



**St Mary Magdalene C of E School
(Secondary Phase KS3 -KS5)**

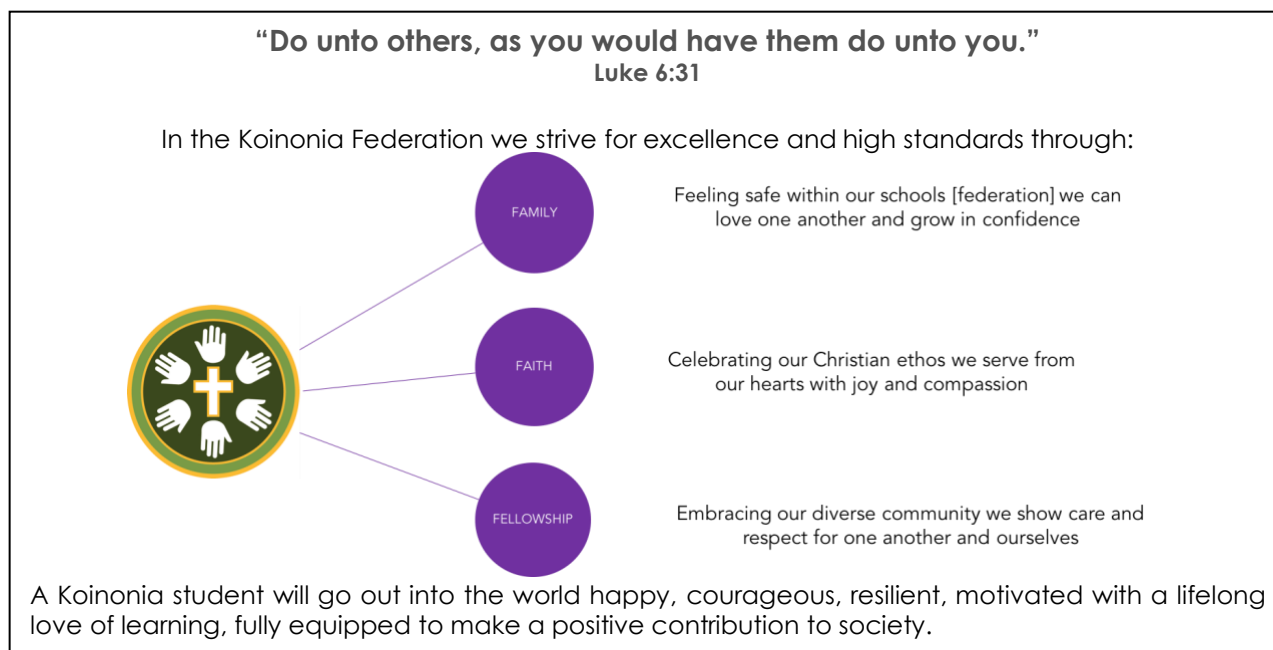
Behaviour Policy

Aim of our Behaviour Policy

Students and staff have a right to work in a safe environment free from disruption, violence, bullying and any form of harassment. This policy's aim is to promote a culture of positive reinforcement and encouragement in which all students can achieve. It seeks to create an inclusive and caring learning environment in the school by promoting key principles and routines through self-discipline, proper regard for authority, and positive relationships based on mutual respect. It ensures equality of treatment for all and consistency in dealing with both positive and negative behaviour.

This policy is based on DfE guidelines, outlined in the DfE document 'Behaviour and discipline in schools - January 2016'. This policy is in conjunction with the SDBE Discipline statement.

Federation Vision and Values



Our mission is to provide excellence in academic achievement and to ensure that every member of our school community will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning and fully equipped to make a positive contribution to society.

Secondary phase (KS3-KS4) principles and routines:

We have one common motto, which should be followed in order that everyone can work happily together:

Do unto other, as you would have them do unto you.

i.e. All pupils and staff should treat one another with courtesy and respect.

We have seven principles which cover all aspects of school life: As a Koinonian student...

I choose to (i) be compassionate (ii) be respectful (iii) show integrity (iv) work hard and persevere (v) serve others (vi) be confident

I will:

1. When travelling to, from and with school, be a considerate and respectful citizen.
2. Look smart by wearing my uniform correctly (when travelling to, from and in school) and be prepared and organised with the correct equipment for the day.
3. Arrive at school at the expected time and be punctual throughout the day, and leave the site only with permission.
4. Keep my personal electronic devices switched off and out of sight on arrival at school, unless directed by a member of staff.
5. Move around the school in a calm and purposeful manner, keeping the school environment clean and tidy.
6. Be focused, whilst engaging and participating in all aspects of school life, so as to allow myself and others to grow and progress.
7. Live in fellowship and unity, celebrating diversity within our school family and Federation community.

