

Behaviour Policy and Statement of Behaviour Principles

Named Persons: D Clift and L Skingle

Category: Statutory

Last reviewed on: June 2023

Next review due by: June 2026

As a Catholic school we seek to form the human person that they might “....live life to the full” (John 10:10). Our behaviour processes have formative intent, so that every young person can grow in virtue and fulfil their God-given potential. This policy seeks the building of the Kingdom of God: a society where all act with justice and fairness, loving God and one another, caring for our common home.

“Who among you is wise and understanding? Let him show by his good behaviour his deeds in the gentleness of wisdom” James 3:13

1. Aims

This policy:

- Aims to ensure consistent approaches to behaviour management.
- Defines what we consider to be desirable and unacceptable behaviour.
- Summarise the roles and responsibilities of different people in our school community regarding behaviour management.
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements This policy is based on guidance from the Department for Education (DfE) on:

- Behaviour in schools- advice for Headteachers and staff (2022).
- Searching, screening and confiscation at school (2022).
- The Equality Act (2010).
- Use of reasonable force in schools (2013).
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

3. Behaviour

CAST as a Trust expect all schools to deliver the highest possible quality of educational experience for all children and young people.

The Governing Board adopt the teaching of the Catholic Church that parents are the primary educators of their children. Schools can support with the development of virtue in children and young people, but they cannot replace the day to day formation of good behaviour in children by their parents. Parents choose our school for their child’s education and are expected to support school staff implementing our rules in ensuring a consistent experience of standards for young people as they grow. School rules may be different to rules applied at home.

Governors further adopt the stance that no individual student has the right to disrupt the school life, learning, progress or wellbeing of other students; and that school staff have the right to expect full compliance with their instructions by students by virtue of the student continuing to be a member of the school community.

Governors expect school leaders to secure consistently high standards of behaviour, so that all students are proud of our school, and secure for themselves the very best outcomes from their education. All members of staff have the authority to assist in the securing of good behaviour in our school.

3.1- Misbehaviour is defined as a deliberate breach of the school's behaviour policy. This may include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude to learning.
- Incorrect uniform.
- Misuse of 'Time-out' cards or other arrangements made for individual students.

3.2-Examples of serious misbehaviour include, but are not restricted to:

- **Repeated breaches of the school rules**
- Defiance towards any member of staff
- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items.

Prohibited items include:

- Knives or weapons.
- Alcohol
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Vapes.
- Fireworks.
- Pornographic images.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) or the school.

4. Bullying

The school adopts a **zero-tolerance** of bullying.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is;

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is defined as :-

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The Governing board

The Governing board is responsible for approving this behaviour policy and monitoring its effectiveness and holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy with intelligent consistency, taking account of the known needs of identified students.
- Promoting and modelling positive behaviour.
- Wherever possible, de-escalate incidents.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Listen to students' perspectives of reported incidents.
- Recording behaviour incidents.
- Keep parents and carers informed of behaviour concerns.
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents are expected to:

- Accept the school's behaviour policy and the disciplinary authority of school staff.
- To read and commit to the Home-school agreement.
- Support their child in adhering to the school rules. Parents have chosen our school for the education of their child, and must ensure that their child cooperates with staff, and engages positively with our educational processes, for the good of all in our school community.
- Monitor their child's behaviour online, and their use of social media.
- Send their child to school each day punctually, wearing the correct uniform, fed, rested, equipped and ready to learn.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Attend meetings with school staff, if requested, to discuss their child's behaviour.
- If their child is suspended from the school, to ensure that the child is not found in public place during school hours in the first five days of suspension and to attend a reintegration meeting with the school at the end of a suspension.
- Parents/carers have access to behaviour data for their child in real time through ClassCharts and can reinforce the expectations of our School, fostering consistent approaches to behaviour management.

6. Student conduct for learning

Clear expectations are vital in ensuring that students know and understand the boundaries within which they should operate.

