ST. MARY'S MENSTON

Policy

Behaviour Policy

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Behaviour Policy

SECTION A

Our Purpose

Our school Mission Statements states, 'We are a pilgrim school and we journey with Mary to become the person God intends us to be'. This sense of mission is reflected in this behaviour policy. It is our Catholic belief we are all on a lifelong pilgrimage (journey) to meet out creator. At St. Mary's, we work with our families to guide our pupils, develop their virtuous character and draw out their God-given gifts and talents so they imitate Christ and reflect God in their daily lives.

On our pilgrimage, we are inspired by our form group saints and our patron saint, Mary the mother of Jesus Christ Our Saviour. We draw upon her example of perfect discipleship; her Christian nature and her virtuous character in our own search for excellence.

As our pupils journey on, and leave this family community, we hope their virtuous character and their God-given gifts will shine and contribute to the common good of society and the beauty of the world. We hope pupils develop a growing maturity in which motivation is intrinsic rather than a response to an external influence.

This policy reflects our school Mission Statement and provides guidance and information on all aspects of our behaviour expectations. It aims to provide a secure and consistent framework within which staff work. As a Catholic school we understand that all our pupils are of intrinsic and absolute value as they are created in the image and likeness of God. This belief is at the centre of our daily interactions, and in particular our behaviour expectations.

Character Education

Catholic character education seeks to foster the human formation of pupils. Our behaviour expectations contained in this policy emphasises the importance of developing virtuous characters, respectful relationships and habitually upholding fundamental values in order to attain human flourishing. We desire that all our pupils grow in positive personal strengths called virtues so that their character is formed and they can establish what is important in a situation and how to act for the right reasons.

At St. Mary's we desire that our pupils develop the theological virtues of:

FAITH, HOPE and CHARITY (love)

We also desire that they develop the moral virtues of:

JUSTICE, SOLIDARITY, COURAGE, TEMPERANCE which leads to PRACTICAL WISDOM

Our school values, rooted in the Beatitudes, are the values we desire and are achieved through the practice of living virtuously. By putting the values into practice on a daily basis we become what we do, and for us, this means being Christ centred in all that we do and say.

Our Values, rooted in the Beatitudes are:

1. Faithfulness
2. Humility
3. Truth
4. Forgiveness
5. Tolerance
6. Dignity
7. Service
8. Respect

SECTION B

Behaviour Expectations

At St. Mary's, in our search for excellence and human flourishing, we promote good behaviour, self-discipline and respect. We desire to prevent any form of bullying which can be seen in our separate Anti-Bullying policy and we aim to ensure our pupils complete their assigned work so they achieve their full potential. The behaviour expectations at St. Mary's are underpinned by our values and the desire to live virtuously. The school promotes high standards of behaviour and pupil conduct based on mutual respect, dignity and worth.

Behaviour Expectations

Fundamental Expectations: In and Outside of the Classroom	• Uphold the school values and the practice of living virtuously • Behave safely and responsibly • Respect yourself, and other people, and recognise everyone's dignity and worth (bullying/abuse of any kind is not tolerated) • Respect the school environment (litter, graffiti and vandalism is unacceptable and is not tolerated) • Be ambitious and seek to achieve your full potential
Practical Expectations: In and Outside of the Classroom	• Attend school in line with government expectations • Enter school via pupil services doors if in Years 7 to 11 by 8:25am to be in Form for 8.30am and at 2:40pm exit via visitor or pupil services. Sixth Form students should enter and exit via visitor reception and sign in and out using the Inventry system • Be punctual when arriving at school. If late to school for unavoidable circumstances, enter the school via visitor reception • Follow staff instructions 'First Time, Every Time' • Wear the correct uniform in the correct manner (see the Uniform Policy for uniform expectations) • Keep to the left on corridors and stairs • Queue in an orderly manner and in single file • Eat break time snacks and lunch in the designated areas (M1/M2/Canopy) • Water bottles are permitted but caffeine/energy drinks are discouraged • Put litter in the bin or use the recycling bins • Use the designated playground for the relevant year group • In fine weather, only access the school building at break or lunchtime with duty staff permission (toilets may be accessed. 3 bells will ring to indicate a wet weather break/lunchtime and the building can be accessed then) • Use and respect the designated toilet facilities • Coats not to be worn inside the school building • Chewing gum is not permitted • Throwing bottles/other items is not permitted • Snowballing is not permitted • The school is a mobile phone-free environment. This includes similar devices e.g. iPad, laptop, earphones, smart watches, other internet connectable device • All mobile phones must be **switched off** before arrival at school • Devices must be **stored out of sight** at all times • Mobile phones or similar device must **not be seen, heard, or used** anywhere on the school premises at any time • Tell a member of staff if you require first aid or feel unwell • Adhere to the fire/lockdown procedures • Go to visitor reception if leaving school early for an approved appointment/circumstance. Ensure a note from a parent/carer is written and signed in your planner and has been authorised by your form tutor or Student Progress Leader • Bullying, of any form, is not tolerated (see Anti-Bullying policy) • Peer on peer abuse/child on child abuse is not tolerated (see peer on peer abuse section) • Illegal substances and offensive or illegal items are not permitted (see illegal substance/items section)

