



C1 – Rewards and Consequences (Behaviour Management) Policy and Guidelines

A Catholic community dedicated to achieving excellence for all

Love-Respect-Flourish

Vision and Values

The shared values of the school community are summarised by three words, reflecting the charism of our patrons St. Francis and St. Mary, and which underpin everything that we do, providing strong foundations for all we strive to accomplish:

- *Love for Christ and for one another, as peacemakers, made in the image of God. Demonstrated by kindness, forgiveness and care.*
- *Respect as demonstrated by being calm, smart, polite, purposeful and prayerful – having high expectations and caring for our community and all creation.*
- *Flourish academically, artistically, physically, culturally and spiritually. Demonstrated by active engagement and pride in all that we do.*

Our Vision

We are a community dedicated to achieving excellence for all, producing young people formed by Gospel values to become responsible, compassionate and caring members of society whilst fulfilling their potential in all aspects of the curriculum.

Policy Aims

Within the context of the school's vision and values, St Mary's seeks to:

- recognise that rewarding efforts and achievements positively is an effective tool in behaviour management
- ensure that students who do not meet expectations are helped and guided to do so in the future
- assume the best in everyone, and to provide a fresh start upon the application of any sanctions by the school
- promote the Christian values of honesty, fairness and respect for others;
- ensure the safety and well-being of all students and staff;
- create a calm ethos about the school;
- encourage students to recognise and respect the rights of others;
- maintain the individual self-esteem of all students;
- encourage students to have ownership of their behaviour and accountability for their actions in the knowledge that inappropriate behaviour will be challenged;
- develop students' self-discipline and self-control to enable them to be on task with their learning;
- promote high teacher expectations of student 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;
- recognise the need to make adaptations according to vulnerabilities and needs.



- work closely in partnership with parents as the primary educators.
- provide clarity and consistency in the approach to behaviour management and rewarding efforts and achievements.

School Rules

All rules are based on these and are shared with parents and students through the home school agreement via the student online planner:

- Students 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.
- Bullying, 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 this school policy and the Anti-Bullying/ Safeguarding policies.
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- Students are expected to behave in a polite and courteous manner both in and out of school. The school reserves the right to sanction students for any misbehaviour out of school which is likely to damage our good name. Students are the school's ambassadors and high standards of behaviour are expected on their way to and from school. Behaviour of a student outside school can be considered grounds for a suspension.
- No chewing gum is permitted on site.
- School uniform must be worn correctly, according to current policy at all times. Outdoor coats and scarves must not be worn in classrooms.
- 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 or Head Of Year, 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. Facial hair can be grown by students in the Sixth Form, if tidy and well-kept, at the Head's discretion.
- No makeup, false eye lashes no fake tan, and no nail varnish or extensions are permitted, nor other noticeable appearance altering treatments, e.g. eyebrow treatments.
- 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.
- Students 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 students receive a detention (C3a). 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.
- Students caught stealing or vandalising property will be dealt with severely.
- 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, nicotine products, 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. Students who bring any of these 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. Anyone who brings in such items 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. Students 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 student 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.

- Students 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.



- Students under school leaving age who require a leave of absence must seek the permission of the school. The appropriate form is available from the Head's PA and is only granted in unique circumstances.
- Students must not leave the premises between 8.15am and 3.05-15pm (dependent upon year group) unless they have an authorised appointment, in which case they must bring a note from home to be countersigned by the Learning Coordinator, or advance Leave of

Absence sought from the Headteacher. Students 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, Refectory, chapel, and toilet or to attend a practice, club or rehearsal. In the event of bad weather all students may stay in the designated location for "Wet Weather".
- At morning break and lunchtime students may eat in the Refectory 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 by the Refectory.
- Students may not go to the top field unless supervised.



