

# St Richard's Catholic College

## PASTORAL CARE & BEHAVIOUR MANAGEMENT POLICY



The Policy was approved by the Governing Body: September 2018

Chair of Governors: \_\_\_\_\_

The Governing Body will review the policy in September 2019



## **MISSION STATEMENT**

*Comitas, Caritas, Scientia*

*St Richard's Catholic College is a community where all are welcomed in the spirit of Christian love and respect.*

*Our school encourages the wonder and joy of learning in order to ensure that every pupil reaches their full potential.*

*We enable all to flourish and grow together in friendship and in faith.*

*We aspire to be courageous, having the integrity and the spiritual strength to make a positive difference in the world, both now and in the future.*

*We endeavour to cherish our school motto of Community, Charity and Knowledge.*

'I have come so that all may have life, and have it to the full.' (John 10:10)

At the very heart of our pastoral care policy is our mission statement. We set out to ensure that our community is a place where all are welcomed in the spirit of Christian love and respect.

Pastoral care at St Richard's is about ensuring that every pupil can reach their full potential and that everything that is possible is done to remove barriers from learning; to enable each child to flourish and to support our young people during points in their life when difficulties occur.

Our aims are as follows:

- To ensure ours is a happy community where every pupil can learn, reach their potential and exceed their expectations.
- To ensure an atmosphere of calm, productivity and support in which every pupil is able to embrace academic challenges that allow them to reach greater heights in their learning.
- To encourage in pupils self-discipline, self-motivation, self-confidence and independence so that they are able to make not only a difference to their lives but to the lives of others, both now and in the future.
- To work with our pupils on character education and leadership skills so that they are ready to embrace all the challenges life holds for them.

At St Richard's we have a strong pastoral care team of five pastoral leaders, five SEN year co-ordinators, the SENCO, local clergy, Lay Chaplain and other members of staff focussed on improving the opportunities of our young people through pastoral support.

We have a clear sanction and reward system in place to ensure a happy, lively and purposeful school, in which all can learn to the best of their abilities. Our community expectations are shared with all pupils and parents and are not open to interpretation. We constantly review ways of working in partnership with parents/carers to fully communicate and work together for the good of each child who comes to St Richard's.

We have the highest expectations of our pupils because we believe them to be capable of great things. At the same time we recognise that some young people may need more tailored help to guide them through a particular problem or time in their lives. When this happens we have a range of professionals who come into school to offer this support.

- Counsellor
- School Nurse Service
- Behaviour & Attendance officer (ESBAS)
- Youth Offending Team (YOT)
- Substance misuse service
- Family key workers

- Social workers
- CAHMS (including CAMHS liaison)
- Emotional Health and Well-being Team
- Occupational Therapist
- Speech and Language Therapist
- Educational Psychologist

We endeavour to build strong working relationships with such professionals, in order to work collectively and clearly to achieve the very best for our young people.

We also have many in-house support workshops from anger management to social use of language groups. We have an excellent bereavement support group run by trained members of staff called 'spectrum.'

## **THE MANAGEMENT OF PUPIL BEHAVIOUR**

In our Mission Statement we commit ourselves to providing a community where all are welcomed in the spirit of Christian love and respect. St Richard's must be a community which enables every child to flourish and reach their full potential. We believe that every child's right to learn without hindrance must be safeguarded and we aim, in partnership with parents and carers, to help our pupils learn self-discipline, and consideration for others to ensure they take responsibility for themselves and their actions both within the community and outside in the local community.

Staff are encouraged to reward outstanding examples of academic work or citizenship by recording these on the 'Edulink' on-line platform to be shared with pupils and parents. We are introducing a new rewards system in September 2018 to motivate pupil behaviour and reward those who give above and beyond.

