



CARDINAL NEWMAN  
CATHOLIC SCHOOL

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Reviewed by: *Dr. J Kilmartin*

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2019*

**Behaviour  
Management  
Policy**

# Cardinal Newman Catholic School

## Behaviour Policy and Code of Conduct

### **Introduction**

*"Catholic schools, while providing a quality education, hold up Christian values to children, inviting them to build their own lives on them. Teaching these values, for those who know how to accept and live them consistently, yields highly positive results - as experience confirms - at the personal, family and professional levels."* (Pope John Paul II, address to teachers and students 23rd February 1997)

The Behaviour Policy at Cardinal Newman Catholic School is a fundamental aspect of the life of the school, and the way it is implemented is a vitally important part of the formation offered by the school to its students. The policy sets expectations for our students and staff which are rooted in Christian values. In particular, this policy is founded on the importance of personal responsibility and the need for justice, but it also facilitates healing and reconciliation.

This policy is for all staff, parents/carers and students. As a Christian school it is up to us to set a clear example to all our students and this is of vital importance in the area of behaviour management. We should ensure that we set very high standards and help students to achieve them. We need to challenge inappropriate behaviour instantly while at the same time always maintaining both our own and the student's dignity. All aspects of this policy can be used by all staff in the school.

This school believes that good behaviour is essential for students to learn and make progress. We believe that all learners have the right to be educated in an environment free from all disruptive behaviour, no matter how minor or serious.

The management of student behaviour is the responsibility of all staff at all times. All students are required to abide by the code of conduct and parents/carers are required to support the school in managing their child's behaviour.

This policy has been produced with regard to the following guidance from the Department for Education:

1. Behaviour and discipline in schools. Advice for head teachers and school staff. February 2014
2. Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion. 2012
3. Alternative Provision. Statutory guidance for local authorities. January 2013

As a Catholic Christian school we are committed to promote a learning culture of mutual respect, which allows all to achieve their full potential. The school recognises that all members of its community have rights and responsibilities which we as a school are determined to safeguard.

The school's Behaviour Policy is designed to strengthen communication between parents/carers, teachers and students to support the school's commitment to learning and to reinforce the school's Catholic values. The school insists all its members feel safe and valued.

## Aims

- To encourage behaviour that supports learning and discourages behaviour that impedes learning.
- To encourage students to respect the rights of others to learn, feel safe and be treated with respect.
- To enhance students' self-esteem and to develop their ability to take responsibility for their own behaviour.
- To build positive relationships within the school community.

## Objectives

- To ensure that consequences are fairly and consistently used to reinforce positive behaviour and discourage negative behaviour.
- To foster and further strengthen the home school partnership.
- To ensure support systems are in place for students and for staff.

## Key Principles

### **We believe that the following factors promote positive behaviour:**

- A positive school ethos in which adults promote positive relationships based on trust and respect.
- There is a structured, well ordered environment in which there are clear expectations of students.
- Adults have high expectations of students.
- Teachers plan learning experiences for students that are matched to their needs.
- The curriculum is delivered in a stimulating and motivating way that engages students with a variety of learning styles.
- Adults are positive role models for students.
- Students are encouraged to take responsibility for their own behaviour.
- Sanctions for challenging behaviour are fair and consistently applied.
- Students' positive behaviour choices are reinforced and rewarded.
- Students are supported in resolving differences and conflicts.
- Students are supported in developing alternative strategies to change negative behaviour patterns.
- School staff and parents/carers work together to address difficult and challenging behaviour.
- The 'Language of choice' can be effectively used to promote good behaviour.

## Sanctions

The school is able to use the following sanctions in response to poor behaviour and breaches of the code of conduct. All school staff and non-paid adults (e.g. beginning teachers) have access to sanctions which must be used reasonably, proportionately and fairly. The penalty must be reasonable taking into account the student's age, any SEND, disability and any religious requirements affecting them. The Principal will decide the appropriate level of sanction in the event of poor behaviour and provide guidance to staff through training and custom and practice. Some sanctions are only available to middle leaders and senior leaders. Only the Principal may exclude unless that power has been delegated in the Principal's absence.