KS3 – KS4 Reward system:

Rewards can be given out for positive behaviour in class, in school and within the wider school community.

The students who obtain the most Personal Best stamps, the highest number of R2s and the highest number of R3s each half-term and term will be entered into prize draws.

Reward	Description and action
R1	A verbal recognition from the teacher in class.
R2	An award recognising good work in lesson time, homework, extracurricular activities or contributions to the wider Federation community. Issued by the class teacher/family tutor. Recorded on MIS and in the planner.
R3	An award recognising outstanding work in lesson time, homework, extracurricular activities or contributions to the wider Federation community. Positive phone call/email/postcard/letter home from the class teacher. Recorded on MIS and a certificate given.
R4	A commendation for going above and beyond an R3. Issued by a member of the senior leadership team. Recorded on MIS and a certificate given. This reward can also be used to recognise outstanding achievement outside of school.
R5	A termly prize presented by the leadership for consistently outstanding performance over the term. Recorded on MIS and a certificate given.

All 'rewards' will be logged on the schools MIS. Teachers will directly contact the parents/carers of students by telephone or letter when they get an R3+.

Consequence system KS3 – KS4:

We have defined inappropriate behaviour as falling into one of two categories:

- 1) Inappropriate behaviour**
- 2) Extreme incident (see below)**

Our consequence system will be based around the three principles below:

- **recognition that behaviour is predominantly a choice**
- **everyone needs to respond and own behaviour**
- **responding to behaviour should be kept at ground level and always focused on reconciliation and restoring relationships**

The main aims are for the system to encourage fellowship and harmony, and to enable students to take responsibility for their actions. The consequences are for teachers to put in place to help students understand how to reform their actions.

- All rewards and consequences will be logged on Satchel so that the family tutor, staff and SLT can access this information.
- If need be, reports will be put in place to help students take ownership of their behaviour (for instance monitoring punctuality and uniform). Family tutors/pastoral leads/SLT will set the student specific targets.

An example of the consequences structure is below with some examples. It is important that staff have conversations about the meaning of the term 'consequence' so that students know it is not always a negative word and is there to help them correct their behaviour.

All rewards and consequences should be written on the whiteboard so they are visible for the students to see. This list is not exhaustive and specific situations of each case need to be taken into consideration.

Consequence	Action
C1	Written warning on the board following a verbal warning
C2	Written consequence in planner; 15-30 minutes teacher detention (lunch/after school)
C3	1 hour faculty detention/pastoral detention/community service (after school) the following day.
C4	Internal exclusion (between 1 & 5 days)
C5	External exclusion

C1	C2	C3	C4 Internal exclusion	C5 External exclusion
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Breaking any of the seven principles	Negative attitude/ silliness/ throwing/ rudeness/ lateness to lesson/ disruption to the lesson	Defiance/ swearing/ chewing gum/ repeating behaviour from C2	Gross defiance/ fighting/ inappropriate language/ swearing/ bringing the school into disrepute/ discriminatory language being used	Serious behaviour incidents/ persistent C3+ behaviour
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*** The above table is not an exhaustive list and staff will use the evidence and their professional judgement when implementing a consequence.**

****Failure to attend a consequence will be deemed as defiance and will result in a C3+ consequence in addition to the original C sanction.**

Additional points:

The school day

- Staff, parents and students must be aware that students may be required in school up to one hour before morning registration and up to one hour after the end of the final lesson. This time is reserved for behaviour consequences and enrichment activities. Parents/carers are requested not to schedule any other engagements for their children during this time unless it is otherwise unavoidable.

Restorative Justice

- We have a restorative justice (RJ) approach to dealing with behaviour incidents and conflict between students here at SMM. If there has been a break down in friendship groups or the relationship between teacher and student has deteriorated, the RJ approach is a tool to restore peace and harmony to a situation. This will help to ensure that all sides understand what has happened and how it can be repaired. If a teacher has given a student a C3 or C4 detention, then that teacher will facilitate an RJ conversation with the student before the student is reintegrated back to the classroom.