Promotion of Values associated with Modern-Day Britain:

The school promotes an understanding and respect for the following institutions which, though not exclusive to the UK, may be seen as intrinsic "British Values"

- Democracy in national and local politics
- The rule of law
- Individual liberty linked to individual responsibility
- Mutual respect
- Tolerance and respect for those of different faiths and beliefs

The school will seek to address concerns where such core freedoms are, in anyway, undermined or diminished, to the detriment of others. This will be achieved through:

- Creating a safe place for dialogue
- Equipping young people with the skills and knowledge to recognise difference
- Teaching citizenship
- Seeking opportunities throughout the curriculum to identify the spiritual, moral, social and cultural implications of the curriculum

## **Community expectations**

1. The fundamental principle of our Code of Conduct is "respect for a person and respect for a person's property". This means that pupils should:
  - a exhibit respect to staff and peers
  - b be responsible for themselves in terms of organisation, uniform, homework etc.
  - c respect and not interfere with another person's property, belongings or education.

2. Individual teachers exercise their professional judgement in ensuring that the code of conduct is upheld. Every effort is made to ensure consistency, otherwise there may seem to be bias, favouritism, lack of fairness or injustice.
3. Specific rules and regulations are drawn up, evaluated and modified from time to time and it is the responsibility of **all staff** to enforce these, for the benefit of the community, and communicate their actions as appropriate.
4. As a Catholic college, we expect pupils to be guided by Christian principles in their words and actions and to show respect and concern for the wider community. This in turn may involve various forms of community service and positive action for charity.
5. It is essential that all staff supervise and monitor behaviour in corridors, the dining area and the school playgrounds to ensure all pupils feel safe and secure.

### **Classroom Code of Conduct**

Pupils will:

1. attend class promptly, with the correct books and equipment
2. enter and leave the classroom in a quiet, orderly manner
3. settle down to lessons quickly, respecting the right of other pupils to
4. listen and work
5. exercise tolerance of one another, especially when personal opinions are expressed
6. respect the classroom environment and leave the room clean and tidy
7. abide by the rules of the community as outlined in the journal.

The above Code of Conduct should be displayed in every classroom and referred to regularly.

## Community Expectations

The college rules are as detailed below:

### Conduct and Discipline

Every organisation needs rules to run efficiently and effectively. At St Richard's we have in place a strict Code of Conduct. This enables us to safeguard the right of every child to learn without hindrance. It also ensures our pupils learn self-discipline and the need to take responsibility for themselves and their actions. These are lessons that will serve them well through life. The basic principle of the Code of Conduct is 'respect for the person and respect for a person's property'. Pupils must:

- Show respect to staff and their peers.
- Take responsibility for themselves in terms of learning, conduct, homework, uniform and organisation.
- Respect and not interfere with another person's property or their right to learn.
- Exercise tolerance of one another's differences.

As we are a Catholic college we expect pupils to abide by Christian principles and to show respect and concern for the wider community.

### Uniform/Appearance

- Uniform must be worn in its entirety, as per uniform list. Jumpers may be removed in the summer term, following the Principal's directive.
- Tights and socks must not be worn together. Plain black or white ankle socks for girls and black socks only for boys (no sports/ trainer socks, knee-length socks or inner shoe 'sockettes').
- Coats should be worn without badges or logos. There should be no denim, fur, suede or leather jackets or hooded sweatshirts/tracksuit tops.
- All coats must be hung on pegs or placed in lockers, not worn inside college.
- T-shirts may not be worn under white shirts.
- Skirts must be of regulation colour and knee length.
- Boys' trousers must be tailored fit (not 'skinny' fit).
- All pupils must wear black school shoes (no heels, boots, canvas or backless shoes).
- Hairstyles must be of a conventional nature. Girls' hair should be neatly tied back. Boys must have short hairstyles (minimum grade 3) above their collars and tram-lines, wedges or shaved hair are not allowed. Styling products are not permitted. Highlighting and colouring of hair for both genders is not permitted and neither are extensions. Boys must be clean shaven.
- Girls may wear one pair of plain stud earrings on the earlobe and all pupils may wear a wrist watch, but not a smart watch. No other jewellery is allowed.
- Make-up must not be worn and nail polish is not allowed.
- Uniform must be worn for official school events e.g. Prize Evening, Open Evening, Parents' Evenings, Concerts, Parish Masses.