Our expectations are that all students should be;

	Classroom expectations	Out of lesson expectations
Committed	<p>You arrive on time to school and lessons wearing the correct uniform, with the correct equipment (including PE kit)</p> <p>You show an excellent level of effort, without disrupting the learning of any other students.</p> <p>You are presenting your school work to the highest standards.</p>	<p>You complete homework on time and to a good standard.</p> <p>You are an active member of the school.</p> <p>You organise yourself and your equipment ready for learning the following day.</p>
Respectful	<p>You meet and greet your teacher at the classroom door.</p> <p>You are polite, courteous and respectful to everyone in the school community.</p> <p>You listen to others and respond positively.</p>	<p>You are looking after the school environment.</p> <p>You are respectful to others in the wider community.</p> <p>You are an upstander and promote positive behaviour.</p>

Safe	<p>You work with others to resolve issues.</p> <p>You are taking responsibility for your own behaviour.</p> <p>You are in the right place at the right time.</p>	<p>You are moving around the school in a calm manner.</p> <p>You are being a positive ambassador when travelling to and from school, and when on school trips.</p> <p>You represent the school well when in the community.</p>
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6.2 Praise and Recognition

Our praise and recognition system is rooted in the understanding that we all have a God-given potential to live life to the full. It is designed to celebrate the success of all our students, underpinned by the belief that recognition of each student's own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate conduct and work patterns.

Verbal praise is used by all staff in our school to routinely create and reinforce positive relationships. Students are recognised and acknowledged for doing the right things and doing things right. Every student is encouraged to be the best version of themselves.

Achievement Points

Achievement Points are awarded by all staff to recognise growth in virtue. Virtue is more than merely positive behaviour. It signifies growth in Christian character.

Occasions of such positive growth are logged on ClassCharts (see appendix 1 for the categories). Individual progress is reviewed regularly and used as a basis for discussion and recognition. This may include invitations to rewards events throughout the year.

Throughout the year, there are celebrations and recognition of students achieving key milestones in terms of virtue. Certificates at Bronze, Silver, Gold and Platinum level are awarded to individuals through the pastoral system and events are run to recognise those achieving highly at various points across the year.

Positive postcards and telephone calls home are used by all staff to recognise when students have gone 'Above and Beyond' in terms of their conduct.

Our school takes care to ensure that students who display behaviour which goes 'Above and Beyond' receive public recognition for their efforts. We make use of social media to share examples of successes and achievement and showcase examples of great work in prominent areas around the school. Assemblies are also used to praise students for endeavour within and beyond school, as well as to recognise academic progress and attainment, sporting successes and engagement within the wider community.

We encourage all staff to use the language of 'virtue' and to ensure first attention goes to those students showing the best conduct and students understand the expectation to act as positive role models to one another.

Attendance and positive engagement

We expect all students to attend school on time by 8.45 at the latest every day unless there is a compelling (e.g. medical) reason for not doing so. Attendance is separately addressed in our Attendance Policy.

6.3 Managing consequences of poor behaviour

Staff will model virtuous positive behaviour and deal with poor behaviour in a consistent, calm and adult manner. Staff have professional responsibility to follow things through with students and ensure that incidents of poor behaviour are dealt with as privately as possible. School leaders and other staff will work with students to engage with staff in restorative dialogue to allow for reconciliation and rebuild relationships.

In lessons, the class teacher will follow the behaviour policy and sanction those who are preventing their own learning and/or that of the other students in the class. We believe in the power of praise and recognition as a key tool to motivate and encourage students to make positive contributions to school life.

Sanctions, which include restorative approaches to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours which will enable students to learn and thrive and recognising that each child is an individual made in God's image with their own specific needs and talents. Consistency of approach to young people between staff, parents and carers is the key to ensuring positive behaviour. Staff are expected to recognise and reward more than they sanction and to exemplify clear displays of the virtues and positive standards of behaviour.

Schools are required to log separately particular negative behaviours associated with actions against persons with protected characteristics. These may be reported separately as needed to external authorities.

All staff are required to uphold the Catholic virtues which are the cornerstone of a positive culture in school and to follow the guidelines for behaviour recovery in the early stages, including de-escalating and modifying behaviour where they can.

Out of class expectations

Our behaviour policy covers student behaviour during break and lunch times, on the way to and from school, on a trip and in any other circumstance that could adversely affect the reputation of the school, have repercussions for the orderly running of the school and/or pose a threat to another student in the school.

In addition, other students will face consequences if they choose to associate with students who are not behaving in a way that is supportive of a calm and orderly environment.

This policy is restricted to actions in school, or when representing the school. The conduct of children out of school hours, except on trips or in uniform, is the responsibility of parents and carers. This includes online activity.