Staff have authority to discipline a student at any time the student is in school or elsewhere under the charge of staff e.g. on a school visit or otherwise outside of school.

- Verbal reprimands and non-verbal cues
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishments, such as lines and essays
- Loss of privileges
- Break time withdrawal

- Restorative justice
- Lunch time detentions (time will be allowed to eat and use the lavatory)
- Awarding negative points – see negative points protocol
- Detentions – see further information below
- School based community service or imposed tasks – such as picking up litter, clearing up the Dining Hall, cleaning graffiti, filling envelopes etc.
- Being placed on report or spot checks, including early morning reporting
- Isolation (IEU withdrawal from lessons) for any reasonable length of time
- Education in an alternative setting (alternative provision) either part or full time
- Fixed term exclusion
- Permanent exclusion

### **Recognition and Rewards**

- Students should receive a 3P+ achievement recognition in each lesson if they are polite, prepared and punctual.
- Students are rewarded when they pass positive point thresholds.
- Rewards are selected in consultation with the Student Council.
- Achievement points may be used to determine attendance on school educational visits and selection for students' positions of responsibility (prefects, buddies).

### **Detentions**

Staff have the authority to issue detentions, including detentions outside of normal school hours, as a sanction. Detentions may be given on:

- Any school day where the student does not have permission to be absent
- Non-teaching days, usually referred to as INSET days
- Weekends, except the weekend preceding or following a half term break

All members of staff may issue detentions of up to 30 minutes on normal school days. Longer detentions, those at weekends and on non-teaching days may be issued by Subject Leaders, Pastoral & Progress Leaders and the leadership group.

Parental consent is not required for detentions.

Persistent disruptive behaviour and missed detentions will result in a same day 20 minute detention served in the Octagon.

Detentions outside of school hours should not be used where doing so would knowingly compromise the student's safety. Detentions should be used reasonably, proportionally and fairly.

### **Isolation and IEU**

Cardinal Newman Catholic School can place disruptive students into isolation away from other students for a fixed period of time either as a sanction or to allow an incident to be investigated. Isolation may only be authorised by Pastoral & Progress Leaders and members of the leadership group. Isolation is a vital aspect of managing student behaviour and as a tool for avoiding exclusion from school. It is for the Principal to decide the length of time a student may be isolated for and what a student may do during their time in isolation. If a student refuses to be isolated then exclusion is likely to be the only option left open to the Principal. Parental consent is not required for isolation to be used. An isolation protocol is available for staff and will be updated at least

annually and students will receive 1 and 2 days in the IEU for accruing 15 and 20 negative points respectively in an academic term.

### **Confiscation of items**

The legal **general power to discipline** in schools enables members of staff to confiscate, retain or dispose of a student's property as a punishment so long as it is reasonable in the circumstances. The law protects staff from liability to loss or damage of any confiscated items provided they have acted lawfully. School staff have the power to search for 'prohibited items' (see guidance) without consent. If any prohibited items are found they should be handed to the Principal who will determine what must be done with the items. If food or drink is confiscated it will be disposed of for health and safety reasons. The Principal, acting in accordance with their legal obligations, may arrange for items to be handed over to the police.

### **Behaviour outside of school**

The law allows school staff to discipline students for misbehaving outside of the school premises to such an extent as is reasonable. The school's good reputation depends on students representing the school well and behaving well in public. As such we expect all students to take pride in their school and behave appropriately outside of school, to the same standards that are required inside school. Staff may discipline students for misbehaviour when they are:

- taking part in any school organised or school related activity
- travelling to and from school
- wearing school uniform *or*
- in some way identifiable as a student of the school. This includes when using social media or the internet and students should take great care to ensure that any inappropriate social media usage cannot in any way be linked to the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another student, member of the school or member of the public
- could adversely affect the reputation of the school

In all cases a student may only be disciplined on the school premises or elsewhere when the student is under the lawful control of school staff e.g. on an educational visit.

### **Alternative provision**

Cardinal Newman Catholic School can place students either full-time or part-time in an alternative educational setting, with or without parental consent although we will always seek to work with parents/carers. If a parent/carer refuses to send their child to alternative provision or the child does not attend, exclusion may result.