	• Smoking, including smoking electronic cigarettes (vaping), is not permitted. School is a non-smoking site
Practical Expectations: Specific to Inside the Classroom	• Be punctual to form time, Acts of Worship, assemblies and lessons • Enter the classroom purposefully, quietly and fully equipped for learning • Sit in your designated seating plan place • Place your books, planner and equipment on the desk at the start of the lesson • Fully engage in all learning and complete assigned tasks to your full potential • Follow staff instructions 'First Time, Every Time' • Wear the correct uniform in the correct manner (see the uniform policy for uniform expectations) • The school is a mobile phone-free environment. This includes similar devices e.g. iPad, laptop, earphones, smart watches, other internet connectable device • All mobile phones must be **switched off** before arrival at school • Devices must be **stored out of sight** at all times • Mobile phones or similar device must **not be seen, heard, or used** anywhere on the school premises at any time • Do not leave the classroom without permission from your teacher • Write homework in your pupil planner and complete homework by the set deadline

Safeguarding of Children and Child on Child Abuse / Child on Child Abuse
The school recognises that children are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including:

- bullying
- cyber bullying
- criminal and sexual exploitation
- sexual harassment and violence
- initiation/hazing
- sharing of nudes and semi nudes
- abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously. Our school has a zero tolerance approach to such attitudes and behaviours.

All concerns around child-on-child abuse are taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in the school's Safeguarding and Child Protection policy. The school ensures that at least one member of the school's safeguarding team has completed the one day LA training on understanding and managing harmful sexual behaviour in education settings.

Safeguarding and Child Protection Action and Support for Pupils
The Designated Safeguarding Lead (DSL) is responsible for providing support to all children involved in incidents of child-on-child sexual abuse. The school recognises that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school) the concern will be taken seriously. The school recognises that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable.

In responding to such concerns, the DSL must (where appropriate) always complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of Keeping Children Safe in Education and the Department for Education guidance on Sexual Violence and Sexual Harassment (2021).

The school ensures that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of:

- parent/carers
- social care
- health
- police and youth justice (where appropriate).

From a best practice perspective, the RAMP should be independently chaired. Further support and advice on AIM checklists and/or undertaking a RAMP can be obtained from the Leeds Education Safeguarding Team.

The school ensures that all children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe. In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious, the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour consequence steps outlined in this policy.

Where child exploitation (i.e. Criminal, sexual, trafficking, modern day slavery), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems. The DSL must complete the child exploitation response checklist for partners (see Appendix of the Safeguarding and Child Protection policy) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference.

The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting (see Appendix of the Safeguarding and Child Protection policy) if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@leeds.gov.uk.
Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion. If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after. A copy of the child exploitation risk identification tool for partners (see Appendix of the Safeguarding and Child Protection Policy) can be obtained from the Leeds Safeguarding Children Partnership Website.

Seclusion
Other than in an emergency situation, seclusion is not part of our practice.
Seclusion is a form of restraint involving the supervised confinement and isolation of a child or young person away from others in a room or area from which they are prevented from leaving. Seclusion is considered an emergency measure only, used to manage extreme, immediate risks. Outside of such emergencies, its use is not only inappropriate but potentially unlawful. St Mary's Menston is a caring and inclusive community. We believe every student has the right to feel safe, supported, and respected. Outside of an emergency, seclusion is not part of our practice. Instead, we champion positive relationships, restorative practices, and compassionate support for all young people, reflecting the values of empathy, inclusion, and dignity that define St Mary's.