Investigating incidents

School staff are primarily focused on learning and personal formation, and are unable to extensively investigate when something goes wrong. The school does not have the resources or expertise of the Police. In forming a view of what has gone wrong, the school will use the legal test of **balance of probability** in forming a view of what might have happened. In implementing any sanction necessary by way of response, the school does not need to pass the legal test of "beyond reasonable doubt". The school will determine the response taking account of any factors that it deems relevant. This is a lower threshold than used by Law Courts, and aims for swift action in response to a situation. The school will support Police investigations when necessary.

The school is unable to investigate or sanction behaviours online when a child is not in school, and comes under the authority and supervision of their parents or carers.

Detentions and removal from normal circulation:

We may remove from circulation students who fail to meet expectations in lessons or social time during the school day (break and lunch) for a period of time. The period of time will be determined by the school, as it seeks to reduce the negative impact of behaviour on others.

Setting detentions

All detentions are logged on ClassCharts and are visible for both students and parents to see on the ClassCharts app. Parental consent is not required for detentions. For one-hour (or upscaled two-hour detentions), staff will contact parents/carers to inform them of the issue and the sanction.

Where a student fails to attend a detention, this is classed as defiance and an escalation will be put in place. Students, parents/carers and staff are informed of this by email through ClassCharts.

Categories of detentions:

Late to school detentions *Late to school detentions are the same-day detentions given when a student does not arrive to school at 8.50am without good reason*

It is important that students arrive at school on time to be registered. This is a safeguarding requirement.

Late to school detentions run every day for 20 minutes at break time for students who are late for school without a sufficient reason.

Social time detentions *Social time detentions at both break and lunch times for students who are not spending their social time in a committed, respectful or safe way.*

Social time detentions run for 20 minutes. These times may also include community service such as litter picking, assisting in the Library or helping at Sister J's during break and lunch times (with members of staff) especially where there is the need to repair issues caused by poor behaviour. We will actively seek to prevent students being drawn into poor behaviour by the negative example of others.

Subject detentions: *Subject detentions provide space and time for a student to catch up on missing work, or to repair the relationship with a member of staff that they have damaged through their actions or inactions.*

Subject detentions run for 20 minutes every Monday, Wednesday and Friday for students who hinder their own learning and/or that of the other students in the class. Subject detentions will allow the capacity for reconciliation through restorative work between subject teacher and student where appropriate.

Behaviour detentions: *Behaviour detentions provide space and time for a student to reflect on their behaviour. Increasing detentions signal to a child that they are still not meeting our expectations.*

Behaviour detentions run for one hour every Tuesday and Thursday for students who have been removed from a lesson or have breached the Behaviour Policy. Following successful completion of their detention, students will return to their next lesson and are expected to address the element of their behaviour which fell below expectations.

Two-hour detentions also run on Tuesday and Thursday afternoons where previous detentions have been upscaled due to non-attendance or a significant breach of poor behaviour. These are led by a member of the senior leadership team.

Reset: *Internal seclusions provide a longer period of time for a student to reflect, and to be supported in improving their behaviour.*

Sometimes it is necessary to educate a student outside of normal circulation for periods of time, for the good of others, and for their own good. A significant amount of time is provided for reflection on the incidents leading to this situation, with a clear emphasis on restorative practice and moving forwards in a positive and proactive way. Reset may also be used in response to serious or persistent breaches of the policy, safeguarding concerns, in addition to suspension, and/or as a supportive action. The length of time will be determined by the school, and will be informed by the school's judgement that the student is likely to work well within the main learning community without having a negative impact on the learning and/or wellbeing of others.

External Reset: *External resets provide a greater opportunity for a student to reflect, and to modify their behaviour before they are allowed to rejoin the main school community.*

Where Reset has been used but not had the desired effect or where Reset has not been successfully completed, the Head of School has the right to direct a student to be educated elsewhere. This means a period of referral for learning to another CAST school for a period of time to be determined by the school at its sole discretion. Students will be expected to follow their usual timetable to complete the work provided. The length of time will be determined by the school, and will be informed by the school's judgement that the student is likely to work well within the main learning community without having a negative impact on the learning and/or wellbeing of others.

Suspension

Suspension will be issued according to the current CAST policy on Exclusions. Any suspensions will be authorised by the Head of School, or a Deputy Headteacher in their absence. Suspensions are an extremely serious sanction and will not be used lightly. However, if a student commits a serious offence, or persistently fails to respond to the school's systems, with their behaviour remains disruptive, the school will suspend them.

