



BEHAVIOUR POLICY

Mount St Mary's Catholic High School Behaviour Policy

Adopted by Mount St Marys' Governing Body on 22 November 2022

Signed

A handwritten signature in black ink, appearing to read 'Jane R. S.', is written over a horizontal line.

Chair of Governors

Review date: 22 November 2025

Introduction

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

General Principles

The community of Mount St Mary's Catholic High School is called to develop the full potential of each person spiritually, academically, socially and physically and to create a safe, happy and caring school.

Standards of behaviour in the school are governed by our collective actions; we depend on each other. All staff have a professional responsibility to follow the guidelines set out in this policy. The Policy will be reviewed annually. We have 2 systems that are used to ensure that our school culture always maximises learning time for all students. Our C or Consequence system maximises learning time on a lesson by lesson basis, limiting any lesson interruption or disruption. Our ATL system supports students to ensure their habits in the classroom are focused on developing learning as individuals – daily and over time.

Promoting Positive Relationships

It is the responsibility of all staff, not just teaching staff, to promote good behaviour. We adopt a 'FIX-IT' approach to ensure that a restorative approach is taken to quickly resolve any incidents of poor behaviour in school.

Staff are role models in this process and we demonstrate the behaviour we expect from students by the way we behave towards them and colleagues. High expectations must be at the heart of everything we do. We influence the actions of students both by our direct communication with them and through our observed actions. The pride we show in our dress, the way we move around the school, our positive verbal and body language, including our facial expressions, are all crucial in fostering the desired responses from students. In promoting good behaviour we aim to develop the following attitudes in our students:

- respect for oneself and for all others
- high self esteem and self confidence
- co-operation
- independence
- a desire to achieve
- self-motivation and high expectations
- consideration for the needs of others
- an understanding of what it means to be part of a community

It is the responsibility of the staff to:

- adopt and model the 'FIX-IT' approach at all times
- adhere to the school's systems for recording incidents of poor behaviour
- adhere to the school's systems for recording positive achievements and issuing rewards and recognition in the form of House Points and other rewards
- develop an achievement culture through regular praise/rewards

- be prepared to listen to students
- behave in a calm, dignified yet assertive manner
- focus on the behaviour not the person and be prepared to hold restorative conversations following any incidents of poor conduct
- rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict
- avoid stereotyped or pre-conceived judgements about students
- celebrate cultural diversity within our student body

Maximising Learning time – Our Consequence system

Students receive warning if they are not focused on the work they should be doing in a lesson. The C system can be found at the back of this policy but in short it is an in class warning system that allows students time to 'fix' or improve their behaviour at each stage. This system starts with a C1 – name on board. After each C or warning students are given time to reflect and respond positively before another C or warning is given.

C1 – name on board.

C2 – 1 negative point awarded.

C3 – 2 negative points awarded and a 30 minute after school detention.

C4 – 3 negative points awarded and a 1 hour after school detention and removal from the lesson or teaching session. The student will then return to their next timetable lesson.

SLI – Staff can call for a Senior Leader Intervention at any point in this system. This allows a senior member of staff to come to the room and speak to the student, whilst the teacher continues with their class. The senior leader will then make a judgement on whether the student continues with their learning in the classroom or is taken to another work space in school to work away from their peers until the end of that teaching session. Depending upon the nature of what has occurred this may also result in isolation, a fixed term suspension or permanent exclusion.

Promoting Good Attitudes To Learning (ATL)

We aim to develop students who have daily habits that their future employment would expect from them. This promotes a happy, positive atmosphere, where learners benefit from positive relationships with other students and staff. Our approach to behaviour focuses specifically on ATL within the classroom, with a consistent focus on these specific areas:

- RESPECTFUL – Listening to others without interruption
- RESPONSIBLE - I produce an appropriate amount of work
- RESILIENT – I don't give up when I don't know straight away
- REFLECTIVE – I look back at what I did, ask whether it was successful or not and then change to make it better
- RETRIBUAM – What we give back

Students receive reports which summarise their ATL in these areas at each tracking window and these are shared with parents.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying and discrimination linked to any of the 9 Protected Characteristics
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, vaping and vaping liquids
 - 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).

