, and appropriate action will be taken to avoid bias.



Code of Conduct

There is a classroom code on display in every teaching area. Pupils are expected to follow this code at all times.

Disruption to the learning of others is unacceptable at St Mary's.

Classroom Code

1. You must be punctual for lessons.
2. Line up quietly outside the classroom and wait for the teacher.
3. Stand behind your chair and say 'Good Morning' or 'Good Afternoon' to your teacher when greeted.
4. Make sure you bring with you all the books and equipment you need for the lesson.
5. Be silent when your teacher is speaking – a lack of respect to all adults in school will not be tolerated.
6. Do not call out in class. Raise your hand if you want to ask or to answer a question.
7. When you are set work to do in class, work quietly.
8. Do not leave your place without permission.
9. You will not normally be allowed to go to the lavatory during lesson time. Go at break, lunch-time, or if necessary between lessons.
10. The end-of-lesson bell is a message to your teacher. He or she will tell you when the lesson is over. Leave in an orderly fashion.
11. Bad language will not be tolerated at any time.
12. Members of staff must be addressed politely by name.

The Corridor Code

1. Walk in single file, on the left.
2. Bags and equipment should be carried sensibly and kept with them at all times so that they do not endanger or cause injury to staff or pupils. Unclaimed bags will be taken to lost property. Items will be donated to a local charity shop if not claimed within one term.
3. Food and drink must not be consumed in the corridor.
4. Movements must be calm and orderly



Differentiation of Sanctions for SEN Pupils

Where pupils understand the rules, know they should follow them, have the social and emotional skills to follow them but fail to do so due to their special educational needs, the school will consider if it is appropriate to exempt them from normal sanctions, or have those sanctions modified so as to be less severe. Similarly, it is a statutory obligation to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with pupils who are not disabled (a duty to make 'reasonable adjustments'). This would include making reasonable adjustments to the statement of principles, school-behaviour policy and disciplinary practices.

However, there are risks in such an approach. Modifying or not applying a sanction is what would usually happen in a home-setting where a parent or carer, knowing their child to be going through a difficult time, would be more lenient with them for a period. This is manageable within the relatively small community that is a family. However, in the much larger community of a school, there will be concerns about the impact on others of one child being seen to be treated differently from others.

There are also questions about whether it is always helpful to waive or reduce expectations simply because a child or adult is under stress. Adults do not expect to be let off a speeding fine because they were under stress, however great. The consistency of the rule of law and the maintenance of expectations is an incentive to choose safe and appropriate behaviour even at the most difficult times. Similarly, it is likely that having pupils understand that some behaviours, particularly those that place others at risk, will always carry a sanction and will help them to make appropriate behavioural choices, even when they are under stress.

What is important is how the sanctions are managed. The pupil needs to know there will be a sanction, but also that adults understand the feelings and personal circumstances which led to the event, are concerned about their welfare, and will put in place appropriate support systems for the future.

For behaviours that do not carry a risk to others, the school may well decide to modify a sanction in the light of the pupil's personal circumstances. Sparingly used, such adaptations can be explained to other pupils and fully accepted by them as appropriate and fair. However, this aspect of the behaviour policy can only be effective if, in general, the sanctions and rewards system is utilized in a highly consistent manner. Therefore parents and pupils should expect the usual sanction to be applied in almost every case: it is unlikely that the personal circumstances of a pupil will come into consideration if he/she has not previously been identified on the school SEN register as facing specific challenges.



Confiscation

The rights of staff to confiscate items:

A teacher or other member of staff may only seize, retain or dispose of a pupil's property if he or she has authority to do it. The Education and Inspections Act 2006 provides that authority when the confiscation is a lawful disciplinary penalty. It is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising.

In this school the Headteacher has delegated to all teaching staff the authority to confiscate items from pupils as a lawful disciplinary penalty. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned, and by whom. Often an item will be confiscated by the class teacher who will return the item at the end of the school week. However mobile phones, for example, are treated differently at St Mary's (see below).

The secure storage of confiscated items:

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Staff should take confiscated items of obvious value to the school finance office, for storage in the school safe. If similar items have been confiscated from several pupils, such as mobile phones or personal music-players for example, finance office staff should ensure that they are clear which item belongs to which pupil.

Instances when the school chooses not to return an item to the pupil:

- Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.
- There may be some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child — staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.

Recording the confiscation:

Staff should keep records of items they confiscate and the grounds for the action, so that they may justify them later if challenged. These records may take the form of simple annotations in their markbook, for example.

Reasons for confiscation may include:

- An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff.
- An item poses a threat to good order for learning: for example, a pupil uses a personal music-player in class.



- An item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom.
- An item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils.
- An item which is counter to the ethos of the school: for example, material which might cause tension between one community and another.
- An item which is illegal for a child to have: for example, racist or pornographic material. Protocols for how to deal with such items can be agreed with local police.

Searching for inappropriate items/material:

The legal power for school staff to search pupils should only be used in exceptional circumstances. A pupil might reasonably be asked to turn out their pockets or to hand over an item such as a personal music-player that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate. However, if it is felt necessary for a pupil to be searched for (say) illegal drugs or stolen property, that should be done by the police rather than school staff using the appropriate powers available to them.



Mobile Phones

There is a clear Mobile Phone Policy on the website for your reference.

Policy

1. Phones must not be used for any purpose (e.g. phoning, texting, tweeting, surfing the internet, taking photos, checking the time, taking videos) on the school site.
2. Phones must always be switched off (not on silent mode) and kept out of view.
3. If a pupil breaches these rules the phone will be confiscated and given to the Finance office for safe keeping. The student will be issued a 1 hour detention on Friday afternoon for infringement of the school rules. The phone will be returned to the student after the Friday detention.
4. Further breaches of this policy will invoke a meeting with the pupil's parents.
5. Phones must not be taken into examinations.