Permanent Exclusion

Permanent Exclusion is the most serious sanction available to a school, and will be rarely used. However, a student may be permanently excluded for an extremely serious “one off” incident such as serious violence, serious bullying or supplying drugs, or for repeated breaches of the school’s behaviour policy. A permanent exclusion, and associated processes, will be managed in accordance with the latest CAST policy on Exclusions.

Electronic devices

- The use of all phones, electronic communication devices and accessories during the school day is **forbidden**.
- No such devices may be used on the school’s campus – this includes before and after school hours.
- The School *strongly recommends* that such items are **not** brought to school, and will not investigate extensively if an expensive item is lost, damaged or taken.
- If a student insists on bringing a phone to school then the phone must be switched off, and placed securely in their bag, *before they enter the school campus*. They may not take their phone out until they have completely left the school site. This is for health and safety reasons.
- Parents and carers seeking to contact their child during the school day *must do so via the school reception*. If the phone is seen or heard, it will be confiscated, regardless of the caller.

If a student insists on bringing such items to school, they are responsible for ensuring that they are not seen, heard or used.

Any student who does not abide by these regulations will then be treated in accordance with the below non-compliance policy. If devices are seen, heard or used, the following will occur:

- 1 They will be confiscated immediately and stored securely.
- 2 **First Confiscation:** The device can be collected by the student at the end of the day at 3.15pm.
- 3 **Second Confiscation.** The device will be returned to **parents/carers only**, who will be required to come to Reception to collect the device after 3.15pm.
- 4 **Further confiscations** will result in students having to hand in the device at the start of each day, and may require a search.

In the case of an emergency, such as a medical need, students will be given permission by a member of staff to use their mobile phone under supervision only.

The School has adopted the phrase, **‘We see it, we hear it, you lose it’**, and this is a very clear and simple message for our students to adhere to.

6.4 Stepped consequences

Staff will deal with any students who are not behaving in a way that is upholding the Catholic virtues in a consistent, calm and adult manner. Staff will take personal responsibility to follow things through with students and ensure that incidents of poor behaviour are dealt with privately. School staff will work with students to engage with staff in restorative dialogue seeking reconciliation to rebuild relationships.

In lessons, the class teacher will follow the procedures below with any student whose conduct is below our standards and is therefore hindering their own learning and/or that of the other students in the class.

Warning signals	Both verbal and non-verbal strategies may be used to subtly warn a student that they are falling short of expectations.
1st Warning	Reminder to students of the behaviour expectations.
Final Warning	Final reminder to students of the behaviour expectations.
Removal	Instruction to students to leave the lesson.

The automatic consequence of removal from lessons will be a detention to be held after school for one hour.

Students who persistently do not meet our expectations will be monitored by the Head of Department or their Head of House, as appropriate to individual cases. A Behaviour Contract may be used. This is a signed document which is completed collectively and lays out the support available to the student to correct their behaviour, as well as the expectations of behaviour going forward and the commitment of all parties to achieve this.

Students for whom there are significant concerns will be offered appropriate support to manage and modify their behaviour and may be referred to work with our Pastoral Team and/or external professionals. This might include a mentor or an Educational Psychologist, CAMHS, school counsellor, a school nurse or our local PCSO. Students requiring more intense support will be raised at our termly Support Panel meeting and a multi-agency process, which may include the EHAT framework, will be adopted. Should a parent not wish for specific support to take place, this will be logged.

For any student who breaks their Behaviour Contract and, as such, is close to permanent exclusion, the Chair of Governors will convene a Governor Panel to meet with the student and their parents/carers in a final attempt to encourage them to modify their conduct. Please note, this stage will be followed unless the breach of the Behaviour Contract is severe enough to warrant more immediate action. Our school works closely with other schools in Plymouth Local Authority and consequently managed moves, or similar shorter-term packages, may be used to give a student a fresh start in a different environment, if all other interventions have not succeeded in improving a

student's behaviour. In addition, we may refer students to alternative provision or other providers as appropriate.

8. Malicious allegations against staff

Malicious allegations can wreak havoc in a person's personal and professional life.

Where a student makes an accusation against a member of staff and that accusation is considered to have been malicious, the Headteacher will discipline the student in accordance with this policy. Depending on the seriousness of the allegation, the school may inform the Police. Additionally the member of staff's professional organisation may initiate legal proceedings. Permanent exclusion may be implemented at the discretion of the head of school.

