



C1 - Behaviour Policy and Guidelines

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Love-Respect-Flourish

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;

School Rules

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 and are shared with parents and pupils through the home school agreement via the student online planner:

- 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.
- No chewing gum is permitted on site.



ST MARY'S
CATHOLIC SCHOOL

- 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 only. No leather or denim coats or hoodies are permitted. Ties must show seven stripes. Shirts must be tucked in.
- Extremes of hair style must be avoided and hair should at all times be natural in colour and well groomed.
- Any and every extreme as judged by the Headteacher, but specifically including those which are a combination of shaven sections contrasting with other sections of longer, scissor cut hair are not permitted. Any long hair should be tied back, not up, for the reason of safety. No makeup, no fake tan, and no nail varnish or extensions remain in place, as are other noticeable appearance altering treatments, e.g. eyebrow treatments. Facial hair can be grown by students in the Sixth Form, if tidy and well-kept, at the Head's discretion.
- 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. 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. The School cannot accept responsibility for stolen property.
- Mobile phones may not be used on the school site and must be switched off at all times. 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.
- "Smart Watches" are not permitted due to their function of being able to photograph/record as they present safeguarding concerns.
- Unauthorised buying, selling and gambling is forbidden.
- Pupils caught stealing or vandalising property will be dealt with severely.
- The behaviour of a pupil outside school can be considered grounds for a suspension
- Possessing any illegal substance in school will probably lead to permanent exclusion.
- Bringing prohibited items into school is strictly forbidden, prohibited items are knives and weapons, alcohol, illegal drugs, legal drugs/highs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or material and any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property. Bringing vapes in any form, onto school site is strictly forbidden. Pupils who bring any of the items onto school site will be sanctioned accordingly and may face a suspension or possible permanent exclusion.
- Knives or any other offensive weapons must not be brought into school. **For clarity, an offensive weapon is described as a weapon or instrument, which can be used with the intention to threaten, alarm or injure into school, may face permanent exclusion.**

The examples above are illustrative and do not act as an exhaustive list of behaviours that indicate what behaviours may lead to a permanent exclusion. Pupils may be suspended or even permanently excluded for a first or one off offence or persistent breach of school rules.



- The school reserves the right to request that a drugs test, paid for by the parent but arranged by the school, is taken by any pupil about whom the school has evidence of their engagement with drugs or drug taking paraphernalia. Families who present evidence of financial hardship may have the test paid for by the school.

The reason for such a request is so that parents and school can identify and manage any substance experimentation from a position of knowledge. Knowing whether there is an issue, and what sort of issue, is helpful for the parent and the school. For example, it can help secure the right help for the child, as well as inform the school in a way which means the child's safety can be better assured. The school does not believe there are reasonable grounds for objecting to such a test, and indeed might form the view that objecting is a form of hiding an issue. Such a refusal may ultimately form an act of preventing the school from doing everything possible to keep the child safe. As such, a tight Safety and Support Plan may need to be implemented, and this may restrict the child's movements and access on and around site.

- 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 Heads PA and is only granted in unique circumstances.
- Pupils must not leave the premises between 8.15am and 3.15pm 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.
- Years 7 - 11 must not be in the building during lunchtimes except to use the library, dining room, chapel, and toilet or to attend a practice, club or rehearsal. In the event of bad weather all pupils may stay in the designated room for "Wet Weather".
- At morning break and lunchtime pupils may eat in the dining room or outside. ALL LITTER MUST BE PLACED IN THE BINS PROVIDED.
- 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.
- Pupils may not go to the top field unless supervised.



Rewards and Sanctions

Rewards -House Points

House Points are awarded for academic work, positive contributions and engagement in the wider life of the school. The majority of House Points will be awarded by Teachers (for outstanding contributions in class) and by Tutors (for outstanding contributions to school). These will be recorded on 'SIMS by the teachers.

At the end of every fortnight the Form Tutor will tally how many House Points students have received as a form group..

The table below is an overview of our House Point and Rewards system.

ACHIEVEMENT	REWARD	REGULARITY	RECORDING/REPORTING
Form Group within Year with MOST combined House Points by End of June	"HOUSE CUP" HOUSE TRIP/REWARD on last WEDNESDAY of Year. Y11 and Y13 have REWARD Trip on Last WEDNESDAY of Spring Term	Annual	Weekly Totals Published in Student Bulletin/Assemblies
Student in each form with the most combined House points at the end of each half-term (except HT6)	"PUPIL STARS" Get an extended Lunch (lunch and P4) in first week after holiday with a Pizza order. Shared in Conference Room	Half-termly	Names shared at Whole School Assembly and announced in student bulletin
Student who achieves 60 (TBC) combined House points across half-term	"BRONZE Certificate" Presented by Learning Coordinator in Assembly 1 x Canteen Queue Jump Pass 1 x Small Chocolate Bar (e.g. Funsized)	Half-termly	Points recoded on SIMS. Names announced and awarded in Assemblies
Student who achieves 120 (TBC) combined House points across half-term	"SILVER Certificate" Presented by Learning Coordinator in Assembly 3 x Canteen Queue Jump Pass 1 x Large Chocolate Bar (e.g. Regular)	Half-termly	Points recoded on SIMS. Names announced and awarded in Assemblies
Student who achieves 180 (TBC) House points across half-term	"GOLD Certificate" Presented by Learning Coordinator in Assembly 5 x Canteen Queue Jump Pass 1 x Large Chocolate Bag	Half-termly	Points recoded on SIMS. Names announced and awarded in Assemblies
Form Group with MOST Combined House Points in each two weeks	"FORM OF THE FORTNIGHT" Form Group wins large box of sweets (e.g. Cadbury's Heroes)	Fortnightly	Fortnightly winners shared in student bulletin and announced at year group assemblies.