Reintegration meeting

- If a student has been given a C5 (external exclusion) then the first day back after the exclusion, the student and parent must attend a reintegration meeting with either the Head of Year (HoY) or a member of SLT. The purpose of the reintegration meeting is to determine whether the student is ready to come back to school after their period of exclusion. The HoY or member of SLT will write an action plan and set targets for the student with agreed outcomes. When a student returns from an external exclusion they will go on either HoY/SLT report as part of their agreed action plan.

Multiple behaviour incidents

- Behaviour will be monitored by SLT who will ensure an escalation of the consequences for repeated unacceptable behaviour in one day.
- Two or more C2s will be treated as requiring the consequence given for a C3, as well as a C2.
- Two or more C3s will be treated as requiring the consequence given for a C4, as well as a C3.

- Two or more C4s will be treated as requiring the consequence given for a C5.

Contacting home

- As with rewards, all 'consequences' will be logged on Satchel in order for parents/carers to be aware of their child's behaviour in school.
- Teachers will attempt to directly contact the parents/carers of students by telephone when they get a C3 or above, giving parents' notice that their child will have a one hour detention the following day.
- If telephone/text message contact cannot be made, the record on Satchel serves as notice for the parent/carer.

Punctuality

- If students are late to lessons, they receive a C2 of 15-30 minutes.
- If students are late to school in the morning, they receive a C2 detention that is logged on Satchel and sat after school.
- If students are repeatedly late, in addition to the above, the Home-School Link Worker meets the student and, where appropriate, contacts the parent.

Truancy within school:

- The consequence for truancy within the school is a C4 or C5 depending on the length of time missed, and parents/carers will be informed.
- Students who have missed learning through truancy will catch up on missed work in their detention.

Leaving the school site without permission

- Parents/carers will be informed and a meeting arranged with SLT, emphasising the dangers of such an action.
- The consequence will be a C5 depending on the length of time missed.
- Students will catch up on missed work in detention.

Break, between-lesson and lunchtime incidents

- In most but not all instances, poor behaviour outside lesson time but within or around the school will result in a break and/or lunchtime detention and will not follow the usual consequences chart.

Homework

- Students who fail to complete a piece of homework on time will be given a C2 by their class teacher and a 15-30 minute detention with that teacher on the same day.
- If the homework is not brought in the following day, they will be given a C3 detention by their class teacher, who will log this on the MIS and contact the student's parents/carers by telephone.
- A second failure to complete homework in one subject within one half term will result in a C4 detention.
- See the Homework Policy for more detail.

Uniform and equipment (See Uniform and Equipment policy for more detail)

- Staff on the gate and family tutors will check all students' uniform each morning.
- If an item of uniform – including shoes – is missing or incorrect, spare uniform is leant from the school office in exchange for a mobile phone or Oyster card.
- If a student does not have the correct uniform for two days in a week, the student will be given a C2 by their family group tutor.
- If a student does not have their equipment for two days in a week, the family group tutor will contact home and/or the pastoral team and/or issue a C2.

Mobile phone/electronic device routines and consequences: (see Mobile Phone Policy for more detail)

If a member of staff sees or hears a student use a mobile phone:

- 1) The first instance will be to confiscate the mobile phone/electronic device and place it in the school safe in a labelled envelope; log it on the MIS and inform the parent/carer.
- 2) In the second instance in one half term, the mobile phone/electronic device will be confiscated and parents will be asked to collect the phone and/or have a meeting about this.
- 3) In the third instance in a half term, the phone will need to be handed in each morning to reception or not brought in for an agreed time period.

Medicines

- Medicines must be handed into the office where they will be stored securely.