9. Positive Handling

Who may implement positive handling?

At times, school staff may need to use positive handling of a student in order to prevent harm either to themselves, to the student, or to others. All members of the School staff may use reasonable force. This right may also apply to people whom the Headteacher has put in charge of students temporarily e.g. unpaid volunteers or parents accompanying students on school trips. Staff in our school are authorised to use reasonable force if they consider it necessary to do so. The decision on whether to physically intervene is down to the professional judgement of the staff member and should always depend on the individual circumstances.

Their decision will be informed by their reading of a 'live' situation, and they must act in the interests of preventing harm to themselves, a student and/or other students.

10. Confiscation

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning. Any items, such as chewing gum, or foodstuffs, found in students' possession will be confiscated and either retained or disposed of.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. All staff have the right to confiscate any prohibited item, electronic devices and associated items, clothing that is not school uniform including jewellery.

Such items will be confiscated, labelled and stored in a safe place. The item will be returned to the student at the end of the school day. The school is not liable for loss of confiscated items.

Exceptions to the above include material that is inappropriate or illegal for a child. Material should be referred to the HOY or a member of the SLT who will decide on the most appropriate action to take. A student might reasonably be asked to turn out their pockets or to hand over an item and the school might use its legal power to discipline if the student unreasonably refuses to cooperate. Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Certain items might be requested to be submitted to the Police.

10.1 Searching students for prohibited items

The Education Act 2011 grants authorised school staff the power to search suspected students, with or without consent, for weapons, drugs, alcohol, tobacco products, fireworks, pornography, anything that has been, or is likely to be, used to cause injury or commit an offence, stolen property or anything banned from the school. Wherever practically possible, searches will be carried out by a member of the SLT of the same sex as the student. There must also be a witness (also a staff member) and, again, if possible they should be the same sex as the student being searched.

10.2 Searching electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property. The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

10.3 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where possible or necessary, support and advice will also be sought from specialist teachers, school chaplains, parish priests, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11. Training

Behaviour training is required as part of our new staff induction, and is part of the ongoing training of staff.

Opportunities for whole school training are provided, as well as specific strategies to use with individual students which will be disseminated by Pastoral leads or the SENCO in consultation with our Educational Psychologist.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Board every 3 years. At each review, the policy will be approved by the Governing Board. This policy may be updated within three years as the needs of the school determine.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy.
- Safeguarding policy.
- Anti-bullying policy.

Appendix 1

Our behaviour policy is based on Virtue. For ease of use, staff may sometimes use contemporary language to signal the same virtue.

Positive rewards are given to students for the following;

Wisdom (Prudence):

- Working independently and with effort.
- Acting positively on feedback.
- Demonstrating a love of learning.
- Excellent work.
- Excellent effort.
- Excellent homework.
- Excellent attitude.

Courage (Fortitude)

- Making thoughtful contributions to classroom discussions.
- Answering questions with confidence.
- Showing resilience and not giving up.
- Leading in learning.
- Excellent participation during paired or group work.

Fairness (Justice)

- Being a positive role model.
- Helping others.
- Showing kind and respectful behaviour during social time.
- Showing kind and respectful behaviour during lesson time.
- Being an upstander (being someone who stands up for what is right and follows the school code of conduct)

Self-control (Temperance)

- Improving the environment.
- Being a positive ambassador for the school.
- Excellent contributions to extra-curricular activities
- Excellent attendance.
- Excellent positive mindset.
- Excellent focus and concentration.

Positive praise call home

The following are examples of non-virtuous behaviours:

Wisdom (Lack of prudence)

- Classwork concern.
- Lack of homework.
- Lack of equipment.
- Lack of PE kit.
- Lack of revision.

Courage (Lack of fortitude)

- Poor language.
- Inappropriate behaviour during lesson time.
- Inappropriate behaviour during social time.
- Defiance.
- Failure to follow instructions.
- Unkind behaviour towards others.

Fairness (Lack of Justice)

- Disrespectful behaviour towards the school environment.
- Disrespectful behaviour towards staff.
- Disrespectful behaviour towards students.
- Disrespectful behaviour towards visitors to the school.
- Disrespectful behaviour when representing the school whilst out in the wider community.