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, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/Biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Links to policies and government documents

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- [Mount St Mary's Child Protection Policy 2022](#)
- [Sharing nudes and semi nudes – UK Council Internet Safety](#)

Creating and maintaining High standards of behaviour

Communicating the behaviour policy

The school behaviour policy is always accessible on the website for any member of our school community to access. The policy is communicated with

- All new parents/carers when their child first start school through meetings with their form tutors as part of the induction process. This includes signing the home school agreement which students will find in their organisers.
- Any new arrival to MSM will have the behaviour policy explained to them as part of their induction. This will be addressed with them and their parents when they first arrive and then be revisited in their first few days with key staff who are part of this induction process.
- All students receive a refresher as part of the first term and this is then revisited at several points in the year, depending upon the need in each year group.
- Parents will see a summary of our Behaviour Policy at our Parents' Evenings, Target Setting Day and Progress Review Day events. This allows them to feedback and ask questions so that they are fully aware of the school's expectations.
- Each year, student council representatives discuss and feedback their opinions on the behaviour policy, these are then discussed further within leadership before any changes are made. Once any adaptations are made, the student council will see this again before it goes live to the rest of the school community.
- The behaviour policy is shared with staff at the start of each year. It is their responsibility to read and understand the policy. This is then revisited at several points within the year, at whole school staff training events, in department meetings and year team meetings, so that staff fully understand how to implement the policy.
- Governors will receive training as part of their programme of scheduled meetings which occur throughout the year. The lead governor for the behaviour policy will also have meetings with SLT to discuss and review the policy at regular points throughout the year.

Roles and Responsibilities

The Governing Body

The Governing Board will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher 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.

All Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Teacher Behaviour – (planning and being prepared)

It is important to plan our response to poor or unwanted behaviour. Teachers plan lessons in great detail, however, staff should also plan and rehearse strategies for dealing with unwanted behaviour. This is important because our successes in promoting co-operation and in de-escalating conflict have a huge impact on the amount and the quality of learning taking place in our classroom.

Classroom expectations of teachers:

- arrive before the class*, meet the class outside the room and start on time
- have a good lesson prepared with the necessary resources available for all
- make students aware of the learning objectives and learning outcomes
- use positive language to promote co-operation and commitment
- ensure students are made aware of how they will be assessed
- manage the space, monitoring all students' work and behaviour continuously
- mark work promptly and constructively, using the PINS format
- set homework regularly, in accordance with school guidelines
- maintain a tidy classroom
- establish and maintain a stimulating classroom environment

*not always possible when staff move significant distances between lessons.

Teachers need to create a learning atmosphere in every lesson where all students feel their efforts are continuously monitored and recognised. Teachers need to drive pace in this way to encourage and engage students whilst also minimising the opportunities for unwanted behaviour.

Student Transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Parents/Carers

Communication between home and school is vital in order to ensure students maximise their learning time and that behavior does not interrupt or disruption students learning. It is the parent/carer's responsibility to support their child in adhering to the student code of conduct. This is found in every student organiser and in documentation first signed when a student starts at MSM. Parents/carers should inform the school of any changes in circumstances that may affect their child's behaviour and work with the school to find a solution that, where possible, works for all parties. If a student's behavior repeatedly interrupts or disrupts their own learning and that of their peers, then parents/carers are expected to meet with the school staff in order to address any concerns they may have.

Student code of conduct

As part of our home school agreement, students and parents/carers sign to say they agree and will ensure they follow the set expectations below. This is signed when a student first starts at MSM, regardless of the time of year. This is also part of the school organiser that students sign at the beginning of each term.

The School will....

- Promote the Catholic ethos of the school as expressed in the Mission Statement.
- Provide a safe and secure environment.
- Have high expectations of attendance, conduct and attitudes to learning of students.
- Provide a broad and balanced curriculum.
- Inform parents/carers of any concerns or problems at an early stage and work with parents/carers to overcome difficulties.
- Set targets for the students to work towards.
- Set, mark and monitor school work and homework and provide facilities for students to complete homework in school.
- Provide regular information about individual student progress via written reports, Parents' Consultation Evenings and Progress Review Days.
- Keep parents/carers informed about school events and activities.