### Substances

- Smoking/vaping/smoking e-cigarettes is not allowed on college premises or while travelling to and from college.
- No cigarettes, e-cigarettes, lighters or matches can be brought to college.
- No intoxicating substances or illegal substances can be brought into college.
- There must be no aerosols in college.
- There must be no chewing gum in college.
- Canned drinks must not be brought into college or consumed on the way to or from college.

### **Valuables**

- Electronic devices, speakers, cameras and computer games must not be brought into college or they will be confiscated. Parents/carers will be expected to collect.
- No expensive equipment should be brought into college, except for the purposes of study and only with prior specific permission.
- Large sums of money should only be brought in cases of real necessity and handed to the Finance Office for safe keeping.
- Mobile telephones are not allowed in college, except with the permission of the Principal, following a written request, when they should be handed in to Reception for safe-keeping. If a telephone is confiscated, a parent/carers will be expected to collect it. Smart watches (such as apple watches that allow access to making calls or the internet) are not allowed in college.

### **Movement around College**

- On corridors and stairs, throughout, movement should be in single file, to the right.
- Pupils must walk sensibly around the building.
- Pupils must observe entry/exit signs and the one-way system in 'A' block.

### **Break/Lunch Time**

- All pupils must go outside for the duration of morning break and lunch-time, with access to lockers at beginning and end only, unless attending a Club, using the library, or using the dining area/hall.
- In the case of wet breaks, forms based in the Linkway, 'B' and 'A' Blocks may remain in classrooms. Forms from the Science and Technology Block and the Creative/Expressive Arts Block must go to the hall.
- All pupils must respect and follow the instructions of prefects who patrol the corridors at break and lunch-time.
- Food should only be eaten in designated areas. Snacks may be taken out of the canteen into the playground, but no food is to be eaten in the corridors.

### **Use of Play Areas**

- No one may play in the car parks.
- Each year group should use its allocated playground in winter.
- In summer, when the field is in use, the boundary is a line across from the shed. The only persons allowed beyond this are those practising sports under supervision. All banks are out of bounds.
- At all times, the staff car park and the area around the Caretaker's bungalow are out of bounds.
- Any pupil seeking to retrieve a ball from the road must have permission from a member of the duty staff. Pupils must not enter the Caretaker's grounds.
- At the end of the school day, pupils may use the Year 8/9 playground for ball games until 4.00pm if the space is not required by the PE department.

### **Toilets**

- Pupils must only use the toilets allocated to their year group, except in emergency.
- Pupils are not allowed out of class to use the toilets unless given permission.
- Pupils must always leave the toilets in the same state they would wish to find them and will be sanctioned if this is not the case.

### **Punctuality**

- This is expected for all classes as well as for arrival at college. Pupils must arrive by 8.40am, for a prompt start at 8.45am.
- School cannot be accessed earlier than 7.45am.
- Pupils arriving in school before 8.15am should only enter the building through the main reception doors. Once they are in they must either attend a revision class, where a register is taken, sit in B7 or sit in the dining area. This is to ensure all pupils can be accounted for in the event of an emergency.

### **Bags/Lockers**

- No handbags are allowed in college. Bags must be of a suitable size and appearance to carry all books/equipment required for college. They must be able to carry A4 folders and be able to be closed securely.
- Pupils using the dining area must place their bag in the allocated year box in the hall.
- Bags should be removed from shoulders when moving around the college.
- Apart from form time, access to lockers is restricted to the beginning and end of each break period.
- Lockers should be used wisely and respected.
- If locker keys are lost, they must be replaced and paid for. We suggest parents/carers make a copy of the locker key.

### **Public Transport**

- Pupils should remain seated on buses and trains throughout the journey.
- Pupils should never put their heads out of bus windows.
- Pupils must stand well back from the train, behind the bump strip, as it approaches the platform. At the end of the school day they must line up behind Year 11 (and in term 6 behind Year 10).
- Bags must not be left in train corridors.
- Pupils may not cycle on train platforms.
- Pupils must only be at the station if they are catching a train.
- Pupils must catch the earliest available train.
- Train/bus prefects are to be obeyed and respected.
- Consideration and respect should be shown to the general public at all times. For example, pupils should give way to other pavement users. They should allow other passengers to get on and off the train before they do. They should be mindful of noise and represent their home and school to the highest standards.
- Pupils are not allowed to use local shops/takeaways or the beach when travelling to or from school.