As a maintained school it will have regard to the statutory guidance on alternative provision as an example of good practice. Alternative provision is a vital tool in managing behaviour, ensuring students can be educated in a disruption free environment and avoiding exclusion. We will use alternative provision for exclusion longer than five days, 'respite' placements (usually of around 6 weeks duration) or as a permanent alternative education strategy. Students placed in alternative provision remain on the school's roll and the school remains responsible for their educational progress and welfare. The use of alternative provision should be reasonable, proportionate and fair taking into account the needs of the individual student and other members of the school.

Alternative provision should not be seen or portrayed as a punishment, it is used to provide an appropriate educational pathway for each individual learner.

## **Exclusion**

Cardinal Newman Catholic School will have regard to the statutory guidance: *Exclusion from maintained schools, Academies and pupil referral units in England*. A guide for those with legal responsibilities in relation to exclusion. 2012. Any guidance on the law issued by the Secretary of State and to which the school must 'have regard' can neither remove, confer nor fetter the school's legal powers.

Exclusion from school is a serious act and the decision to exclude must be lawful, reasonable and fair. The school believes that exclusion is a vital tool in managing behaviour and acknowledges that the government supports head teachers in using exclusion as a sanction where it is warranted. Parents have the right to appeal against any exclusion decision in accordance with the statutory guidance.

The Principal (or acting Principal) is the only person who may authorise exclusion from school and this must be done on disciplinary grounds.

Notification of an exclusion will be made prior to exclusion and electronic confirmation of this will notify the student's parents/carers of the days on which they must ensure that the student is not present in a public place at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parents/carers who fail to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The Principal must notify the parents/carers of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session.

## **Fixed term exclusions**

A student may be excluded for up to 45 days in a single academic year. A student may be excluded for a fixed term for a one-off offence at the Principal's discretion or for persistent breaches of the code of conduct, usually but not exclusively when a student has accrued 25 negative points in an academic term. The latter is justified on the basis that a student has persistently breached the code of conduct and all other sanctions and interventions have proved ineffective.

Fixed term exclusions may be extended or converted to a permanent exclusion. Students may be excluded during the lunchtime period if the Principal believes this is justified and behaviour outside of school can be considered as grounds for exclusion.

## **Permanent exclusions**

The decision to permanently exclude is a serious one and is for the Principal to take. The decision to permanently exclude should only be taken in response to a serious breach, or persistent breaches, of the school's Behaviour Policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Permanent exclusion is usually a last resort and other options to avoid permanent exclusion will usually be considered such as a managed move or alternative provision. However, it is for the Principal to decide if permanent exclusion is justified based on the circumstances of the case. One-off offences that put other members of the school at risk such as serious violence, supplying illegal

substances, carrying a knife or other offensive weapon, carrying fireworks and violence or threats of violence towards staff are likely to result in permanent exclusion.

The decision to exclude for persistent breaches of the Behaviour Policy is for the Principal to take based on the circumstances and when other sanctions and strategies have been exhausted. If a student receives 4 fixed term exclusions in two years or 6 fixed term exclusions in their school career, the Principal will consider permanent exclusion for persistent breaches of the Behaviour Policy. This is not prescriptive and the Principal may decide to permanently exclude at any time if they believe it is justified, likewise the Principal may also allow a student to remain in school if they have reached these thresholds in exceptional circumstances.

### Sanctions relating to drugs

Students who bring drugs, alcohol or other illicit substances into school or Newman College should expect the severest of sanctions especially if they use these substances in the school/college or supply or share with others.

Bringing substances and paraphernalia into school will result in a **minimum** sanction of a fixed term exclusion (usually 5 days) and students are at risk of permanent exclusion. The Police and RUOK will be contacted on every occasion.

If a student supplies/shares with another student or if they are in possession of a quantity that in the balance of probabilities suggests this to be the case then they will be permanently excluded.

This rule applies to all students during the school and college day, whether they are on or off the school premises. It also applies to students on all school or college trips and visits.