Parents/Carers: I/We will

- Support the Catholic ethos of the school as expressed in the Mission Statement.
- Support and co-operate with the school's policies and procedures, including the behaviour and conduct system.
- Inform school of any concerns and problems at an early stage and work with staff to overcome difficulties.
- Provide a suitable place for homework to be done and ensure it is completed.
- Make sure my son/daughter attends school daily, punctually, properly equipped and dressed according to the uniform policy.

- Inform the school by 9.00am on the first morning of any absence via the MyEd app or by telephoning 0113 2455248 extension 109 or 110 and leaving a voice message.
- Take an active interest in my son/daughter's education by attending Parents' Consultation Evenings, Progress Review Days, Target Setting Days and other meetings.

The Student: I will.....

- Try to live my life by Christian principles by showing care for others.
- Complete all my classwork and homework as well as I can.
- Attend school daily, punctually, properly equipped and dressed according to the uniform policy. I will remove my coat on entry to the school building.
- Maintain my student planner.
- Ask for help when needed and share worries and concerns with a member of staff.
- Behave sensibly and treat all others with respect and courtesy.
- Take pride in OUR school and treat the premises and school property with respect.
- Always act responsibly on my journey to and from school and be respectful in the community.

Student Behaviour

When a student's behaviour goes against the values and high expectations we promote in school, this conduct will be managed by staff using the responses and actions from the school Conduct and Sanctions model.

Where possible, staff will help students to 'FIX-IT' as quickly as possible, with minimal disruption to learning. As part of this approach, the expectation for staff is that they will take the necessary steps to:

- re-integrate the student into the class
- seek closure after the sanction through restorative conversations
- show a willingness to re-build relationships
- acknowledge and praise improvement.

This process may also involve support from parents, Form Tutor, Student Advocate, Curriculum Leader, Year Leader or Senior Leadership Team (depending on the nature of the issues).

Whole school approach and system

Consistent Application of Behaviour Policy

Even the most skilful staff will experience challenging behaviour from time to time and staff actions need to be measured and consistent throughout the school. Staff and students are regularly reminded about the key principles which underpin our 'FIX-IT' approach and we consistently remind students of the actions they might take to support this process (see below):

Encourage the following FIX-IT actions

- Apologise
- Change conduct quickly when issued with a C warning
- Attend detention
- Ask teacher how to improve and act on advice
- Ask to move seats away from distractions

- Offer to take extra responsibility in class
- Complete catch-up work
- Show improvement on report targets
- Engage with reintegration plan

Expectations of Students

These expectations are promoted and shared through assemblies, lessons, notices on corridors and in classrooms, during registration and PSHCE and through the behaviour modelled by staff in school:

- Be respectful and polite towards each other and to staff at all times
- Show your pride in our school through leading by example
- Wear the full school uniform at all times and with pride
- Do your best to excel in the key ATL: Ready; Respectable; Retribuam; Responsible; Resilient; Reasoning and Reflective
- Respect your surroundings and environment: leave classrooms, breakout areas, outside areas, the dining hall and corridors in a clean and tidy state and be mindful of noise levels as you move around the building
- Respect others in lessons: listen to staff and other students
- Be fully equipped and ready to learn as soon as you enter the classroom
- Take pride in the presentation of work – aspire to the Gold Standard
- Celebrate our rich and diverse community by always being respectful of other cultures and traditions
- FIX-IT quickly if you find yourself in trouble
- Independent Learning: complete homework tasks to a high standard and hand them in on time
- Take the time and effort to complete your Next Steps from PIN-marked work
- Model our core values by doing your best at all times and by caring for others within our community.

