



## **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.
- 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, 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, 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

### 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 and reported on regularly.

Code	Reward Description	Reward/ Action
	<b>Vision and Values</b> <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.	Verbal praise Positive relationships between staff, students and parents. Students enjoy and achieve.
R1	<b>House Points</b> Recognition of work in class, homework, effort, attitude or SMCS values. Becoming an independent learner by using the 5Bs.	+1HP awarded by member of staff on SIMS with a reason – parents alerted via SIMS App.
R2	<b>+2 House Points</b> Recognition of <u>consistently good or excellent</u> work in class, homework, effort, attitude or SMCS values.	+2HP awarded by member of staff on SIMS with a reason – parents alerted via SIMS App.
R3	<b>House Competitions / School events</b> Inter-House Competition: 1 <sup>st</sup> Place +12HP, 2 <sup>nd</sup> +10HP, 3 <sup>rd</sup> +8HP, 4 <sup>th</sup> +6HP, 5 <sup>th</sup> +4HP, 6/7 <sup>th</sup> +3HP School Events: community volunteering and contributions: At least +3HP	At least +3HP recorded on SIMS by event organiser / HoH or the form tutor (by request)
R4	<b>Student of the Fortnight</b> Top 4 students from each year group with the most +HP that fortnight recognised by the Head of House System	+4HP recorded on SIMS by HoH. One of the following by the form tutor/ HoY -Email/ Phone home -Newsletter
R5	<b>Attendance Award</b> Recognition of students who have 98+%, improved or overcome adversity (resilience) in attendance each term by each Head of Year.	Pastoral team to analyse data and HoY to award certificates in assembly. +5HP recorded on SIMS by HoY.
R6	<b>Head of Year / Subject Leader Award</b> Recognition for students who have overcome challenges or demonstrate SMCS values or <b>excellent</b> A2L or homework per ½ term.	HoY and SL to add +6HP on SIMS. Plus one of the following by the form tutor or HoY: -Email/ phone home -Newsletter
R7	<b>St Mary's Stars</b> +10HP for the 6 students (x2 per Key Stage) selected by each Subject Leader each term for their <b>consistently outstanding attitude, enthusiasm and work ethic</b> in that subject that term.	Subject Leader liaises with teachers to nominate students. St Mary's Star Photograph/ poster displayed in each subject area. Certificate and in newsletter. Subject Leader issues +10HP on SIMS.
R8	<b>Headteacher's Commendation</b> Students nominated by staff for reasons that deserve exceptional recognition, meet the Headteacher to be awarded a certificate. (Occurs every two weeks).	Staff and teachers to nominate by email to the Head's PA students who have gone above and beyond in school or in lessons. +15HP will be issued by Head's PA.
R9	<b>The Governor's Award (Presentation Evening)</b> +20HP awarded for recognition of a year's worth of achievements.	+20HP awarded and recorded on SIMS by SLT. Certificate or trophy at Presentation Evening.



## 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
	<p><b>Vision and Values – Pre-Consequence Strategies</b>  <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, physically, culturally and spiritually.</p>	<p><b>Home-School Communication encouraged at every stage</b>            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</p>
<b>W1</b>	<p><b>Warning 1</b>            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</p>	<p>Short detention set by staff member within 48 hours.            Record <b>W1</b> on SIMS to alert parents, Tutor and SL/HoY with a reason</p>
<b>W2</b>	<p><b>Warning 2</b>            Failure to attend W1 detention            Lateness to lesson for the second time            HoY – Late to school for second time            HoY – Persistent failure to comply with uniform rules</p>	<p>Detention set by staff member/HoY at their convenience (or in line with subject/HoY rota).            Record <b>W2</b> on SIMS to alert parents, Tutor and SL/HoY with a reason</p>
<b>C1 (Level 1)</b>	<p><b>Teacher / Tutor Detention</b>            Failure to attend Warning detentions, to respond to Pre-Consequence Strategies or heed Warnings 1 &amp; 2 at an early stage (in or out of lesson)            Persistent lateness or failure to hand in homework</p>	<p>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)</p>
<b>C2 (Level 2)</b>	<p><b>Subject Leader / Head of Year Detention</b>            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.</p>	<p>Subject Lead Detention or HoY Detention (one hour)            Recorded on SIMS and communication home made.            SL/ HoY Report Card 1</p>
<b>C3 (Level 3)</b>	<p><b>Senior Detention (Friday, Room A1, 3.15-4.45pm)</b>            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.</p>	<p>Issued on SIMS by SLT, HOY or SL            Communication home required.            HoY Report Card 2.</p>
<b>C3a (Level 3)</b>	<p><b>Senior Detention: Mobile Phones (Friday, Room A1, 3.15-4.45pm)</b></p>	<p>Recorded on SIMS by staff member            Phone returned after Friday detention</p>