Below is a list of the type of offence which will mean a student is either subject to a fixed term or permanent exclusion. This list is not exhaustive and is designed to act as a guide.

Fixed Term Exclusion	Permanent Exclusion
Possession of a small amount of drugs clearly for personal use only	Use of drugs on school premises
Possession of a small amount of drugs during off site school activities and visits	Use of drugs during off site activities or visits or when the student is identifiable with the school or Newman College
Possession of drug paraphernalia e.g. small plastic bags, grinders, bongs etc.	Possession of a larger quantity of drugs which indicates an intention to supply others
Being under the influence of drugs or alcohol during the school day or during off site school activities and visits	Supplying drugs to others on school premises
	Supplying drugs to others during off site school activities or visits

Where permanent exclusion is designated as the appropriate sanction an alternative will only be considered in very exceptional mitigating circumstances as determined by the Principal.

## The negative point protocol

Negative points may be awarded for breaches of the school's code of conduct. Negative points are NEVER awarded for: truancy, forgetting equipment, lateness, uniform infringements, poor work, incomplete work/homework or any other organisational issue although the incidents are recorded.

The broad categories of offences that lead to negative points are (the list is not exhaustive):

- Persistent disruptive behaviour
- Missed detention
- Fighting and violent behaviour
- Cussing or verbal abuse
- Bullying, including cyber bullying (see Anti-Bullying Policy)
- Rudeness or arguing back with a member of staff
- Graffiti/vandalism
- Deceit
- Threatening behaviour towards staff or students
- Poor corridor behaviour or behaviour outside of school
- Removal from class
- Racial abuse
- Homophobic abuse
- Abuse on grounds of disability or learning difficulties
- Abuse on grounds of religious beliefs
- Dangerous behaviour
- Swearing
- Defiance
- Illicit substances
- Poor playground behaviour

Any negative point or negative incident, including those that do not carry negative points, leads to a same day senior staff detention. The following actions occur at the stated negative point thresholds.

### 10 Point intervention – Form tutors

1. Inform parents/carers that the student has reached 10 points by email or phone call and log as a pastoral intervention
2. Describe types of behaviour, for example persistent disruptive behaviour
3. Remind that negative points are issued following removal of positive point and three subsequent warnings
4. Next intervention at 15 points will be a meeting with the Pastoral & Progress Leader and one day in Isolation IEU Room. Meeting to be recorded and isolation logged on SIMS
5. Remind parents/carers about Firefly

### 15 Point Intervention – Pastoral & Progress Leader parental meeting and 1 day in Isolation Room

1. Review behaviour using comments from SIMS – copy to parents/carers
2. Discuss academic progress (from mark sheets in SIMS/teacher comments)
3. Discuss attendance and punctuality
4. Describe the impact of good behaviour and good attendance on attainment and progress. Link to high expectations
5. Reaching 15 points requires a referral to the Pastoral Meeting to ensure intervention is in place or needs to be reviewed

6. If the student is already working with Inclusion Department inform parents/carers of current interventions (can be found in SIMS SEND provisions record)
7. Next intervention at 20 points is two days in isolation
8. Remind parents/carers about Firefly to track behaviour

### **20 Point Intervention – 2 days in Isolation Room - Pastoral & Progress Leader**

1. Add Isolation note to SIMS
2. Parents/carers informed of isolation

### **25 Point Intervention – 1 day fixed term exclusion for persistent breaches of the school's Behaviour Policy - Senior Leadership Team**

1. Review behaviour using reports from SIMS and general trends – copy to parents/carers
2. Discuss academic progress (from mark sheet in SIMS)
3. Discuss attendance and punctuality
4. Describe the impact of good behaviour and good attendance on attainment and progress. Link to high expectations
5. Review provision from the Inclusion Department and discuss pastoral interventions, extra-curricular activities
6. Remind parents/carers about Firefly

If a student reaches 35 negative points it may result in a 2 day fixed term exclusion.