### **Cycles**

- Pupils must have a cycle pass obtained from their Pastoral Leader before being allowed to cycle to and from college.
- Pupils must cycle to and from school in an appropriate manner, respectful of all other road and pavement users.
- Cycles must be equipped with reflectors and adequate lights.
- Cycle helmets must be worn.
- Cycles must be locked in the bicycle storage shelter.

### **Rewards**

When expectations are met and our code of conduct adhered to, praise and encouragement should be expressed to give positive reinforcement. Our present rewards system includes:



- Verbal praise, either personal or public
- Achievement points: shared electronically with pupils and with parents/carers
- Telephone/letter/postcard home
- Positive emails home
- Letters of commendation for achieving highly in the profile assessment system
- Certificates noting achievements, service, good conduct, attendance, credits, best-kept journal
- Extra-curricular certificates
- Transfer to higher "sets" in some subjects
- Book tokens, vouchers or other tangible "thank yous"
- Prizes
- Class or group outings
- Prefect status
- The CREST
- The Be the Best you can Be programme (in year 7 & 8)
- Positive references
- Progress File certificates

In Years 7, 8 and 9 the award of credits/prize points is possible for the following reasons:

- Outstanding work
- Effort
- Community service involving an element of sacrifice
- "Extra" help or service
- Consistently high standards of work or behaviour.

Although it is difficult to agree a common standard or yardstick, the successful use of this credit/prize point system depends on the contribution and participation of all staff.

The school in-house accreditation around the 'CREST' gives opportunity to praise pupils for their efforts and involvement in enrichment outside of the classroom.

## **Sanctions**

Where a pupil's conduct is unacceptable or disruptive in any way, or where a pupil fails to meet required standards in work or discipline, corrective action must be taken. Staff are expected to address small infringements of courtesy, behaviour, lack of equipment and uniform immediately so that the minor misdemeanours do not grow into more challenging behaviour from pupils. It is essential that misdemeanours are quickly discovered and dealt with firmly, without undermining the integrity of the individual personality. In every case, the sanction should be appropriate to the offence and the child. A list of common offences with sanctions has been drawn up for the use of all staff (see Appendix 1). It is recognised that pupils may, at times, require sensitive handling, without undermining the principles of fairness and justice.

Sanctions currently imposed at departmental and pastoral levels include the following:

### **a Departmental**

- Detentions at break or lunchtime
- Detentions after college, with 24-hour notice in writing to parents/carers
- Referral to Subject Leader and placed on subject report where appropriate

- Transfer to another class or temporary withdrawal
- Letters/emails home to parents/carers
- Underachievement letters
- Interview with parents/carers
- Referral to Form Tutor/Pastoral Leader, by e-mail or through SIMS

**b      Pastoral**

- Reprimand or advice
- Behaviour points
- Pastoral detention
- Withdrawal of privileges
- Detentions before school, at break, lunchtime, after school, Saturday morning, INSET days
- Litter duty, chewing gum duty
- Community Service
- Essays
- Daily report
- Pastoral detention
- Close supervision
- Strategy meetings
- Interview with parents
- Exclusion from extra-curricular activities, such as trips, teams, block day, social events, work experience
- Transfer to another school for a short term school to school placement
- Parental supervision in college
- Staff/pupil mentoring
- Use of after-school intervention room

In addition, use can be made of back-up support from the Chaplaincy team or Counsellor, plus external agencies such as the school nurse service, the Educational Psychologist, or the Behaviour and Attendance Service (Natalie White), the Mental Health school worker (Sandy Cowley), CAMHS.