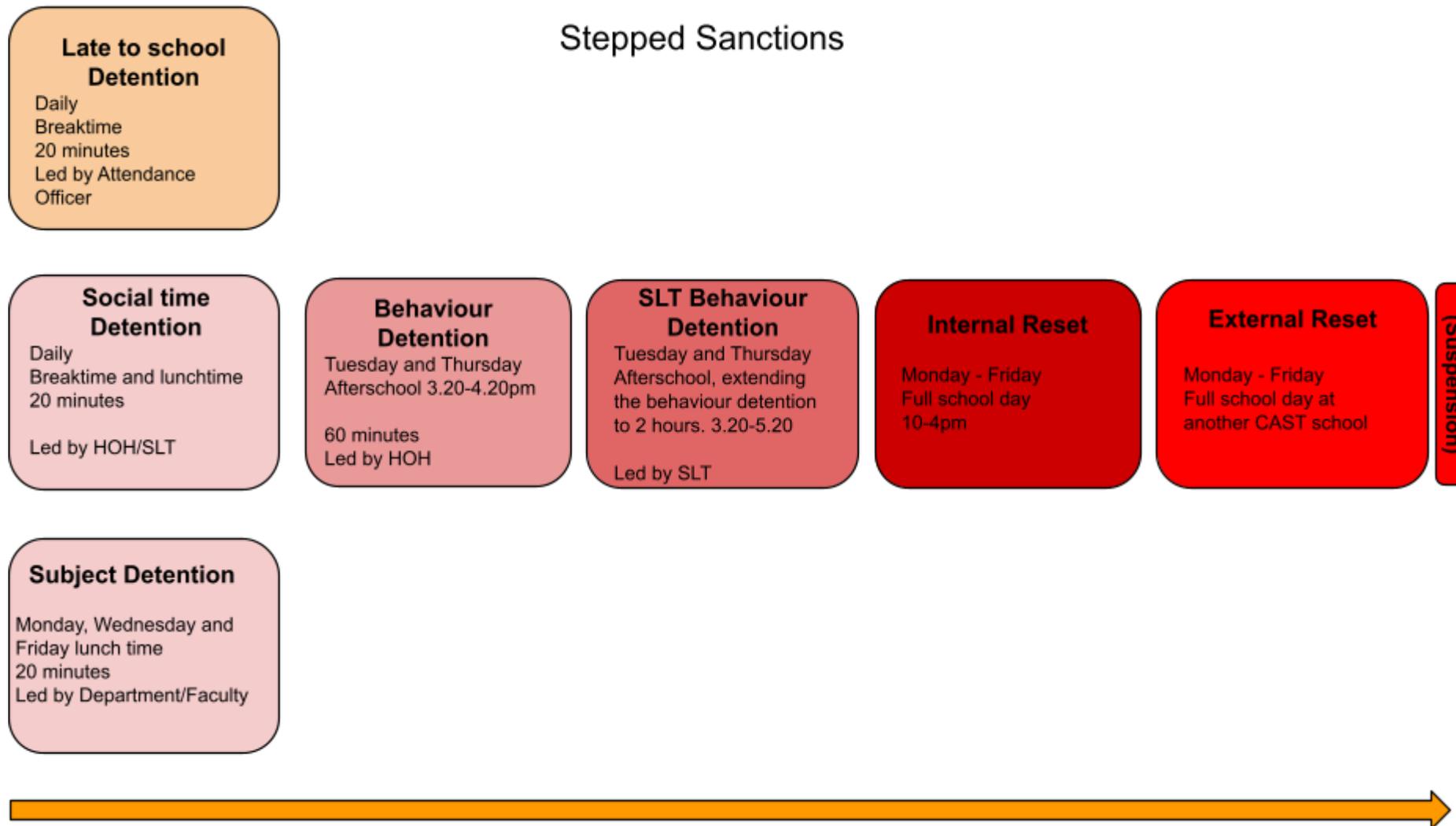
Self-control (Lack of Temperance)

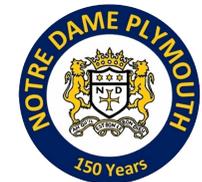
- Lateness.
- Uniform infringement.
- Mobile phone use.
- Refusal to hand mobile phone in.
- Truancy.
- Absconded from lesson.
- Unwillingness to allow others to learn by talking or interrupting the learning.