### **Actions to be taken on exclusion and topics to be discussed with parents/carers at post-exclusion meetings**

#### **1<sup>st</sup> Fixed term Exclusion:**

- Impact on learning and explain exclusion stays on record
- Review sanctions already put in place and any support given to the student
- Discuss the ethos of the school and expectations for student's behaviour
- Referral to SENDCO for possible SEMH concerns

#### **2<sup>nd</sup> Fixed term Exclusion:**

- Impact on learning and concern over second exclusion and that student is not behaving within the school rules
- More detailed review of sanctions and interventions in place for student
- Discuss alternative provision options
- Explain that 6 exclusions, or 4 exclusions in two years, may result in permanent exclusion

#### **3<sup>rd</sup> Fixed term Exclusion:**

- More detailed review of sanctions and interventions in place for student. Production of a Pastoral Support Plan, Progress Plan or IEP
- Where appropriate arrange alternative provision. Including:  
KS3 Respite, KS4 Respite  
KS4 City College placement, Connected Hub or PRU referral
- Explain that 6 exclusions, or 4 exclusions in two years, may result in permanent exclusion

#### **4<sup>th</sup> Fixed term Exclusion:**

- Persistent defiance of school rules and Behaviour Policy
- Serious concern and discuss whether student is beyond our care and control

- Alternative provision and possibility of permanent exclusion discussed in more detail
- Explain that 6 exclusions, or 4 exclusions in two years, may result in permanent exclusion
- Where there have been 4 exclusions in two years, decision may be taken to confirm alternative provision or permanent exclusion
- A decision to confirm alternative provision involves a meeting with the Principal or other senior leader

#### **5<sup>th</sup> Fixed term Exclusion:**

- Alternative provision
- Explain that 6 exclusions may result in permanent exclusion
- Where there have been 4 exclusions in two years, a decision may be taken to confirm alternative provision or permanent exclusion

#### **6<sup>th</sup> Fixed term Exclusion:**

- Decision may be taken to confirm alternative provision or permanent exclusion (where alternative provision is refused or not attended, permanent exclusion may result)

## Code of Conduct

### **At Cardinal Newman Catholic School we believe that:**

- Everybody has the right to feel safe and be safe
- Everyone has the right to dignity and personal respect
- All teachers have the right to teach
- All students have the right to learn

### **Classroom rules**

**We have a set of basic classroom rules that all students are required to follow and are based on the expectation that students are polite, prepared and punctual at all times.**

### **Students will**

#### **At the start of the lesson:**

- Arrive punctually
- Enter the classroom in an orderly manner and take coats and bags off
- Take out books, basic equipment and planner/handbook and put bags away

#### **During the lesson:**

- Follow the teacher's instructions
- Listen in silence when either the teacher or another student talks to the whole class
- Put maximum effort into their work, work sensibly with classmates and avoid distracting others in the class
- Keep hands, feet and negative comments to themselves
- Request a note in their planner/handbook from the teacher if it is necessary to leave the lesson. Students will be challenged and sent back to class if they do not have one

#### **At the end of the lesson:**

- Keep working until the teacher tells them to pack away
- Leave the room tidy, place chairs under tables and stand behind their chair waiting to be dismissed
- Leave the room in an orderly fashion when dismissed by the teacher

**If a student follows these basic classroom rules they will be awarded a 3P+ achievement point.**

### **Classroom sanctions**

Any student who chooses not to follow the basic classroom rules will be subject to the following sanctions:

1. Removal of 3P+ point
2. Reminder: a warning, either verbal, non-verbal or written
3. Record: a negative point, which automatically triggers a same day detention

Any further poor behaviour could result in removal from the lesson via our 'on call' system which is a serious disciplinary offence. One or more stages can be omitted if it is justified.