Attendance & Punctuality

- Good attendance and punctuality are vital in order to ensure that students fulfil their academic potential and that they thrive in school as fully engaged members of our community.
- There are established routines and procedures in school to ensure that we register students' attendance, communicate with parents over absences and support students and parents to promote good attendance at school.
- If attendance does start to become an issue, we follow the appropriate steps which may include: awarding a C3 Form Tutor (2 behaviour points and 30 minute after school detention) for lateness, phone calls and letters home, use of external supporting agencies, mentoring in school, home visits by the Student Advocate team and support from the Attendance Improvement Officer.
- Students are involved in this process and reminded of the importance of attendance in a number of ways: reward assemblies, PINS for SIMS fortnightly checks in registration and in meetings with Form Tutors, Year Leaders, the Safer Schools Officer and parents.
- Staff are on duty around the front gate area every morning to greet students on entry and to encourage punctuality.

Attitudes to Learning

If behaviour becomes an ongoing concern a student will be placed on an ATL monitoring report for a period of time. This will usually begin with the Form Tutor, but may escalate to Year Leader and Senior Staff if the response is not positive. The report enables staff to support the specific areas that need targeting in order to show improvement. It is checked and signed by a teacher in each lesson, and then taken home to be shown to parents.

Behaviour expectations and students with Special Educational Needs and/or Disabilities (SEND)

At MSM, expectations around behaviour are high for all students, including those with SEND. The identified needs of students with SEND are considered when dealing with behaviour and this policy allows reasonable adjustments to be applied ensuring that a student is not disadvantaged due to their individual specific need or physical disability e.g., a student with Autism may respond in a particular way in a noisy or over stimulating environment that may present as warranting a 'consequence'. Teacher knowledge of the student and the use of reasonable adjustments would prevent this from happening. High expectations are maintained at all times, ensuring inclusivity and accessibility for SEND students.

Responding to Behaviour

Good Behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Praise & Rewards

In our school's vision statement, we stress the importance of our mission to 'develop the full potential of each person'. Recognising and rewarding all the positive achievements of students, (academic or otherwise), is a vital part of this process.

Some of the ways we recognise the achievements of students are:

- Verbal Praise and House Points
- Personal Best house points/award

- Golden Ticket
- Prize Draw in Assembly
- Half Term: Praise Assembly and Prize Draw
- Praise Letter Sent Home
- End of Term: Big Prize Draw and Reward Lunch
- Annual Reward Trip
- End of Year Celebration Assembly

As well as the rewards shown here, subject staff may reward students by sending postcards or letters home. Students are also supported and encouraged to earn a place on our student leadership pathway where they gain recognition as a Lead Learner, Young Leader Apprentice, Young Leader or Prefect. In addition, every year we celebrate the achievements of all students with our Presentation Evening, an occasion where parents and students come together with staff to acknowledge and reward achievement, progress, effort, attendance and leadership. **Representatives from our Student Council were part of the consultation process when we formed our new rewards and recognition procedures. Their input was central to the formation of these ideas.**

Misbehaviour

Managing and Responding to Poor Conduct

The following chart outlines the responses and sanctions that are used to manage unacceptable behaviour. At each of the 5 stages there are opportunities for the student to 'Fix-It'. Initially, this will be achieved through complying with the instructions given by staff, but crucially this is followed up with a restorative conversation between the student and appropriate member of staff.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Responding to the behaviour of students with Special Educational Needs and/or Disabilities (SEND)

When responding to behaviour of students with SEND the staff and school will make judgements based on the following

- Have high standards of behaviour been promoted consistently and fairly with all students, including those with SEND?
- It will not be assumed that a student's SEND has caused, or influenced their behaviour
- Do staff have a clear understanding of a student's SEND, and how this may impact upon their behaviour? Is further support or intervention needed in this area to prevent behavioural concerns arising?
- Understanding what reasonable adjustments have been made, or need to be made to enable a student to meet expectations.
- Consider if reasonable adjustments need to be made to the consequence system to ensure that as a school, we are making our best endeavours to meet the needs of those with SEND.

Sanctions

There are a range of formal and informal sanctions available to school. The most commonly used are C3 detentions. We also use C4 detentions, internal isolation, fixed term suspensions and only when absolutely necessary, permanent exclusion.