Anti-Bullying Policy
The school continually seeks to provide a safe and positive learning environment and this is integral to our school mission. We seek to ensure the best care and support is given to our pupils and that bullying is prevented, not tolerated and is tackled. The school's Anti-Bullying policy provides further details surrounding the school's expectations in relation to bullying. A copy of the school's Anti-Bullying policy can be found on our school website.

Children Missing from Education
A child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education the school will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, Child Sexual Exploitation or Child Criminal Exploitation including involvement in county lines**. School staff members must follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation to help prevent the risks of their going missing in future. Further details on the schools procedures can be found at Appendix 10 of the school's Safeguarding Policy.

SECTION C

Rewards for Pupils
St. Mary's firmly believes in the promotion, recognition and rewarding of our pupils. In the future, we hope their virtuous character and their God-given gifts will shine and contribute to the common good of society which is the ultimate selfless reward.

It is our desire to help our pupils develop a growing maturity in which motivation is intrinsic rather than a response to an external influence. However, we also recognise that it is important to acknowledge acts of kindness and service, personal achievements and good behaviour to increase self-esteem, motivate pupils to be the best they can be and to help them on their journey towards human flourishing.

The school rewards pupils in many different ways:

- Achievement Points / stamps in planners / Net Achievement Points
- Attitude to Learning Grades on Progress Reports
- Weekly Headteacher's Big Breakfast
- Weekly General Letter Recognition
- Virtual postcards
- Student Thank You Postcards
- Acts of Worship
- Termly Celebration Assemblies
- Growth Mindset Display and WOW Boards
- Letters of Recognition
- Website and Press Release Recognition
- Certificates of Excellence E.g. Attendance Certificate
- Cups
- Celebration of Achievement Evenings (GCSE/A Level)
- KS3 Baccalaureate Celebration Events for Years 7, 8 and 9
- Our Lady of Mount Carmel Sixth Form Diploma Celebration
- Annual Rewards Events

Achievement Points

Achievement points are uploaded directly onto ARBOR.

- ‘Bronze Achievement’ is awarded to those who have 200 Net Achievement Points, with certificates awarded in assembly and a Bronze Level reward
- ‘Silver Achievement’ is awarded to the top 20% Achievement Point holders in each year group with a certificate in assembly, communication home and a Silver Level reward
- ‘Gold Achievement’ is awarded to the top 5% achievement point holders in the year group with a Headteacher’s certificate, letter home and a series of ‘golden tickets’ for the following academic year.

**UK Government Definition of ‘County Lines’

- A term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’.