## **Negative behaviour**

The broad categories of offences that lead to negative points are (the list is not exhaustive):

- Persistent disruptive behaviour
- Missed detention
- Fighting and violent behaviour
- Cussing or verbal abuse
- Bullying, including cyber bullying (see Anti-Bullying Policy)
- Rudeness or arguing back with a member of staff
- Graffiti/vandalism
- Deceit
- Threatening behaviour towards staff or students
- Poor corridor behaviour or behaviour outside of school
- Removal from class
- Racial abuse
- Homophobic abuse
- Abuse on grounds of disability or learning difficulties
- Abuse on grounds of religious beliefs
- Dangerous behaviour
- Swearing
- Defiance
- Illicit substances
- Poor break time behaviour

## **Behaviour outside the classroom**

Students must:

- Move quietly about the school, always walk and keep to the left in corridors and on the stairs
- Help keep the school clean and not drop any litter
- Keep hands, feet and personal comments to themselves
- Not shout, make loud noises, run or behave boisterously in the corridors
- Have a note in their planner/handbook if they are allowed out of a lesson
- Hold doors open for staff and never play with doors or slam them

## **Behaviour during Break times**

Students must:

- Behave sensibly at all times. Excessively boisterous behaviour and 'play fighting' is not allowed
- Keep away from the school minibus
- Not enter the school building during break and lunch unless they are going to the Dining Hall, designated areas, toilets or have an appointment with a member of staff. During wet breaks students should go to their designated areas. Year 11 have access to their Common Room and to designated class rooms
- Follow the instructions of any staff on duty
- Not run around in a way that could be dangerous to other users of the playground. Even if ball games are being played you must respect others' personal space and be responsible for own actions

## **Behaviour in the Dining Hall**

Students must:

- Queue up sensibly and quietly in the designated place, never pushing in
- Behave sensibly at all times. No shouting or running is allowed
- Top-up their account only at the designated time
- Clear their tables after they have eaten and take dirty plates and cutlery to the collection point
- Follow the instructions of duty staff and catering staff at all times
- Leave the Dining Hall when they have finished eating
- Not take any open food or drink outside of the Dining Hall
- Not bring fast food into the Dining Hall, packed meals are allowed

## **Behaviour outside of school**

Students must:

- Remember that the school's reputation depends on the way they behave and that their behaviour in public must be of the same high standard that we expect in school
- Wear correct school uniform to and from school
- Use public transport sensibly and be respectful of members of the public
- Follow the instructions of any staff they encounter outside of school
- Make their journey home immediately after leaving the premises. They are not to wait for friends in the environs of the school or at the bus stops

## **Out of bounds**

The following areas are out of bounds to students at all times unless otherwise stated:

- Any area marked out of bounds
- Any rooms that are not supervised by staff
- The reception area unless students need to speak to the receptionist or have a note from a member of staff
- All staff and visitor toilets
- Students are not to be on site after 3.30pm unless they are in an activity supervised by staff

## **Property**

### **Mobile Phones**

- We accept that students will bring mobile phones to school but they must not be seen or heard anywhere on school premises at any time, including before and after school. If a student chooses to bring a mobile phone into school we accept no responsibility for it and recommend they only bring an inexpensive one on a pay as you go tariff. Mobile phones may be confiscated by staff. Parents/carers will need to come to school to collect the phone or give written authority in a student's planner/handbook for the phone to be returned.
- Hats and hoods must never be worn in the building. Baseball caps are never allowed.
- Students must carry their planner/handbook and a reading book/e-reader with them at all times.
- Valuable items and cash should not be brought into school and we accept no responsibility for them.
- Headphones must not be worn anywhere on the premises.
- No items may be sold or bartered on school premises. If a student is suspected of selling, the contraband will be confiscated and a sanction given.
- We have a zero tolerance approach to knives, other offensive weapons and fireworks. Any student who brings one of these items to school is at risk of permanent exclusion.

## **Forbidden items**

The following items are not allowed in school at any time (the list is not exhaustive):

Knives and other offensive weapons; fireworks; alcohol; cigarettes/tobacco/lighters/matches/any smoking devices (including e-cigarettes and shisha); drugs (medication should be given to the school office); chewing gum; permanent marker pens; spray paint; glass bottles; large quantities of cash; pornographic or offensive material; any other item that is not appropriate in a school environment or could cause harm or offence to members of the school community.