Homework

At Mount St Mary's, homework is an enriching activity that extends the learning beyond classroom. It is used as a vehicle to not only develop students' character, skills and talents, but to support their readiness for the next phase of education. For students in Y7 – Y10 when a piece of homework has been missed they will receive a homework flag. The flag does not carry any negative behaviour points with it. However, multiple flags will trigger intervention from firstly the form tutor and then the Year team, Curriculum Leads moving towards Faculty Directors and/or Senior Leadership team if persistent. At each stage support is given to the student to help remove any barriers they have to complete their homework. At Year 11 we expect our students to have developed good organisational habits and so for any missed homework students would firstly receive a warning (P7 warning). This gives the student a minimum of 48 hours to get the piece of missing homework completed. If that deadline is missed then the student will receive an hour after school detention (P7 detention), where they would be expected to complete the homework missed.

Detentions

Detentions take place after school in the dining hall. They are 30 minutes for a student who receives a C3 and one hour for students who receive a C4. P7 HW for Year 11 is one hour and takes place in IT4 where students can work on a computer in order to complete the work missing. Parents will be notified of the detention 24 hours in advance by MyEd or a telephone call. Students will be notified at the time of the lesson when this occurs but also by their tutor each morning. Some students may even be collected from their last lesson by a member of the year team in order to support them completing their detention.

Removal from Classrooms

C4 – if a student works through the C system, and does not take the opportunity to change or modify their behaviour despite 3 previous warnings, they will then receive a C4. This involves the student being removed from the lesson by a senior leader and they continue with their work in a space provided for them. This time away from the lesson only lasts until the end of that teaching period and then the student can return to their next lesson. A C4 detention also results in a one hour after school detention. C4's are

monitored closely by form tutors, Year Leaders, Department and Faculty Leads as well as senior leaders. Any repeat offenders will be addressed by a variety of the staff named.

Senior leader involvement

If a student's behaviour in a lesson warrants being removed from the lesson having not responded to previous warnings, including the awarding of a C3, a senior leader is called for. At this point the senior leader will assess and deal with the situation, allowing the staff member and other students to continue with their teaching and learning. At this point, the student may be removed from the class for the remainder of that session, taking their learning with them to a space the senior leader sees fit for them to work in, or they may be returned to the classroom. If their behaviour continues in an unacceptable manner they are then removed by a member of the Senior Leadership Team to Internal Suspension.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

Internal Suspension

Internal Suspension is our most serious in-school consequence. It is used to facilitate the continued provision of learning for students who have been particularly disruptive or defiant. It also allows for the removal of these students from lessons so that disruption to the learning of others is minimised.

Internal Suspension may be used as a response to more serious incidents of disruption, aggressive behaviour or defiance. Sometimes it is used to help students settle back into school, if on a phased return into lessons from a Fixed Term exclusion. It is also where students that fail to attend any after school detention they may have, spend the day, after which they complete the missed detention.

Suspension and permanent exclusion

Our most serious of sanctions is stopping students from accessing their education on our school site. Decisions are not taken lightly regarding suspensions from school or a permanent exclusion. Any decision to suspend a student from school is taken by the Headteacher and based upon evidence provided from a variety of sources, including student and staff voice. Misbehaviour that generally leads to students being suspended from school will often involved the threat of and/or abuse of students or staff, verbally, physically or online. Other misbehaviours where these sanctions are warranted, would involve concerns around the health and safety of the student themselves or the health and safety of other students or staff. Peer on peer abuse, sexual harassment or sexual abuse would also result in a sanction of this nature.

In the case of any permanent exclusion, the Headteacher would complete evidence needed to support the school's argument and this would be presented to the school governors before any final decision made on the outcome of whether a child would be permanently excluded.

Supporting students following a sanction

Returning from Suspension

All students are seen by a Senior leader or Pastoral leader on return from a suspension. This meeting would involve at least one parent/carer and the child who was suspended. During this meeting, there would be a review of the actual misbehaviour, and evidence which had been collated would be discussed. This allows parents/carers to understand why the school has taken the decisions it has and what next steps are in place to support the student in their return to school. This is done in the culture of 'fix it', where each student is given a chance to put things right with their actions, not just their words. Working with parents/carers an agreement is made on the best way forward, when this would be reviewed and how we would measure the impact of this improvement.