- They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

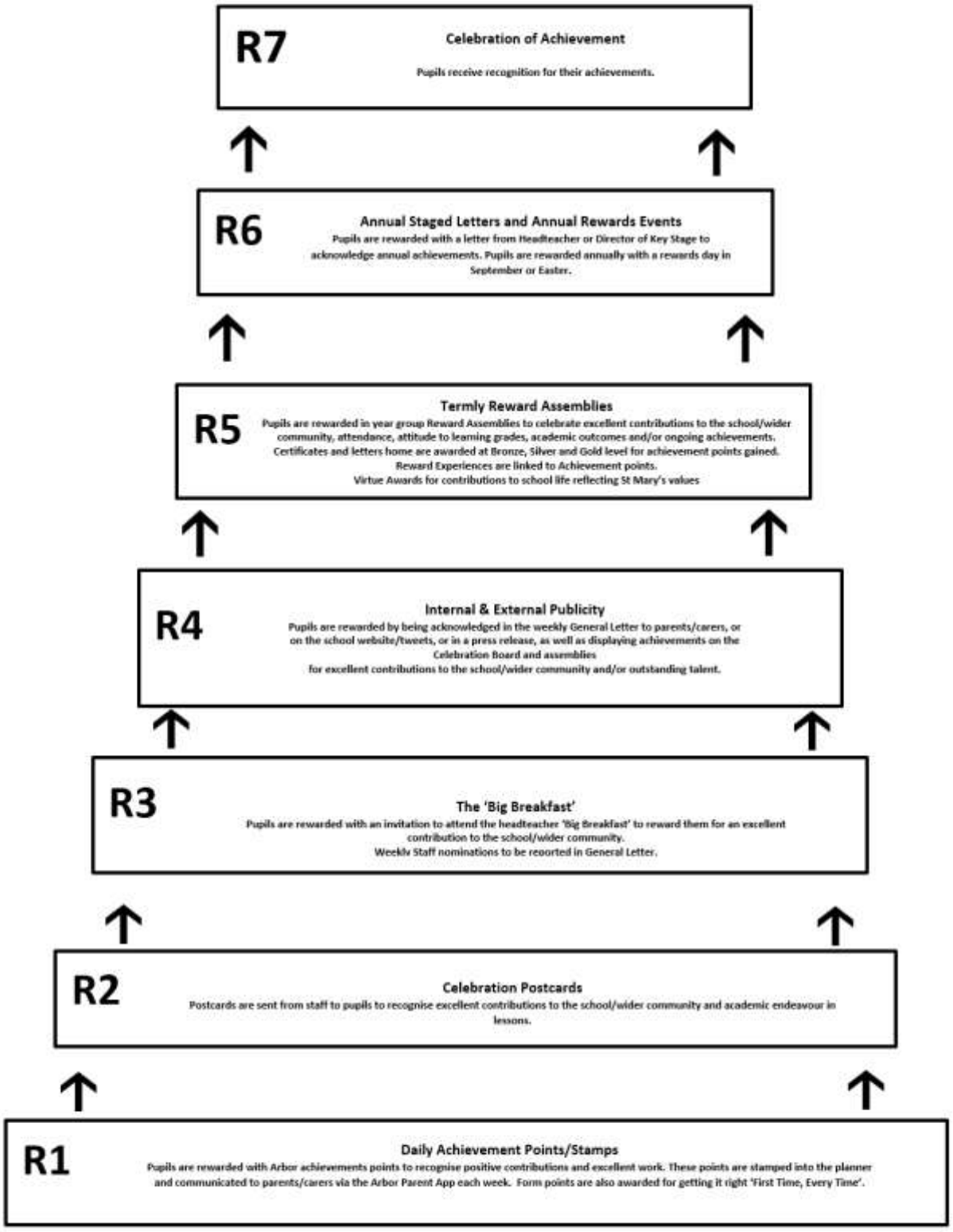
External Awards

The work of our pupils and staff has been recognised externally. Examples of externally accredited awards held currently or previously are:

- Artsmark Silver Award
- Youth Sport Trust Gold Award
- Eco-School
- Fairtrade Status
- Woodland Trust Bronze Award
- International School Status
- John Paul II Foundation for Sports Status
- Sports Leaders UK Leadership Academy Status
- Duke of Edinburgh License
- Faith in Action School
- Bambisanani Partnership – Diana Awards
- Outstanding Contribution to Community Award – Youth Sport Trust 25th Anniversary
- CAFOD Live Simply Award
- National Citizenship Bronze Award

Rewards Steps

These reward steps indicate how achievements are celebrated and acknowledged at different points in the academic year:



Reasonable adjustments are made as appropriate for SEND

Consequences are issued when a pupil's conduct falls below the standard of behaviour which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule/expectation or fails to follow a reasonable instruction staff can impose a consequence on that pupil.

The consequence must be proportionate and reasonable. Section 91 of the Education and Inspections Act 2006 says the consequence must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

It is our hope that the consequence imposed support the pupil to reflect on their behaviour and reform their future attitude, behaviour and actions.

Key Points to Note:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistant and any member of staff on supervision duty
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school e.g. misbehaviour in public when traveling/walking home from school
- Teachers can impose detention outside school hours
- Teachers can confiscate pupils' property.

When poor behaviour is identified, consequences should be implemented consistently and fairly in line with the behaviour policy. A range of disciplinary measures are implemented following an escalating, consequence steps system. The consequences steps can be find in the diagram overleaf.

SEND/Vulnerable Pupils
In cases involving SEND or vulnerable students, appropriate reasonable adjustments are applied if required. Further discussion takes place with appropriate staff, and parents/carers if required, and needs are considered before consequences are issued. A pyramid of reasonable adjustments is available alongside this policy for staff use.