Whatever sanctions are imposed, it is essential that parents are kept fully informed. The responsibility for this lies with individual teachers as well as Subject and Pastoral Leaders. The successful management of pupil behaviour relies on the close partnership between home and college which has a high priority in our community. Good communication should ensure that misdemeanours or concerns are dealt with appropriately, through a staged system of referral, according to the seriousness or frequency of the offence. The school uses Edulink to communicate low level poor behaviour. For serious behaviours a parent/carer must always be spoken to on the phone or invited in to the school for a face to face meeting when appropriate.

There are clear procedures for the 'stepping up' of sanctions, which all staff should ensure they are aware of (see Appendix 2)

**Use of Reasonable Force**

There are circumstances when it will be appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

### **Exclusions**

The principles of equal opportunities and social inclusion underpin our management of pupil behaviour. Measures counteracting disaffection are put in place as necessary through Behaviour for Learning targets and strategies, with early intervention and suitable use of pastoral support programmes for those at risk of permanent exclusion. However, for serious offences, such as abuse of staff, theft, substance misuse or persistent or grave aggressive behaviour, the Principal may decide that a pupil should be excluded from college for a fixed period of time, or in extreme cases, permanently. In such a case, the Principal will follow the procedure laid down by the East Sussex County Council.

### **Conclusion**

High standards of behaviour and discipline need to be maintained to ensure a good working atmosphere for all staff and pupils at St Richard's. We strive to be consistent while allowing a certain flexibility to respond to particular cases, in our care for the individual's social, spiritual, moral and academic needs. By creating a climate within which appropriate teaching and learning can take place, we can achieve our aims and prepare our young people to contribute to the well-being of a just and caring society.

## APPENDIX 1 - SANCTIONS 2018-2019

OFFENCE	SANCTION
<b><i>Dyeing of hair Inappropriate hairstyle</i></b>	<ul style="list-style-type: none"> <li>▪ Hair back to normal asap.</li> <li>▪ Pastoral Leader to decide if pupil needs to be withdrawn from lessons or sent home or to barbers/hairdressers.</li> <li>▪ Community Service until hairstyle/colour is acceptable.</li> <li>▪ Saturday detention</li> </ul>
<b><i>Hair styling products</i></b>	<ul style="list-style-type: none"> <li>▪ Remove hair styling products.</li> <li>▪ 1 day Community Service.</li> <li>▪ Persistent - Pastoral Detention.</li> </ul>
<b><i>Incorrect Shoes/Trainers</i></b>	<ul style="list-style-type: none"> <li>▪ 1 day Community Service if no letter from parent/carer.</li> <li>▪ Hire of school shoes for day (50p donation to charity).</li> </ul>
<b><i>Appearance, e.g. top button/skirt rolled up/Make-up/Nail polish</i></b>	<ul style="list-style-type: none"> <li>▪ 1 day Community Service. Fine given if using make-up wipe or nail polish remover (20p donation to charity).</li> <li>▪ Persistent - Pastoral Detention or five days Community Service.</li> </ul>
<b><i>Gum</i></b>	<ul style="list-style-type: none"> <li>▪ Community Service x 3 days</li> </ul>
<b><i>Lack of equipment</i></b>	<ul style="list-style-type: none"> <li>▪ General (pen, purple pen etc.) - 1 day community service</li> <li>▪ Subject specific (e.g. calculator, PE kit) - lunchtime detention supervised by that member of staff.</li> </ul>
<b><i>Jewellery</i></b>	<ul style="list-style-type: none"> <li>▪ Confiscate for a fortnight. Pass to Pastoral Leader in a labelled, dated envelope. Up to pupil to collect.</li> </ul>
<b><i>Late for school</i></b>	<ul style="list-style-type: none"> <li>▪ Community Service – number of days given will be in relation to time missed.</li> <li>▪ Persistent - Pastoral Leader to issue after-school detention and put on punctuality report.</li> </ul>
<b><i>Late to lesson</i></b>	<ul style="list-style-type: none"> <li>▪ Individual member of staff to set a break or lunch time detention.</li> </ul>
<b><i>Truanting from a lesson/lessons</i></b>	<ul style="list-style-type: none"> <li>▪ Make up time after-school and/or Saturday or Inset Day. If individual lesson is missed subject teacher to give sanction; if whole day Pastoral Leader to organise.</li> </ul>
<b><i>Using the wrong toilets outside of lesson time</i></b>	<ul style="list-style-type: none"> <li>▪ Community Service x 3 days</li> </ul>
<b><i>Disrupting learning of others or showing disrespect.</i></b>	<ul style="list-style-type: none"> <li>▪ Detention given by member of staff. If in a cover lesson, Cover Supervisor to notify Subject Leader who will set detention and supervise. Phone call home to discuss.</li> </ul>
<b><i>Mobile Phones/Mobile devices</i></b>	<ul style="list-style-type: none"> <li>▪ Confiscate and parent/carer has to collect. 4 days Community Service.</li> <li>▪ If phone used on site - Pastoral Detention.</li> </ul>
<b><i>Swearing</i></b>	<ul style="list-style-type: none"> <li>▪ At a member of staff – fixed term exclusion.</li> <li>▪ At a fellow pupil in front of a member of staff – close supervision/Saturday detention.</li> <li>▪ Any other use of a swear-word - 5 days Community Service.</li> </ul>
<b><i>Cigarettes/lighter/ e-cigarettes</i></b>	<ul style="list-style-type: none"> <li>▪ In possession - isolation at break and lunch time x 5, 5.00pm detention x 2.</li> <li>▪ Smoking - isolation at break and lunch time x 5, 5.00pm detention x 5 and Saturday detention.</li> </ul>
<b><i>Illegal substances</i></b>	<ul style="list-style-type: none"> <li>▪ Fixed term exclusion.</li> <li>▪ Distribution – permanent exclusion.</li> </ul>
<b><i>Use of hate language: racist, homophobic etc.</i></b>	<ul style="list-style-type: none"> <li>▪ Close supervision immediately – investigation to determine whether it will be an exclusion.</li> </ul>
<b><i>Aggression:</i></b>	
Football/game out of hand	<ul style="list-style-type: none"> <li>▪ Immediate litter duty or canteen tidy up.</li> </ul>