Rewards and Consequences

Vision: Forming Character Through Virtue

At St. Mary's Catholic School, our House system is a foundation for spiritual formation, character development, and community belonging. Each House is named after a saint whose life radiates key Gospel virtues guiding students to live out their faith in concrete ways. By linking our rewards system to these virtues, we foster an environment where every student is encouraged to grow in faith, character, and action. Each House is built upon the example of a saint whose life radiates key Gospel virtues,

The Role of Virtues in the Rewards System

Each virtue represents a path to holiness and human excellence. By linking our rewards to these virtues, we aim to:

- Celebrate personal growth, not just academic achievement.
- Encourage behaviours that reflect Gospel values.
- Foster a community of mutual respect, integrity, and purpose.

Virtue-Driven Reward Examples

Implementation in School Life

- Reward Points: Students earn house points for actively demonstrating their House virtues.
- House Focus: Each half term will focus on two sister virtues of a saint for deeper reflection and consistency in RE lessons, Liturgy, Assemblies and Tutor time.
- Charity events: Every term the events will be explicitly linked to the virtues of our saints
- House Competitions: Every half term there is a house competition linked to the virtues

Why This Matters

This approach forms a deeper sense of identity and purpose in our students. By honouring the virtues lived by the saints, we help young people see that success isn't just about grades—it's about who they are becoming. By connecting rewards to our House Saints' virtues, we move beyond surface-level behaviour management to form hearts and minds. Students are not just praised for "being good" but for living with



Gospel-centred purpose. This fosters a deep, lasting culture of holiness, resilience, and service—a formation that goes with them beyond the classroom.

Saint Virtues

St. Thérèse of Lisieux Humility & Faith-Filled

St. Thomas More Learned & Determined

St. Maximilian Kolbe Kindness & Service

St. Anne Line Courage & Charity

St. Joseph Responsible & Integrity

St. Josephine Bakhita Justice & Curiosity

What do the Virtues Mean?

1. Humility

Humility means being confident in your abilities but not showing off. It's about being open to learning from others and putting others before yourself.

2. Faith-Filled

Being faith-filled means trusting in God and trying to live like Jesus. It means praying, believing, and letting your faith guide how you treat others.

3. Learned

A learned person loves discovering new things and wants to grow in knowledge. It means listening carefully, asking questions, and using what you learn to make good choices.

4. Determined

Determination means never giving up, even when things are hard. It's about trying your best and keeping a positive attitude when facing challenges.

5. Kindness

Kindness is showing care and respect to everyone, no matter who they are. It means using your words and actions to make others feel safe and valued.

6. Service



Service means using your time and talents to help others. It's about doing good things without expecting anything in return.

7. Courage

Courage means doing the right thing, even when you're scared or unsure. It's about standing up for others and trying your best in difficult situations.

8. Charity

Charity is showing love through giving and helping those in need. It can mean sharing your time, attention, or resources with others.

9. Responsible

Being responsible means taking care of your work, actions, and choices. It's about being trustworthy enough to take up positions of leadership within the school community.

10. Integrity

Integrity means being honest and doing the right thing, even when no one is watching. It's about staying true to your values and keeping your promises.

11. Justice

Justice means wanting fairness for everyone. It's about standing up for what is right and treating people equally.

12. Curiosity

Curiosity means wanting to learn more about the world around you. It's about asking questions and exploring new ideas with enthusiasm.