'Fresh start' re-engagement programme

The Fresh start programme allows a chance to reset for students who have made a big mistake that could result in internal isolation or fixed term suspension OR is repeatedly making the same mistakes despite several interventions from school and home. This programme has been developed by our learning zone and Inclusion staff who work with a small number of students who present with a range of differing needs. This 'new' and less intense environment allows for students to continue with their learning outside of the classroom, whilst rebuilding and fixing relationships with staff in school and families at home. It allows all parties the opportunity to start again after what has often been a challenging time for all. This aims to build on a fresh start, allowing students to experience the positivity of getting things right in a smaller, more supportive setting, which develops each day over a 2-week period. At the end of each week this is reviewed by a team of pastoral staff in school before any next steps are agreed. At the end of the 2-week cycle, staff, parent/carer and the student will meet to review progress made and discuss what the next phase of student provision make look like.

Searching, screening and confiscation

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure students and staff welfare is protected and helps schools establish an environment where everyone is safe.

Staff can search and confiscate, retain or dispose of a student's property as a disciplinary penalty, as well as other sanctions they have at their disposal. In cases of searching, screening and confiscating, this would be done to ensure that all students and staff, including the individual student themselves, are kept safe and free from any risk to their safety. If searching or screening of a student is done, a risk assessment will be discussed at school amongst key staff, including the Headteacher. Any searching of a student will be carried out by key members of the pastoral team, which would involve 2 staff members, at least one of which will be the same sex as the student being searched. This will then be shared with the student involved and their parents/carers.

Mobile phones

Mobile phones should be switched off and in a student's bag at all times. If a student is found looking at their mobile at any point in school, these can be confiscated and the students will not get their phone back until the end of the following day. Any phone calls that are needed to be made, or money need for transport, can be provided by school. This allows students to work with the rules, whilst still being safe to communicate with and travel home.

Preventing recurrence of misbehaviour

Data led Interventions following behaviour incidents

Data on all students is forensically looked at on a daily basis at all levels of school. Pastoral data that includes attendance, punctuality and behaviour is viewed, analysed and discussed within year teams, between Year Leaders and senior leaders and at senior leader level regularly throughout the day. The best courses of intervention are discussed stemming from the data we have available to us, both actual data e.g. number of C2's, or student and staff voice.

Each week senior leaders who oversee school attendance and behaviour, SEND and inclusion provision and safeguarding and student mental health and wellbeing, discuss the impact interventions and staff are having and what actions are needed to continue to reduce any recurrence of misbehaviour.

There are a number of bespoke interventions available to staff in school that are used with the understanding from families of their intended impact.

Pupil referral unit

We prefer to call our pupil referral unit Inclusion. We have two tailored forms of our inclusion provision - Inclusion and the Learning Zone. Both types of provision are short term educational environments that allow for students to continue their learning outside of the classroom. This could be full time withdrawal for a short period of time in inclusion or a bespoke, single subject withdrawal in the learning zone.

In both provisions the class teacher responsible for the lessons that student has on their timetable provides work, sets it on either google classrooms or as a paper copy (depending upon student's style of learning) and then marks this work and provides feedback on how the student could improve, in line with normal teacher expectations.

Students' academic and social and emotional wellbeing are then reviewed and discussed each week within the learning zone and inclusion team, led by our SENDCO. This information is then fed back for further discussion and action at the weekly SLT pastoral meeting.

Reintegration

Successful reintegration is always the goal of any bespoke provisions we provide for students, in line with our 'fix it' ethos. During the discussions outlined above, reintegration is always a key part of this discussion. The level of support required for this reintegration is also a key point of the discussions that take place and what our intended impact is. This is often broken down to daily and weekly targets to ensure that any reintegration is long lasting and allows students to access their full academic timetable.