<b>OFFENCE</b>	<b>SANCTION</b>
Bundling or wrestling on field	▪ Banned from field for five school days.
More sinister, e.g. fighting	▪ Close supervision plus Saturday detention (no. of days decided based on incident).
Injury	▪ Exclusion.

At times, for the safety of pupils, the school will need to carry out a search of a pupil's belongings. In doing so they follow the guidance for schools given by the Department of Education, searching, screening and confiscation 2018

## APPENDIX 2 – SANCTIONS SYSTEM OF REFERRAL

<b>Stage 1</b> Subject/Tutor responsibility	For a low level incident occurring in form or class time, the first response is the form or class teacher sanction. This will commonly be the awarding of community service, lunch or after school detention. Communicate all low level incidents via 'EduLink One.' A follow up phone call or email home is proven to be beneficial. Teachers and tutors will follow their own professional judgement here.
<b>Stage 2</b> Subject Leader responsibility	A Subject Leader will become involved when a subject detention has been missed; there has been a repeated failure to complete homework, or a pupil is interfering with the learning of others. Here the class teacher will refer to the Subject Leader for support. The Subject Leader will administer a variety of sanctions depending on the circumstances. These are likely to include one or more of the following: Subject Leader detention, subject report, departmental monitoring, phone call with parent, interview with parent to plan next steps. The Subject Leader will ensure they contact home to discuss the issue and steps ahead.
<b>Stage 3</b> Pastoral Leader responsibility	Pupils will be referred to the Pastoral Leader where there is a pattern of repeatedly failing to complete homework in more than one subject or because the pupil is disturbing the learning of others in more than one subject. The Pastoral Leader will contact the parents and, in partnership with them, will put in a plan of action to address the concerns. This will include a pastoral detention or Saturday detention being issued. Pastoral detentions run on Friday until 4:45pm in B7 and Saturday from 9am-12pm in B7.
<b>Stage 4</b> Pastoral Leader with support of LMT	Pupils who continue to disengage or misbehave must have a school based plan developed to draw together a number of strategies to re-engage the pupil. Parents will meet with the Pastoral Leader, in order to formulate this plan. Outside agencies will be utilised to offer further support where necessary. The plan will be regularly reviewed to ensure impact.
<b>Stage 5</b> In extreme cases Principal	The Principal, will received written records of the incident that produces such a referral and consider the necessary sanction, which may be a fixed term exclusion.