Vision, Values and Virtues Each virtue represents a path to holiness and human excellence. <i>Love</i> shown by demonstrations of kindness, forgiveness and care. <i>Respect</i> shown by being calm, smart, polite, purposeful and prayerful. All able to ' <i>Flourish</i> ' academically, artistically,	Verbal praise Positive relationships between staff, students and parents. Students enjoy and achieve.
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	physically, culturally and spiritually.	
R1	1 House Point Awarded for individual acts demonstrating a specific virtue. R1-A Courage R1-A Charity R1-B Justice R1-B Curious R1- J Responsible R1- J Integrity R1-K Kindness R1-K Service R1- M Learned R1- M Determination R1-T Humility R1- T Faith filled	+1HP awarded by member of staff on SIMS with a reason – parents alerted via SIMS App.
R2	+2 House Points Recognition of <u>good or excellent</u> virtues displayed. House Points R2-A Courage R2-A Charity R2-B Justice R2-B Curious R2- J Responsible R2- J Integrity R2-K Kindness R2-K Service R2- M Learned R2- M Determination R2-T Humility R2- T Faith filled	+2HP awarded by member of staff on SIMS with a reason – parents alerted via SIMS App.
R3	Head of Department / Head of Year / Head of House Award Consistently demonstrating of the virtues	Certificate handed to student in lesson or celebration assembly
R4	Special recognition Exceptional contribution to lessons, school life, academic progress or extra-curricular achievements.	Student to receive a certificate by the Head teacher

Consequences



St Mary's encourages a positive approach to self-discipline with an emphasis on rewards rather than consequences. However, the school has a structured approach to consequences 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 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 Head of Year 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.

Code	Description	Action
	Vision and Values – Pre-Consequence Strategies <i>Love</i> shown by demonstrations of kindness, forgiveness and care. <i>Respect</i> shown by being calm, smart, polite, purposeful and prayerful. All able to 'Flourish' academically, artistically, physically, culturally and spiritually.	Home-School Communication encouraged at every stage Verbal praise. Always assume the best. Positive relationships between staff, students and parents. Smile. Rule reminders. Each lesson a fresh start. Strategies to de-escalate and stay positive
W1 1 point	Warning 1 Failure to meet behaviour/ uniform expectations in class or about school, after Pre-Consequence Strategies utilised. Student has time to rectify behaviour and meet expectations	Short detention set by staff member within 48 hours. Record W1 on SIMS to alert parents, Tutor and SL/HoY with a reason
W2 2 points	Warning 2 Failure to comply with W1 Failure to attend W1 detention HoY – Persistent failure to comply with uniform rules	Detention set by staff member/HoY at their convenience (or in line with subject/HoY rota). Record W2 on SIMS to alert parents, Tutor and SL/HoY with a reason
C1 (Level 1) 3 points	Teacher / Tutor Detention Failure to attend Warning detentions, to respond to Pre-Consequence Strategies or heed Warnings 1 & 2 at an early stage (in or out of lesson) Persistent lateness or failure to hand in homework Late to school or lessons	30 minute after school detention recorded on SIMS by class teacher or Tutor. Phone call / email to parents. Subject report if consistent. Weekly SIMS report to be issued to SL and HoY. 24 hours notice given (earlier with parental consent)
C2 (Level 2) 4 points	Subject Leader / Head of Year Detention Failure to attend x2 C1 Detentions Persistent or continuously not meeting expectations despite earlier interventions being utilised, or one-off more serious infringements. Necessitated removal to Subject Shadow Timetable.	Subject Lead Detention or HoY Detention (one hour) Recorded on SIMS and communication home made. SL/ HoY Report Card 1
Pastoral Detention	Pastoral Detention for 10 behaviour points (3.15 to 4.15pm) Persistent not meeting expectations and accumulation of 10 behaviour points in one half term will lead to a 1 hour detention set the day after you hit the 10 behaviour points mark	Accumulated points tallied twice weekly and an email sent home to give 24 hours' notice of detention for the Tuesday or Thursday of that week.
C3 (Level 3) 5 points	Senior Detention (Friday, Room A1, 3.15-4.45pm) Failure to attend x2 C2 Detentions, or: Persistent or continuously not meeting expectations despite earlier interventions being utilised, or one-off more serious breach of the school behaviour policy. Duty Manager Call threshold met. Chewing gum. Behaviours may include the following: Disturbing the learning of others	Issued on SIMS by SLT, HOY or SL Communication home required. HoY Report Card 2.