Managed Moves

Managed in and out of Mount St Mary's only occur after a lot of dialogue and discussion with families. If all parties involved feel that the need to look for a permanent move to or away from MSM might benefit the student and family involved then this is looked at and discussed, along with other possible solutions. However, once it is agreed that a managed move would be the best for the student and family involved, efforts and resources are given to this in order to make the move a success and a permanent transition to another school or to our school.

Alternative Provision

If, and only when, all other avenues have been explored, the school may consider the use of an alternative provider to support the education of an individual. The school has external partnerships with a host of alternative providers, all of whom have a unique offer to benefit specific individuals. The use of alternative providers is only considered as a last resort in order to provide a fresh start of a tailored curriculum and support for the individual involved. This is always with the aim that they will be reintegrated into MSM when the time is right for a successful transition back into our school site.

When the discussion with families is needed about the possibility of using an alternative provision, a lot of the discussion will centre around which provider would best meet the needs of that specific student with what they offer. We only use providers who are part of a larger Academy chain or who are Ofsted registered as an individual organisation.

Daily communication with the providers we use is in place to check attendance at each placement and weekly communication is in place with the provider and family to ensure the placements are as successful as possible and any barriers to learning can be identified and quickly removed. At the end of each term a member of SLT will meet with the provider and the family in order to review progress so far and identify any next steps needed in order to ensure academic progress and social and emotional wellbeing at the heart of what is offered.

Monitoring and Evaluating school Behaviour

The forensic analysis of data is used on a daily and weekly basis to monitor and evaluate school behaviour. This will take place at various levels, including a weekly reflection by students on what their own data is currently telling them and how they can self-regulate and move forward over the coming week.

Once every month a pastoral lead will present to SLT on the current picture compared to this time in the previous year. As part of this update, key actions taken are highlighted and their impact on students and specific individuals take place. Feedback is given and discussed with the aim of continuously maximising learning time for all students in school and reducing any recurrence of misbehaviour.

Responding to specific behaviour issues that have an impact on students' mental health and wellbeing

At MSM our response to specific behaviour issues is acted upon following the guidance and advice given to schools from the government and you will find several links to these documents used within each section or subtitled content.

Child on child sexual violence and sexual harassment

Any form of child on child sexual violence or sexual harassment identified or reported would be considered the most serious of behaviours at MSM. Any incidents of this nature would be discussed with the Deputy Headteacher, Headteacher and Safeguarding Lead immediately and key actions identified in line with our Child Protection Policy and KCSiE 2022. Any accusations of this nature would require a clear investigation which would involve the police as part of the investigation. It may result in those being accused being

taught away from their peers for a period of time whilst the investigation and conclusions take place, but once reached, discussions about what happens next would take place with the police, the family and the Headteacher. Both parties involved would also have access to 1-1 support from staff and external counselling if required, in order to support and educate them as they move forward with their lives. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

At this stage, several options are available to the school, most of which outlined above would be considered, alongside any advice and guidance the police and the law provide.

Peer on peer abuse

Peer on peer abuse is not tolerated at MSM. Any sign of this occurring with any of our students, on site, travelling to and from the site or online will be dealt with swiftly and effectively. As is the ethos of the school, consequences will be given as a result of any abuse we investigate found to be true. As part of the pack of pastoral care the school offers, the students responsible for any abuse will then be given a chance to fix their actions, given the education needed, understanding what society expects from them, what the equality act 2010 means for them and society as a whole and what the law says.

At each stage of this process, parents will also be party to the discussions that highlight why the school has made the decisions it has and the education that should mean that they and their child fully understand what is expected from them in a modern British society.

After this initial stage of consequence and actions, should there be any reoccurrence of any form of peer on peer abuse then other sanctions and actions available to school will be discussed and considered.

Behaviour incidents online

Students' behaviour online and their online reputation is something we strive to ensure is as good as possible for all students at MSM. As in their off line lives, many students will say or do something they don't fully intend to have the impact that it does. However, students are educated about what is expected

of them from a school and society perspective whilst online in normal lessons, within PSHCE, assemblies and tutor time (registration period).