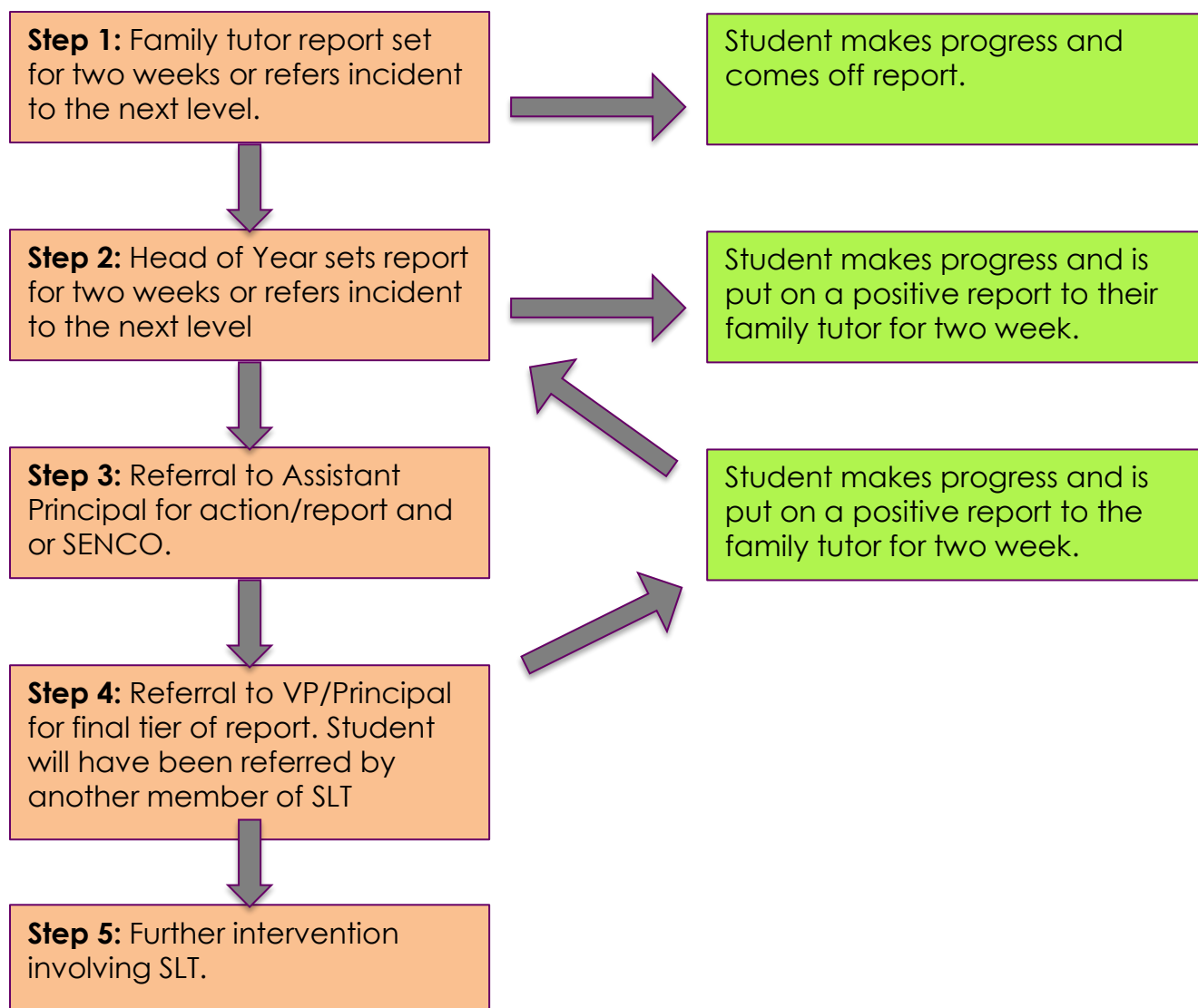
Confiscating students' property

- Staff may confiscate items which are not permitted in the school. This includes unhealthy food and drinks as well as pieces of clothing that are no school uniform.
- Confiscated items should be clearly labelled with the owner's name, a description of the item, the date and the name of the person who confiscated the item and, if valuable, kept in the school safe. These should only be returned to the owner, his/her parent/carer, or the parent's/carer's authorised representative.
- The school reserves the right to ask parents to collect confiscated items in person.

KS3 – KS4 Tracking student behaviour

In some cases, it is necessary for students to be placed on a monitoring report to track their progress. Staff will use their discretion to determine which step is appropriate for individual students. Reports are a three-way communication between the school, the students and home. At the end of each day the report will need to be signed and commented on by the staff who issued the report, the students and a parent/carer.

If a student is found to be breaking one of the school principles and routines, then any of the actions listed below will be taken, matching the appropriate level applicable to a student's needs. Where appropriate intervention with the schools SENCO will be discussed.



Sixth Form Core Principles:

A core principle of our federation is that we live in fellowship and unity, celebrating diversity within our school family and Federation community. These are the core values and personal attributes we expect sixth formers to uphold as members of our school community.

SERVING OTHERS

Put the interest of others above your own. Actively seek to improve the lives of those in our school and wider community.