The consequences steps are:
C1: Verbal Warning
C2: Second Verbal Warning
C3: Recorded on ARBOR, and a discussion with pupil and communication with parent/carer
C4: 1-hour Detention at the End of the School Day
C5: SLT Detention at the End of the School Day
C6: Internal Isolation
C7: Fixed Term Suspension/External Referral/Managed Move/Off-Site Provision/Managed Transfer
In cases where behaviour is causing, or has the potential to cause extreme harm to the learning and/or wellbeing of those in the school, then a Permanent Exclusion may be made.

NB: The school follows the Department for Education statutory guidance regarding suspension which states that good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. When making judgements, a civil standard of proof - 'on the balance of probabilities' is adopted as opposed to a criminal standard of proof - 'beyond reasonable doubt'. Reasonable adjustments are made as appropriate for SEND pupils.

Consequence Steps

At St. Mary's we **expect** pupils to behave responsibly and follow instructions from all staff, **First Time, Every Time.** If a pupil's behaviour hinders the progress of themselves or others, the consequences are:

In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school, the school may as a last resort use permanent exclusion as part of creating a calm, safe, and supportive environment where both pupils and staff can work in safety and are respected

C7

Serious breach or persistent breaches of the school's behaviour policy. Immediate removal of a pupil if required, one or more of the following sanctions:

- External Isolation
- Suspension (to ensure a calm, safe, supportive environment respect for all)
- Off-Site Direction

ARBOR RECORD
MEETING WITH PARENTS/CARERS

C6

Serious breach or persistent breaches of the school's behaviour policy. Immediate removal of a pupil if required, one or more of the following sanctions:

- Internal Isolation

ARBOR RECORD
MEETING WITH PARENTS/CARERS

C5

Significant behaviour/incident or persistent defiance/behaviour Immediate removal of a pupil, if required and the following sanction:

- SLT detention

ARBOR RECORD
MEETING WITH PARENTS/CARERS

C4

Failure to meet St. Mary's expectations (5 x C3) or C4 incident e.g. anti-social behaviour, direct confrontation or defiance toward any member of staff, truanting from lesson.

- On-call room removal
- C4 after school detention

ARBOR RECORD
EMAIL TO PARENTS/CARERS

C3

Repeated C2 behaviour in lesson OR behaviour that merits C3, failure to meet 2nd homework deadline, inappropriate language, incorrect uniform, eating in lesson, being out of bounds, late to lesson.

- In Faculty room Removal

ARBOR RECORD
EMAIL TO PARENT/CARERS

C2

Repeated C1 behaviour OR low-level behaviour that merits C2

SECOND VERBAL WARNING

C1

Low level disruptive behaviour that does not fit St. Mary's expectations e.g. lack of focus, off task, calling out, inappropriate comment to a peer

VERBAL WARNING

NB: The school follows the Department for Education statutory guidance regarding exclusions which states that good behaviour in schools is essential to ensure that all pupils can benefit from the opportunities provided by education.

Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk)

When making judgements, a civil standard of proof - 'on the balance of probabilities' is adopted as opposed to a criminal standard of proof - 'beyond reasonable doubt'

Fixed Term Exclusion categories are provided by Leeds LEA. See appendix for categories.

Reasonable adjustments are made as appropriate for SEND pupils.

Supplementary Information Regarding Consequences for Pupils:

- If a pupil is wearing an inappropriate item or has inappropriately styled or coloured hair, school will contact parents and the pupil may be asked to return home and change or address the problem, returning back to school in the correct manner. If this is not possible, the pupil may be asked to work in isolation until the issue is addressed
- Any breach of the school's mobile phone-free environment for Key Stage Three and Four pupils will result in confiscation of the device and sanctioned in accordance with the schools' Behaviour Policy and as noted below:
    - **First instance:** The device will be confiscated and returned to the pupil at the end of the school day. A C3 will be issued
    - **Second instance:** The device will be confiscated and returned to the pupil at the end of the school day. Pupils will be issued a C6 Isolation
    - **Third instance:** The device will be confiscated and must be collected by a parent or carer from the school office
    - **Further non-compliance or refusal to follow staff instructions:** Will be treated as a more serious breach and will result in additional sanctions, applied in line with the school's Behaviour Policy
- Any breach of the school's mobile phone-free environment for Key Stage Five students will result in the following consequences:
    - **First instance of using a phone/device in a non-designated area: t**he student will be asked to hand over their mobile phone/device and it will be stored in the sixth form office. It can be collected at the end of the school day (2:40pm)
    - **Second instance: t**he student will be asked to hand over their mobile phone/device and it will be stored in the sixth form office. It can be collected at the end of the school day (2:40pm). The parent/career will be notified
    - **Third instance: t**he student will be asked to hand over their mobile phone/device and it will be stored in the sixth form office. It can be collected at the end of the school day (2:40pm). The parent/career will be notified and an after-school detention issues
    - **Further non-compliance or refusal to follow staff instructions:** Will be treated as a more serious breach and will result in additional sanctions, applied in line with the school's Behaviour Policy
- Parents/carers will be informed in advance if a C4 detention is imposed
- Failure to attend a C4 detention may result in a pupil being placed in a C5 detention with a member of SLT. Parents/carers and pupils will be informed in advance
- If an offence warrants a C6 internal isolation, parents/carers will be contacted. The school can decide how long a pupil should be kept in isolation, and the staff member in charge can determine what pupils may and may not do during the time they are there. The school should ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. The school should also allow pupils time to eat and use the toilet
- In line with current legislation, St. Mary's is a non-smoking site. Pupils caught smoking or vaping will receive a C5 sanction, or C6 sanction if persistent.
- To support C7 consequences, St. Mary's works in partnership with other schools within the North West Inclusion Partnership to supervise pupils who may need to be suspended for a fixed term or isolated for various reasons. This is a reciprocal arrangement with local secondary schools. Parents/carers will be informed in advance of this arrangement and work will be provided for the pupil to complete
- If a pupil has made an accusation against a member of the school community and, after investigation, the accusation has been deemed deliberately invented or malicious, sanctions will be issued in line with the Consequences Steps
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school's Use of Reasonable Force policy sets provides more information regarding this
- Headteachers and authorised school staff may also use reasonable force given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm
- Illegal Substances, offensive or illegal Items: Any illegal substance, offensive or illegal items found in a pupil's possession, will be confiscated. The incident will be dealt with by a member of SLT.

Parents/carers will be informed in all instances. Fixed Term Suspensions, or in extreme cases permanent exclusion, may be issued after discussion with the Headteacher

- Staff have the legal authority to search pupils and their belongings if they believe a pupil to be in possession of an illegal substance, offensive or illegal item. This can be done without consent for 'prohibited items' such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school (incl. but not limited to; knives, weapons, items that can cause harm, alcohol, illegal drugs, stolen items) rules which has been identified in the rules as an item which may be searched for. If a pupil will not cooperate with an investigation, then the Safer Schools Officer or the police may be called to facilitate a search
- The dealing of illegal substances on the premises may result in a Permanent Exclusion being imposed. The Headteacher will review all cases before a decision is made. Any pupil who is permanently excluded will have the right to appeal to the Governors
- Any illegal substance, offensive or illegal item found in school should be kept in the school safe in a clearly labelled package until disposal is arranged via the Safer Schools Officer
- In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school, a Permanent Exclusion may be imposed. The Headteacher will review all cases before a decision is made. Any pupil who is permanently excluded will have the right to appeal to the Governors

NB: Where appropriate, the school will liaise with the Safer Schools Officer for advice and guidance and refer pupils to external agencies for support if required. School cannot accept responsibility for personal possessions lost on the premises

SECTION D

Mobile Phone Use

The school is committed to providing the best possible learning environment for all pupils, rooted in our values to ensure all pupils flourish. In line with statutory guidance from the Department for Education, which requires schools to enforce a clear prohibition on mobile phone use during the school day, the school adopts a mobile phone-free environment which means the use of mobile phones and similar devices e.g. iPad, laptop, earphones, smart watches, other internet connectable device are prohibited on the school site for Key Stage Three and Four Pupils. Mobile phones and similar devices must be **stored out of sight**. All mobile phones must be **switched off** before arrival at school and mobile phones must **not be seen, heard, or used** anywhere on the school premises, including during breaktimes, lunchtime, on corridors and while entering or leaving the building.

Key Stage Five students are permitted to use a mobile phone or similar device in designated areas only. The Sixth Form designated areas include the sixth form Common Room, Library, independent study classrooms, H22 and in lessons under the direct supervision of the teacher for educational purposes only. Sixth Form students are not permitted to use their mobile phone or similar device on corridors or in shared areas with lower school pupils such as the canteen (M1/2), the canopy area or outdoor yards. Sixth Form students are not permitted to make or receive telephone calls in school, except for in the common room or by arrangement in the sixth form office. Sixth Form students are reminded when using their mobile phone and/or any other IT device, to adhere to the school's ICT Acceptable Use Policy.