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 and will always be notified of after school detentions via email in advance. Suspensions 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.

The table below highlights the balance between rewards and sanctions and how they can be given.



Reward	Points	Authorised by	Points	Sanction
HEADTEACHER'S AWARD - Recommendations from SLT for outstanding contribution/progress - Student invited to HT Office to sign Headteacher's book	+30 Pts	Headteacher & SLT	-30Pts	FIXED TERM EXCLUSION - For Very Serious Incident or Failure to meet terms of revised BEP - Parents informed by letter and exclusion recorded on SIMS
ST MARYS AWARD - Students who achieve each level of the BRONZE, SILVER and GOLD Award - Students presented with certificate at assembly recognising completion	+15 Pts	SLT & Learning Coordinator	-15 Pts	INTERNAL EXCLUSION - For Serious Incident or failure to meet terms of BEP - Parents informed by phone and exclusion recorded on SIMS
LEARNING COORDINATORS AWARD - Recommendations from Form Tutors for excellent contribution/progress - Student presented with certificate in assembly recognising award	+5 Pts	SLT & Learning Coordinator	-5 Pts	SATURDAY Detention - For reaching Level 3 of Behaviour Flowchart (25 minus pts within ½ term) DUTY MANAGER CALLED - Recorded on SIMS with sanction TBC
SUBJECT LEADERS AWARD - recommendations from Teachers for excellent progress or effort over time - Postcard sent home to student / parents in recognition of excellence	+3 Pts	Learning Coordinator, Tutors, and Duty Staff	-3 Pts	AFTER SCHOOL DETENTION - For infringements of school rules and standards (e.g. phone, uniform, etc.) - Incident Recorded on SIMS, Detention written in planner, email sent to parents
TUTORS AWARD - Awarded by Tutors and staff for contributions to School Life - Incident recorded on SIMS and shared with Parents via Parent App & AP Data	+2 Pts	Tutors, Teachers, Club Leaders	-2 Pts	LUNCHTIME DETENTION - For infringements of classroom code of conduct which disrupts learning of others - Incident recorded on SIMS, detention written in student planner
CLASSROOM AWARD - Awarded by Teachers for excellence in individual lessons - recorded on SIMS and shared with Parents via Parent App and Monitoring	+1 Pt	Teachers	-1 Pt	BREAKTIME DETENTION - For minor infringements which affect the students own learning - Incident recorded on SIMS, detention written in student planner.

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 Manager responsible for the pupil's Key Stage;
- Records compiled (incl. Behaviour IEP and Profile);
Disapplication from subject if required;
- Extended work experience and other alternative strategies;
- Withdrawal of coach travel pass.



Level 5

- L Grp refer matter to Headteacher: Letter to parents warning that there is a risk of suspension; Implementation of the above strategies and a Pastoral Support Plan (including a Governor Body meeting with Parents and pupil)
- One off very serious incident or problem continues - leads to: Headteacher 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 through 'Reintegration Action Plan' signed by parents and pupil on agreed expectations:
- Staff, parents & pupils informed that the pupil is at risk of permanent exclusion.



Level 6

- Persistent breach of school rules or one-off Serious Incident (e.g. Drugs, Weapons, demonstrating behaviours now considered more serious due to):
 - Headteacher applies the governors' behaviour policy leading to permanent exclusion of pupil:
 - Governors review the 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. 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 or racist terminology 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 following the one way system
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:

The school can search, with or without consent, for items banned under this policy, if the school has reason to think items of concern may be present. The school follows clear guidance in accordance with the Department of Education "Searching, screening and confiscation Advice for schools July 22"



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.

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').

Where detention takes place on a Saturday or on an INSET day, the requirement for 24 hours' notice to be given to parents via email, schools should ensure that both parents and pupils are informed of the key and relevant

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, 	<ul style="list-style-type: none"> • 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.



Schools Rights	Responsibilities
including the police, as appropriate.	<ul style="list-style-type: none">• 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>suspension</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 bullying.• 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

Schools 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

Schools 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 train their child as to how to safely put on and take off face coverings • To have any complaint they make about their child being bullied taken seriously by the school 	<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 help your child to understand the importance of them quickly following all instructions given in respect of their safety or the safety of others. • 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.



<p>and investigated/resolved as necessary.</p> <ul style="list-style-type: none">• 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 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 Behaviour Education Plan/Pastoral Support Plan 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 suspension and, if invited, to attend a reintegration interview with the school at the end of a fixed period <u>suspension</u>.
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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

Reviewed: September 2022

Next review date: September 2023