Detentions:

- Late for school 20 mins.
- Social time detention 20 mins.
- Subject detention 20 minutes (which will be broken down to individual subjects).
- Behaviour detention 60 mins.
- Behaviour detention 2 hours .
- Reset (internal seclusion) 10-4pm
- External Reset (external seclusion)

Stepped Sanctions





HOME - SCHOOL AGREEMENT

This agreement confirms a list of three-way expectations that should be adhered to as a condition of being a member of the School community. Please read through thoroughly before signing and be aware that the contents may be referred to in any communication/ meeting.

Student name: _____ **Tutor:** _____ **Date:** _____ **Year of Entry: September 2023**

As a student, I will...	As a parent, I will...	The school will...
<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ● Being kind and polite to all students and staff ● Not causing distress or hurt to anyone in the school either verbally or physically or through internet sites ● Always following the requests of a teacher or other member of staff in any educational context whether on the school site or on a school external activity <p>Be committed to my education by:</p> <ul style="list-style-type: none"> ● Always doing my best in lessons. Behaving well at all times and not acting in any way which will distract others from learning ● Always bringing my exercise books, basic 	<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ● Any written or verbal communication with members of staff <p>Be committed to my child's education by:</p> <ul style="list-style-type: none"> ● Being responsible for my child / children's behaviour in school. (The school is responsible for attempting to manage students' behaviour, but parents must be aware that they are fully responsible for all behaviour) ● Contacting my child's Tutor / Head of House whenever necessary (e.g. any worries, change of address, etc.) ● Attending parents' evenings and information 	<p>Treat all members of the school community with tolerance, understanding and respect in:</p> <ul style="list-style-type: none"> ● Any written or verbal communication with students and parents ● Be committed to your child's education by: Providing a broad and balanced curriculum and extra-curricular activities suitable for all academic levels, which develops moral and spiritual values ● Ensuring that a daily act of worship is undertaken ● Ensuring that students are provided with an ambitious curriculum which is delivered through high quality teaching and learning ● Ensuring that homework will be set and

<p>equipment and PE kit to lessons</p> <ul style="list-style-type: none"> • Completing lesson prep tasks and handing in all homework assignments on time • Attending school / lessons / assemblies on time • By remaining on the school site as required • Doing what I can to stay safe and look after my health including going to the Student Services if I need first aid and carrying/taking medication if required • Doing what I can to keep other members of the school community safe including paying attention when information is being given about others' medical conditions and needs and informing a member of staff if others are taken ill. <p>Be a good ambassador for the school by:</p> <ul style="list-style-type: none"> • Always wearing the correct uniform as described in the uniform policy. • Looking after the school environment, not causing damage, dropping litter or bringing chewing gum into school • Not bringing expensive or banned (prohibited) items into school • Reading and understanding the school behaviour policy and abiding by that and this agreement • Ensuring that anything I post or contribute to social media is sensible, age appropriate and kind to my peer and members of our community 	<p>evenings</p> <ul style="list-style-type: none"> • Supporting the school's detention system, including break time, lunch time, after-school and Reset and external Reset. • Ensuring my child attends school regularly and punctually • Using the ClassCharts app to contact school by 8.00am on each day of absence • Not taking holidays in school term time • Monitoring my child's use of mobile phone and social networking sites and dealing with any associated issues • If my child suffers from any medical conditions, providing the school with all relevant information about the conditions, agreeing an Individual Healthcare Plan, providing up-to-date medication and complying with First Aid and Support for Pupils with Medical Conditions Policy. • Comply with the 'Children missing in education' guidance by informing the school of plans to change school <p>Ensure my child is a good ambassador for the school by:</p> <ul style="list-style-type: none"> • Ensuring that my child always wears the correct uniform as described in the uniform rules with the understanding that they will be sanctioned if they are incorrectly dressed and without a note • Reading and understanding the school behaviour policy and supporting the school in the implementation of it and the school rules • Supporting the Catholic ethos of the school • Accessing and monitoring ClassCharts to support their learning as required. 	<p>checked regularly</p> <ul style="list-style-type: none"> • Ensuring a high standard of pastoral care whilst in the confines of the school or on educational visits • Ensuring that parents are informed of any issues through the yearly and termly reporting system and standard disciplinary procedures (see Behaviour Policy) • Ensuring that all staff continue to develop professionally through engagement with appropriate high-quality training and support. • Providing first aid and support for pupils with medical conditions as stated in the First Aid and Support for students with Medical Conditions Policy and agreed in Individual Healthcare Plans.
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