RESPECT

Treat others how you want to be treated. Be considerate and honour the feelings, opinions and property of others.

INTEGRITY

Be honest and trustworthy in your interactions with others. Be reliable and consistent in your approach to all aspects of school life.

RESILIENCE

Be willing to persevere and overcome difficulties. Take the initiative to solve problems and learn from your mistakes.

KINDNESS

Be generous, considerate and patient. Show compassion towards others.

GROWTH

Take personal responsibility and initiative to develop as an individual.



Sixth Form Expectations:

As a St Mary Magdalene Sixth Form student I will uphold the core values and personal attributes of respect, integrity, growth, kindness, resilience and serving others:

1. Strive for excellence in all I do and show self-discipline and motivation.
2. When travelling to, from and within school, be a responsible and respectful citizen.

3. Be on time every day, aiming for 100% attendance and follow the absence protocols if I am unable to attend school.
4. Listen carefully and follow the instructions of staff promptly.
5. Engage in learning and stay focused, avoid distracting myself or others during study time and approach all tasks with determination and ambition.
6. Recognise that taking academic risks and making mistakes are integral to my learning.
7. Fully participate in the extended curriculum at SMM6.
8. Use the appropriate language to communicate in a given situation and speak/ act kindly towards everybody in the school and wider community.
9. Wear smart and professional dress as set out in the dress code.
10. Keep the school environment tidy and treat the building with care and respect.

Sixth Form Rewards Process:

At St Mary Magdalene C of E Sixth Form, we believe that positive behaviour is best promoted and developed by recognising, celebrating and rewarding outstanding behaviour. There are certain formal reward structures that exist to support this, but this also manifests in a constant environment of praise and recognition for students. Some of the formal reward structures for students include:

Student Reward Points (SRPs)

Students are awarded individual reward points for exceptional learning behaviours such as:

- Improvements to quality of work
- Excellent verbal contributions

- Persevering at challenging tasks
- Quality of class work
- Quality of home learning

Students are also rewarded for their substantial commitment, for example for their contribution to wider school life, extracurricular achievements and qualifications, their contribution to the community and excellent punctuality and attendance.

Students can exchange SRPs for the following rewards:

- 20SRPs = School canteen voucher
- 40SRPs = A voucher prize
- 80SRPs = A commendation and reward

How are student reward points awarded?

Number of Student Reward Points (SRPs)	Description
2	Highly motivated and consistent engagement during lesson time, high quality homework, extended curricular activities or behaviour in and around the school. Upholding one of the core values and attributes.
3	Outstanding contributions, engagement and willingness in lesson time, high quality homework, extended curricular activities or behaviour in and around the school. Upholding two of the core values and attributes.
4	Commendation for going above and beyond in all aspects of sixth form life. Can only be issued by a member of the senior leadership team (SLT). <i>Students awarded with 4 SRPs will be acknowledged during weekly collective worship.</i>

SRPs automatically refresh at the end of every term however if a student achieves 80SRPs before the end of the term their SRPs will automatically be refreshed.

At the end of each term students who have achieved the highest amount of SRPs will be invited to have afternoon tea with the Head of Sixth Form. At the end of the year students who have achieved the highest amount of SRPs throughout the year will be celebrated and rewarded during the annual awards ceremony.

Attendance and Punctuality Awards/Privileges

- Certificates each term for students with 100% attendance and punctuality.
- Students with 100% attendance and punctuality will be rewarded with a canteen fast pass and café voucher every half term.

Head of Sixth Form Award

- These will be given weekly in Collective Worship for students exemplifying any of the Sixth form principles and expectations.

Termly Awards

- These will be celebrated in collective worship for those students going above and beyond in all aspects of sixth form life.

Annual Awards Ceremony

- An opportunity to award students with prizes for their academic, extended-curricular and community service achievements.

Students who receive any of the awards mentioned above will also be rewarded 4 SRPs.

Sixth Form Behaviour Sanctions:

Sanctions are given in situations where students do not adhere to our Sixth Form core principles and expectations. These can be issued for behaviour in and around the school whether this be during lesson time in the sixth form hub, canteen, corridors etc.