## **Food & Drink**

### **What is allowed?**

- Packed lunches and snacks may be consumed in the Dining Hall or playground, ONLY food and drink purchased in the Dining Hall may be consumed in the Dining Hall
- Drinks that are compliant with government school food standards and in a carton or plastic container
  - Water and naturally flavoured water
  - Fruit juice or juice based drinks
  - Milk based drinks
  - Some diet drinks but not those below

### **What is not allowed?**

- Fast food/takeaway food must not be brought onto any part of the premises
- Drinks in glass bottles
- Drinks that are not compliant with government school food standards, for example:
  - Sugary fizzy drinks
  - Colas (unless fruit based)
  - Energy/stimulant drinks
  - Products that contain caffeine
- Large quantities of sweets, crisps, biscuits (i.e. not greater than a regular bar of chocolate or a small packet of crisps, no family size or multi-packs are allowed)

### **General rules**

- No open food or drinks may be removed from the Dining Hall. Students may buy sandwiches during break to eat later but they must remain unopened and in the student's bag
- No open food or drinks in the corridors/classrooms (water may be allowed at a teacher's discretion)
- Students who eat or drink in the corridors will receive a negative point
- Dropping litter is an offence. It must be disposed of in one of the many litter bins around school
- No chewing gum anywhere on the school site
- The Principal will be the final judge of what is acceptable and what is not
- Any food and drink breaching the rules will be confiscated and disposed of for hygiene and health and safety reasons

## **School Uniform & Appearance - Please refer to the Uniform Policy for more details**

We expect all students in Years 7 to 11 to wear the school uniform, which is both smart, practical and neither expensive nor elaborate. We expect the support of parents/carers in ensuring that students take a pride in their personal appearance whilst at school and on their way to and from school. We do not allow hoods or hats to be worn in any building, coats should not be worn in lessons and no hoodies are allowed on site.

- Hair must be kept clean and tidy
- Close shaving of heads is not acceptable (i.e. below a number one) and patterns are not to be shaved in to hair or eyebrows

### **Accountability**

#### **Subject teachers are expected to:**

- Supervise the movement of students between lessons
- Stand at the classroom door to greet students
- Plan lessons with a variety of activities, pace and planning for a range of learning styles commensurate with the expectations of the Cardinal 10
- List the learning objectives at the beginning of every lesson
- Make the start of lessons clear and use a strategy (starter activity) that engages students and settles the class
- Use SIMS to record attendance, punctuality, positive and negative behaviour each lesson
- Use the school's system of consequences for positive and negative behaviour and implement it fairly and consistently
- Ensure rules and sanctions for classroom behaviour are clear to students. These should be displayed clearly in the classroom
- Implement strategies for students with Special Educational Needs and Disability
- Ensure that any student allowed to leave the class during a lesson has a note (preferably) in their planner/handbook

**N.B. Permission to leave a lesson should only be granted in exceptional circumstances.**

#### **Subject Leaders are expected to:**

- Monitor members of their department's use of the school's system of consequences for positive and negative behaviour
- Support subject staff in managing student behaviour
- Act on data and trends identified
- Devise withdrawal and parking facilities within subjects where reasonably practicable

#### **Pastoral & Progress Leaders are expected to:**

- Monitor, review, reward and sanction students who reach positive and negative points thresholds
- Encourage a positive ethos centred on achievement, good behaviour and good progress

#### **Form Tutors are expected to:**

- Inform students of their positive and negative points totals
- Monitor, review, reward and sanction students who reach positive and negative points thresholds

#### **Parents/carers are expected to:**

- Teach their children to behave in an acceptable manner
- Support the school in maintaining a positive ethos in which good behaviour is the norm
- Work in partnership with the school
- Regularly check Firefly to monitor their child's behaviour
- Attend meetings convened to discuss behaviour and progress

**The Principal is expected to:**

- Ensure that the policy is implemented and report to the governors on its impact
- Carry out the statutory duties of the Principal with regard to behaviour and exclusions as defined by the DfE

**The Governing Body is expected to:**

- Carry out the statutory duties of the Governing Body with regard to behaviour and exclusions as defined by the DfE

**Monitoring and Evaluation**

- The Raising Standards Leader responsible for behaviour will evaluate and review the impact of this policy by analysing data by year group, incidents and significant group trends