<b>Sanctions in precedence order:</b>	
1	Detention
2	Community service
3	Intervention sessions
4	Extra-curricular activities or clubs

In order to ensure our behaviour is of the highest standard, all members of staff must follow these procedures accurately and consistently. Always have the sanctions sheet at hand and on show in your classroom and do not deviate from it.

Community Service is staffed by the Pastoral Leaders in C1 each lunchtime.

### **What happens if a pupil fails to attend a sanction?**

#### **If a pupil fails to attend Community Service**

If a pupil misses Community Service then a **Pastoral detention** will be set for Friday after school until 4:15pm, staffed by a Pastoral Leader in B7. Staff should read the weekly list of pupils emailed to them on a Friday and deliver them to B7. If a pupil is in Friday pastoral detention in B7 repeatedly then a Saturday morning detention will be issued.

#### **If a pupil fails to attend a lunchtime detention**

**After school detention** given by the Teacher and contact with home occurs.

Failure to attend a subject detention should be escalated to the Subject Leader.

#### **If a pupil fails to attend a Subject Leader detention**

Failure to attend a Subject Leader detention will result in **Friday detention in B8 with RD until 4:45pm**. RD will collect pupils who fall into this category at the end of period 6 on Friday.

#### **Saturday detention**

Failure to attend Subject Leader/Pastoral Leader detention, along with more serious misdemeanours, will result in a Saturday detention which is staffed by LMT.

**Parents are not able to negotiate detention slots. The only alternate that can be offered to them is the Saturday morning slot.**

### **Behaviour in Cover Lessons**

LMT divides out cover lessons in the morning so all are visited to offer support with behaviour. Any misbehaviour in a cover lesson warrants a detention. This is to be set by the Cover Supervisor but supervised by the Subject Leader or teacher on their return. Cover Supervisors can record any issues and sanctions set and pass these to the Subject Leader. This should include poor effort, which needs to be sanctioned on the member of staff's return. Please help the Cover Supervisors by ensuring that you have left a clear seating plan in the correct cover folder, alongside your work and any other details that will be of benefit to them.

### **Boundaries**

- Manners at all times!
- Seating plans with mixed ability in mind
- Clear boundaries set from lesson 1
- Consistency for all pupils with rewards and sanctions
- Busy and active lessons give pupils little time to become involved in low level disruption
- Reward and recognise mature behaviour when pupils ignore individuals looking for attention through low level disruption
- Do not accept procrastination and laziness from pupils
- Pupils to clearly see individuals in class who are rewarded and praised for having a good work ethic and positive attitude.
- Targets set for written tasks work well with many boys, in particular.

## **Consistency**

- Everyone must follow the sanction sheet at all times. Have it ready on the wall! Follow it EXACTLY.
- Pupils need to know that every staff member is committed to securing outstanding behaviour.
- Start September with uniform check and equipment check at registration and at the start of every lesson as this will quickly have impact. Community service is available on the google drive so you can easily add to it.
- Tutors, ensure parents have signed the attendance contract and community expectations section of the journal.
- Be out in the corridors in between lessons – if we all do it, this will have real impact.
- Insist on lessons beginning with pupils standing behind their chairs in silence – this will set the tone. Remember you are in charge of your classroom. Have tasks set up so pupils immediately begin to work.
- EBACC subjects: consider having at least 10-15 minutes of silent, focussed work built into the lesson.
- Administer sanctions calmly and fairly and do not allow for any negotiation.
- Ensure pupils stand when an adult enters the class.
- Never forget the daily prayers.
- Please do not allow pupils out of lessons early unless it is to ease congestion.
- Pupils must not be wandering the corridors.