Sanction	Process	Examples of expectation breaches (This is not an exhaustive list)
<p>(S1) Formal Warning</p>	<ul style="list-style-type: none"> • Given by a Teacher • Given for persistent misbehaviour following a verbal warning. • A consultation between the student and teacher to discuss reasons for the warning and expected behaviour moving forward. • Logged on the school's MIS (Satchel) 	<ul style="list-style-type: none"> • Failure to adhere to sixth form expectations e.g., dress code infringement, non-adherence to sixth form core principles e.g., not exemplifying respect with peers or staff following a verbal warning • Failure to meet academic responsibilities. • First instance of lateness to lesson without a valid reason.

		<ul style="list-style-type: none"> • First Instance of not following correct absence procedure
<p>(S2)</p> <p>Single Detention (30 Mins)</p> <p>Daily with Subject Teacher</p>	<ul style="list-style-type: none"> • Given by a Teacher • Given for one-off serious misbehaviour. • Given for persistent breach of sixth form expectations • Logged on the school's MIS (Satchel) 	<ul style="list-style-type: none"> • Persistent breach of academic responsibilities such as non-submission of homework or consistent submission of poor-quality homework • Persistent breach of sixth form expectations e.g., continued breach of sixth form core principles, continued failure to meet dress expectations • Second instance of not following correct absence procedure
<p>(S3)</p> <p>Double Detention (1 Hour)</p> <p>Tuesdays and Fridays Only with Head of Sixth Form</p>	<ul style="list-style-type: none"> • Given by a Teacher • Given for persistent or serious breach of sixth form expectations • Restorative justice meeting to take place with student and teacher who set the detention at the end of the day on the day the detention is issued. • Parental contact to be made • Logged on the school's MIS (Satchel) 	<ul style="list-style-type: none"> • Persistent breach of sixth form expectations e.g., serious or continued breach of sixth form core principles, continued failure to meet dress expectations • Repeated lateness even after EMC has been issued • Third instance of lateness to lesson without a valid reason • Third instance of not following correct absence procedure
<p>(S4)</p> <p>Internal Exclusion</p>	<ul style="list-style-type: none"> • Given by a member of the Senior Leadership Team (SLT) • Given for persistent or highly serious breach of school expectations • Can be given as a half day or full day exclusion • Logged on the school's MIS (Satchel) 	<ul style="list-style-type: none"> • Failure to meet sixth form expectations after a series of previous sanctions • A serious breach of school expectations e.g., truanting to lessons • Non-attendance to S3 • Continuous truancy to school detentions
<p>(S5)</p> <p>Fixed Term Exclusion</p>	<ul style="list-style-type: none"> • Recommended by the Head of Sixth Form to the Principal and Executive Co-Headteachers • Given for persistent or substantial breach of sixth form expectations • Logged on the school's MIS (Satchel) 	<ul style="list-style-type: none"> • A substantial breach of school expectations e.g. bullying, smoking in the school vicinity. • Failure to meet sixth form expectations after a series of previous sanctions • Truancy to an internal exclusion • Activity that brings the school into disrepute

A permanent exclusion can be recommended by the Head of Sixth Form to the Principal and Executive Co-Headteachers for persistent or severe breach of sixth form expectations. (A full list of serious breaches of school policy can be found in the whole school behaviour policy).

Additional Points

Mobile Phone Policy

Students may bring their phones to school but they must be out of sight and unheard between 8:45am and 3:15pm except for use during Private Study, break and lunchtime and in the Sixth Form Hub (students must follow the expectations of behaviour in the Sixth Form Hub as stated in the handbook below) or if given permission to do so by a teacher during the lesson. It is important that Sixth Form students set an example to lower school students by not using their phones anywhere else in the school, including corridors, in the canteen and outside.

Students seen using their phones in areas where they aren't permitted will be issued a formal warning by the staff member in the first instance. In the second instance students will be issued a single detention and their phone confiscated for the remainder of the day.

Punctuality

If students are late to school in the morning twice in one week or miss an entire family group session once in a week, with no valid reason they will be issued with an **Early Morning Check-in**. Students will be expected to arrive to school and sign-in by **8:15am** for 2 consecutive days in the week following the lateness.

Uniform (See dress code for more detail)

Staff on the gate and family group tutors will check all students' uniform each morning. If an item of uniform including shoes is missing or incorrect, spare uniform is leant from the Sixth Form Office and a formal warning issued. If a student does not have the correct uniform for two days in a week, the student will be issued a single detention by their family group tutor.

Homework Sanction

If students' hand in incomplete or inadequate homework they will be issued with a **Homework Early Morning Check-in**. Students will be expected to arrive to school and sign-in by **8:15am** and leave their completed homework in the assigned tray in the Sixth Form Hub the day after the EMC has been issued.