	Bullying, Racist incident, Homophobic abuse, Rudeness to staff, Defiance of staff as some examples	
C3a (Level 3)	Senior Detention: Mobile Phones (Friday, Room A1, 3.15-4.45pm) Mobile Phone and or ear pods confiscated and handed to Student Hub	Recorded on SIMS by staff member Phone returned after Friday detention
C3b (Level 3)	Saturday Senior Detention (9am-12pm) Failure to attend x2 senior detentions Truancy or x 8 lates in a half-term	Phone call home by HoY (SLT) after the first missed senior detention. C3a applied if second missed.
C4 (Level 4)	Internal Suspension Serious incident or failure to meet the terms of the SLT report card.	Phone call home made by HoY. Meeting arranged with parents. BEP / SLT Report Card 1
C5 (Level 5)	External Suspension Serious incident or failure to meet the terms of the BEP	SLT to phone call home, meeting with parents and HOY / SLT / Headteacher. SLT Report Card 2
C6 (Level 6)	Governor's Disciplinary Committee/ Pastoral Support Plan/ Permanent Exclusion Serious incident or failure to meet the terms of the revised BEP or PSP targets.	Governor to meet with parents and students. Pastoral Support Plan in place, support for AHT and DHT. PSP Report Card (SLT) SLT/ Headteacher to closely liaise with home.

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 students 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.

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

Code of Conduct

Students 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, racist terminology or bullying 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 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 students. 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.

Reasonable Adjustments for SEND Students

Where students 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 adapt sanctions, making reasonable adjustments, according to their needs in conjunction with their EHCP or Student Profile. Similarly, it is a statutory obligation to ensure that disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled. This would include making reasonable adjustments to the statement of principles, school-behaviour policy and disciplinary practices.

What is important is how the sanctions are managed. The student 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, making reasonable adjustments in conjunction with EHCP or individual needs, consulting with the SENDCo where appropriate.

Managing malicious allegations

Malicious allegations are accusations which, on investigation, are discovered to be fabricated or grossly exaggerated to create a career-threatening situation; these can be made by students, parents and/or staff. KCSiE defines malicious as 'where there is sufficient evidence to disprove the allegations and there has been a deliberate act to deceive or cause harm to the person subject to the allegation'. Malicious allegations can relate to the fabrication or misrepresentation of a single serious incident, or a series of smaller incidents. The school reserve the right to sanction students



up to and including permanent exclusion if they are found to be making malicious allegations and may be referred to the police in extreme cases.

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 2022"

Emergencies: If a student 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 students 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 students, 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 students are informed of the key date and relevant information.

Rights and Responsibilities: Schools

Schools Rights	Responsibilities
<ul style="list-style-type: none">• To make clear the school's statutory power to discipline students and that students and parents will need to respect this.• To enforce their school-behaviour policy – including rules and disciplinary measures.• To expect students' and parents' cooperation in maintaining an orderly climate for learning.• To expect students to respect the rights of other	<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 student on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different



Schools Rights	Responsibilities
<p>students and adults in the school.</p> <ul style="list-style-type: none"> • Not to tolerate violence, threatening behaviour or abuse by students 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 students who harass or denigrate teachers or other school staff on or off premises – engaging external- support services, including the police, as appropriate. 	<p>communities.</p> <ul style="list-style-type: none"> • 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 students' 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 students, 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 students, 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 students or colleagues. • To promote positive behaviour through active development of students' 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: Students

Schools Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school-behaviour policy, with every student 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 students, school property and the school environment. • Never to denigrate, harm or bully other students or staff. • To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or report cards

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 and investigated/resolved as necessary. • To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they 	<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 that 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.



<p>believe the school has exercised its disciplinary authority unreasonably.</p> <ul style="list-style-type: none">• 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 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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This Policy will be approved by governors and reviewed annually (or earlier). It will form the basis on which the school management and staff manage the behaviour of students at the school on a day-to-day basis. The emphasis will always be on providing a safe and secure environment for students, with a Christian ethos, where effective learning can take place.

Review

School Education Committee

Reviewed: January 2026

Next review date: January 2027