	Mobile Phone confiscated and handed to Student Hub	
<b>C3b (Level 3)</b>	<b>Saturday Senior Detention (9am-12pm)</b> Failure to attend x2 C3 detentions Truancy or x8 lates in a half-term	Phone call home by HoY (SLT) after the first missed senior detention. C3a applied if second missed.
<b>C4 (Level 4)</b>	<b>Internal Suspension</b> 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
<b>C5 (Level 5)</b>	<b>External Suspension</b> 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
<b>C6 (Level 6)</b>	<b>Governor's Disciplinary Committee/ Pastoral Support Plan/ Permanent Exclusion</b> 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.

### **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"> <li>• To make clear the school's statutory power to discipline students and that students and parents will need to respect this.</li> <li>• To enforce their school-behaviour policy – including rules and disciplinary measures.</li> <li>• To expect students' and parents' cooperation in maintaining an orderly climate for learning.</li> <li>• To expect students to respect the rights of other students and adults in the school.</li> <li>• 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.</li> <li>• To take firm action against students who harass or denigrate teachers or other school staff on or off premises – engaging external- support</li> </ul>	<ul style="list-style-type: none"> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To cooperate and agree appropriate protocols with other schools in the local <u>school partnership for behaviour and persistent absence</u>.</li> <li>• 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 communities.</li> <li>• 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.</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> </ul>



Schools Rights	Responsibilities
<p>services, including the police, as appropriate.</p>	<ul style="list-style-type: none"> <li>• To support, praise and, as appropriate, reward students' good behaviour.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.</li> <li>• 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>.</li> <li>• 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.</li> <li>• To ensure staff model good behaviour and never denigrate students or colleagues.</li> <li>• To promote positive behaviour through active development of students' social, emotional and behavioural skills.</li> <li>• 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.</li> <li>• To work with other agencies to promote community cohesion and safety.</li> </ul>

**Rights and Responsibilities: Students**

Schools Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To contribute to the development of the school-behaviour policy, with every student involved in the consultation process.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from the school to</li> </ul>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate or unlawful items to</li> </ul>



<p>tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>school.</p> <ul style="list-style-type: none"> <li>To show respect to school staff, fellow students, school property and the school environment.</li> <li>Never to denigrate, harm or bully other students or staff.</li> <li>To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or report cards</li> </ul>
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**Rights and Responsibilities: Parents**

Schools Rights	Responsibilities
<ul style="list-style-type: none"> <li>To contribute to the development of the school-behaviour policy.</li> <li>To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>To expect their children to be safe, secure and respected in school.</li> <li>To train their child as to how to safely put on and take off face coverings</li> <li>To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.</li> <li>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.</li> <li>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.</li> <li>To be prepared to work with the school to support their child's positive behaviour.</li> <li>To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>To adhere to the terms of any Behaviour Education Plan/Pastoral Support Plan relating to their child's behaviour.</li> <li>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>.</li> </ul>



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**

**LGB Committee:** School Education Committee

**Reviewed:** January 2024

**Next review date:** September 2024