Extreme behaviour incidents KS3-KS5:

The following incidents will normally be reported to the police and can lead to permanent exclusion from St Mary Magdalene School, including a first 'one off' offence. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.

As the below list is not exhaustive, the school reserves the right to use professional judgement on consequences.

Behaving in a way which could deliberately cause serious injury/may endanger life/may be considered threatening:

- Bringing knives, BB guns, or any item, which could be used as a weapon, onto the school site.
- Being in possession of knives, BB guns, or any item which could be used as a weapon onto the school site/on the journey to or from school/on a school trip/journey.
- Using a knife/BB gun, any item which could be used as a weapon to intimidate/frighten/hurt others.

- Giving or selling knives/BB guns or any item which could be used as a weapon to another student on the school site, on the journey to or from school, on a school trip/journey.

Illegal drugs/alcohol/harmful substances/smoking materials/drugs paraphernalia:

- Bringing illegal drugs, alcohol, harmful substances, smoking materials including cigarettes and e-cigarettes, or any other related or similar materials into school (see Drugs Awareness Policy).
- Being in possession of the above in school, on the journey to, from school, on a school journey.
- Giving or selling the above to another student in school, on the journey to or from school or on a school journey.

Violence

- A premeditated assault.
- An assault on a member of staff.
- Group violence against an individual, whether as a bystander, or as a participant (see Anti- Bullying Policy).
- Violence against an individual, whether as a bystander or as a participant.
- Sexual assault or abuse.
- Serious threat of violence/assault.

Bullying (Refer to Anti-Bullying Policy)

The use of ICT to deliberately upset others (see also Cyber-Bullying Policy)

- Mobile phones must not be used:
 1. To cause upset; they must be used appropriately, especially on social media.
 2. To harass, harm, offend or insult others.
 3. To record images without staff/student permission.
- Students must not upload onto any form of social media any images of themselves or others wearing school uniform.

Theft

- Stealing from others in school, on the journey to or from school, on a school journey, including from the Dining Hall.
- The school cannot/will not be responsible for mobile phones/electronic equipment on site. This is the responsibility of the child. Theft of these items should be reported by parents directly to the police. (Refer to the Mobile Phone Policy)

Confiscating students' property in extreme cases:

- In the event of staff having reasonable concerns that a student may be in possession of weapons, alcohol, illegal drugs or stolen items, students will be asked by a member of the Safeguarding Team to voluntarily empty bags and pockets. If students refuse to take part voluntarily, the police and/or parent/carer will be called to lead/witness the search.
- Staff may confiscate mobile phones which are suspected to have been used to photograph incidents of violence.

Internal Exclusions - Pupils who display unacceptable behaviour which is deemed serious may be given an internal exclusion, along with those who fail to attend a C3 detention. The pupil will be excluded from class for a set amount of time and will not be allowed in in class or out at break and lunch. They will be set work by the class teachers and will be supervised by a member of the behaviour team. Depending on the severity of the behaviour the time spent out of class will vary from half a day to a full week.

External Exclusions

These measures are only used in extreme circumstances of unacceptable behaviour and can only be imposed by the Principal or Federation Co-headteachers in consultation with other staff. Consultation with staff concerned will always take place, when possible and appropriate, prior to any exclusion. A member of the leadership team will complete the necessary procedures regarding documentation for any exclusion. Teaching staff must set work for the pupil to complete at home, during the exclusion period. The amount of work set should reflect the length of time the pupil will not be in school - class work will be set on Satchel for students to complete. Teachers should keep a record of the work set and ensure it is returned completed when/if the child returns to school.

Permanent exclusion may be given for extreme/serious one-off incidents OR after a series of fixed term exclusions.

Reintegration

Following a period of exclusion, a member of the Head of Year team will meet with the parent/carer and the pupil. This meeting will be to discuss the processes that will be put in place to ensure the pupil has a successful reintegration back into school. During the meeting, there will be an opportunity for the parent to make comments and for the child to say what they will do to ensure there is not a repeat of the behaviour(s) that resulted in the exclusion. Targets will be set on a report which will be monitored by the HoY team. A reintegration meeting must take place before the pupil will be permitted to return to their class.

The Governors 'Statement of Principles on Pupil Discipline and Behaviour' will also be referred to and adhered to when considering consequences for more serious behaviours. (See Appendix)