Any students that fall below our expectations of good citizens online will be dealt with swiftly and effectively once we are aware of a situation. As is the ethos of the school outlined in this document, this will be done with care, but consequences will be given that are fair and appropriate, education will be provided for those involved or a group of students who might need a specific input and, in discussion with families, a range of further actions needed could be considered if any reoccurrence takes place.

This includes malicious communication and sharing nudes and semi nudes following the guidance in our Child Protection Policy 2022 responding to incidents and safeguarding children and young people.

Our policy is very clear that these types of abuse will always be treated seriously, and never just as banter. Our school has a zero-tolerance approach to such attitudes and behaviours

Suspected criminal behaviour

Any students suspected of criminal activity would immediately be brought to the attention of a senior leader. The best course of action needed will then be discussed along with the evidence provided at this point. This may involve the searching or screening and confiscating of any items that have been potentially involved in a criminal act.

The student or students involved would then be isolated whilst any further evidence is gathered at this stage. Parents would be informed and a decision on immediate consequences would be taken swiftly and effectively with the evidence the school has. The police would be informed of the situation and asked to provide guidance for the school if needed. As part of the next stage of the process they would be present when discussing the seriousness of the actions students have been involved in, what the potential short, medium and long-term consequences could be and to support students, families and staff if needed with the necessary education on the law and how this impacts the individuals involved.

At this stage, should the school feel the need to consider any further actions available to them, which are outlined in this document, then these discussions would take place and the best possible course of action taken with the care needed for all involved.

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy. Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Warnings:	Consequences:	Rewards:
<p>Classroom Warnings</p> <ul style="list-style-type: none"> • Not silent when somebody is talking • Not on task at all times • Touching another student and/ or their belongings without permission • Not treating others with respect • Not following instructions 1st time <p>Instant C3 – 30 minutes after school detention</p> <p>During registration</p> <ul style="list-style-type: none"> • Incorrect footwear, lack of correct uniform, late for registration <p>Lessons/ around school</p> <ul style="list-style-type: none"> • Incorrect footwear, lack of uniform, late to lessons • Eating outside the dining hall • Chewing outside the dining hall • Running within the building • Use of foul or abusive language with peers • Dropping litter • Not treating each other or the school building with respect 	<p>C1 - 1st warning (name on Board)</p> <ul style="list-style-type: none"> • Students have the chance to stop and fix it or escalate to C2 <p>C2 - 2nd warning</p> <ul style="list-style-type: none"> • 1 negative point on Class chart • Students have a chance to stop and fix it or escalate to C3 <p>C3 - 30 minute after school detention</p> <ul style="list-style-type: none"> • 2 negative points on class chart • Students have a chance to stop and fix it or escalate to C4 • Not attended = 1 hour following night <p>C4 – Senior removal to On call room plus 1 hour after school detention</p> <ul style="list-style-type: none"> • 3 negative points on Class Chart • Students have a chance to stop and fix it once the lesson/period has ended and they leave the On Call room • Not attended = IE following day <p>Missed homework</p> <p>P7 = Period 7 catch up time in IT4</p> <ul style="list-style-type: none"> • P7 warning when homework deadline is not met • P7 detention is set if student fail to complete the homework by the new dead line given • P7 for Yr7 – 9 students = 30 minutes • P7 for Yr10 + 11 students = 1 hour 	<p>Showing Good Attitudes to Learning:</p> <ul style="list-style-type: none"> • Respectful, Ready, Responsibility, Resilient, Reflection, Reasoning, Retribuam • Having all equipment in registration = 1pt • No negatives in 1 day = 1pt • No negatives in 1 week = 5 pts + 5 bonus pts • Only 3 points per lesson per student can be awarded by staff • Certificates – Bronze, Silver, Gold, Platinum awards – termly linked to points – prize draws worth cash • No C3 award per term = Rewards TBC • Golden ticket = 10 points. This has to be taken to year office. Awarded for giving back to the school community or exceptional performance. <p>Homework</p> <ul style="list-style-type: none"> • HW1 – point for handing in on time • HW2 – extra point if quality meets expectations