Sixth form students may be given extra privileges in relation to mobile phones, at the discretion of the head of sixth form.

Emergencies: If a pupil needs to contact his/her parents/guardians they should be allowed to use a school phone. If parents need to contact children urgently they should phone the school office and a message will be relayed promptly.

Responsibility for mobile phones: School accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones. It is the responsibility of parents and students to ensure mobile phones are properly insured.

In some circumstances it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether cyberbullying has occurred, for instance. Senior staff may need to search through the data on a pupil's phone for pastoral reasons. The staff member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction.

Where mobile phones are confiscated, staff will give the phone to the finance office for safe keeping, and notify the relevant Learning Coordinator. The Learning Coordinator will return the phone after the detention has been served. The school has considered the safety of pupils, the majority of whom travel by car, train or school coach: replacement phones are available on loan.

"Smart Watches" are not permitted due to their function of being able to photograph/record as they present safeguarding concerns.



Detention

When can a detention be held?

School staff have a statutory power to put pupils aged under 18 in detention after school sessions, and on some weekend and non-teaching days.

The times outside normal school hours when detention without parental consent may be given are evenings (as previously), plus weekends and certain non-teaching days (days which have been set aside wholly or mainly for members of staff to work but not to teach pupils, sometimes referred to as 'training days', 'INSET days' or 'non-contact days'). In the case of weekend detentions, this excludes a Saturday or Sunday which falls during, or at, a weekend immediately preceding or immediately following a half-term break.

Where detention takes place at a weekend or on an INSET day, the requirement for 24 hours' notice to be given to parents, schools should ensure that both parents and pupils are informed:

- What the day is going to be used for
- When the pupil is required to arrive and when they will depart, and that the family needs to ensure suitable arrangements are in place for the pupil to get to and from school
- Which members of staff the pupil should report to
- Whether uniform should be worn
- Whether the pupil needs to bring:
 - packed-lunch and drink
 - any medication
 - any coursework
 - other learning materials
 - That the school has a legal power to impose the disciplinary penalty of detention, and what the consequences would be for non-attendance

To whom does a detention apply?

The sanction of detention can only be applied to pupils aged under 18.

Notice of Detention

The school will give parents 24 hours' notice of detentions outside school sessions. The 24-hour notice period is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements for travel for the child. The school will take careful account of the circumstances of the detention known to them, for example, family holidays and care duties, or other commitments of the family. However a mere inconvenience or disagreement with the penalty on the part of the parent is no excuse for non-attendance.

The required 24 hours' notice of a detention may be given by:

- A letter delivered by email via SIMS in touch.
- A signed, dated note by a teacher or staff member in a pupil's planner (acceptable if there is clearly stated expectation in the school information to parents, for example, the home-school agreement or prospectus, that parents will read the planner every day for notes from school).



Detention Activities

In a detention students can be asked to undertake a range of activities, including completing assessed coursework, undertaking tasks to assist staff (such as classroom-display work or materials preparation), and assisting staff with compensatory tasks which do not raise any health and safety or child-protection issues. These may include cleaning, litter picks etc, again providing health and safety issues are not compromised.

If the pupil walks out of the detention:

It is best to let a staff member deal with the pupil after leaving the room, the first aim being to point out the need to return to the detention, but the second position being to make clear that the pupils will be held to account for the action they have taken.

It is important to make clear to other pupils that the pupil has made choices and will be held to account for those choices. The purpose of this is to calm down other pupils.

A further and higher-level sanction may be imposed on the pupil. This higher-level sanction might be a fixed-period exclusion imposed by the head teacher.

If a pupil refuses to undertake the detention, or fails to arrive:

The school has a legal power to impose the disciplinary penalty of detention; the consequences of non-attendance is that a further and higher-level sanction may be imposed on the pupil. As stated above, this higher-level sanction might be a fixed-period exclusion imposed by the head teacher.



Rights and Responsibilities: Schools

Schools Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school-behaviour policy – including rules and disciplinary measures. • To expect pupils' and parents' cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises – engaging external- support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school-behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local <u>school partnership for behaviour and persistent absence</u>. • To ensure the school-behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities. • To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and, as appropriate, reward pupils' good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate. • To make <u>alternative provision from day six</u> for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period <u>exclusion</u>. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of <u>bullying</u> and dealing effectively with reports and complaints about



Schools Rights	Responsibilities
	<p>bullying.</p> <ul style="list-style-type: none">• To ensure staff model good behaviour and never denigrate pupils or colleagues.• To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.• To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.• To work with other agencies to promote community cohesion and safety.



Rights and Responsibilities: Pupils

Pupils Rights	Responsibilities
<ul style="list-style-type: none">• To contribute to the development of the school-behaviour policy, with every pupil involved in the consultation process.• To be taught in environments that are safe, conducive to learning and free from disruption.• To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.• To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.	<ul style="list-style-type: none">• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.• To act as positive ambassadors for the school when off school premises.• Not to bring inappropriate or unlawful items to school.• To show respect to school staff, fellow pupils, school property and the school environment.• Never to denigrate, harm or bully other pupils or staff.• To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.



Rights and Responsibilities: Parents

Parents Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school-behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary. • To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then, in cases of permanent exclusion, to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any <u>Parenting Contract or Order</u> relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period <u>exclusion</u>.

Conclusion

This Policy will be approved by governors and reviewed annually. It will form the basis on which the school management and staff manage the behaviour of pupils at the school on a day-to-day basis. The emphasis will always be on providing a safe and secure environment for pupils, with a Christian ethos, where effective learning can take place.

Review

Governor Committee: School Improvement Committee

Date of review: September 2016

Next Review Date: September 2017