The school adopts this policy as it reflects both national requirements and strong evidence that mobile phones are detrimental to learning and wellbeing. Research indicates that mobile phone use is a significant source of distraction in lessons. Limiting access to mobile devices supports improved focus, encourages meaningful face-to-face interaction, and promotes healthy social development. Furthermore, high levels of online access have been linked to increased exposure to harmful or hurtful behaviour, adversely affecting pupil wellbeing. The removal of the distraction of having mobile phones during the school day supports the Government's aim to improve concentration, reduce anxiety associated with social media and foster stronger, more positive relationships among pupils.

The Role of Staff
All staff are expected to consistently enforce the school's policy on the use of mobile phones. Staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day. There may be occasions where it is appropriate for a member of staff to use a mobile phone or similar device in relation to their work e.g. to issue homework, issue rewards/sanctions, register pupils or use multifactor authentication. On such occasions, staff are permitted to use their mobile phone.

Expectations for Pupils
All pupils are expected to adhere to the school's policy which prohibits the use of mobile phones and similar devices. Pupils are regularly reminded of the expectations, the consequences and sanctions for not following the policy. Pupils are also taught about the risks that are associated with the use of mobile phones and the benefits of having a mobile phone-free environment. Should a pupil need to contact a parent during the school day, they should speak to a member of staff who will make arrangements via Pupil Services.

The Role of Parents
Parents have an important role in supporting the school's policy on prohibiting the use of mobile phones. The policy is explained to parents along with the reasons behind the policy. Parents are encouraged to reinforce and discuss the policy with their child at home, including the risks associated with mobile phone use and the benefits of a mobile phone-free environment. Where parents need to contact their child during the school day, they are directed to the main Visitor Reception telephone line or administration email address so that staff can be made aware of any message to relay.

The Use of Sanctions
Sanctions can lawfully be issued if a pupil breaches the mobile phone policy. Schools can confiscate a mobile phone or similar device as a disciplinary penalty where this policy is breached. Headteachers, and staff authorised to do so, have a statutory power to search a pupil or their possessions where the school has reasonable grounds to suspect that the pupil is in possession of a prohibited item, including a mobile phone or similar device.
Any breach of the school's mobile phone-free environment will result in confiscation of the device and sanctioned in accordance with the school's Behaviour Policy and as noted below:

- **First instance:** The device will be confiscated and returned to the pupil at the end of the school day. A C3 will be issued
- **Second instance:** The device will be confiscated and returned to the pupil at the end of the school day. Pupils will be issued a C6 Isolation
- **Third instance:** The device will be confiscated and must be collected by a parent or carer from the school office
- **Further non-compliance or refusal to follow staff instructions:** Will be treated as a more serious breach and will result in additional sanctions, applied in line with the school's Behaviour Policy

Adaptations and Reasonable Adjustments
The Department for Education expects all schools to prohibit the use of mobile phones throughout the school day to reduce distraction and disruption. The school will make reasonable adjustments where necessary. There may be exceptional circumstances where the school adapts the policy for specific pupils. The school will take reasonable steps to avoid substantial disadvantaged to a disabled pupil. The school will put in place arrangements to support pupils with medical conditions which may include the use of a mobile phone e.g. pupils with diabetes who might use continuous glucose monitoring with a sensor linked to their mobile phone to monitor blood sugar levels.

The Use of Mobile Phones on School Trips and Residentials
The school is expected to ensure that the pupils' educational experience on a school trip is not disrupted by the presence of mobile phones or similar devices. Trip leaders should clearly communicate to pupils and parents the arrangements related to mobile phones on their trip. Trip leaders may consider prohibiting or restricting the use of mobile phones.

SECTION E

Support Strategies

The school recognises that some pupils require support, nurturing and intervention to address individual behavioural needs and persistent poor behaviour or to report a behaviour issue. The school adopts the following strategies to support pupils:

- a quality education via a broad and balanced curriculum which meets pupil needs
- investment in Personal Development Time (PDT)
- encouraged to be virtuous, ambitious and to strive to be the best they can be
- St. Mary's KS3 Baccalaureate
- clear and reasonable expectations, rewards, consequences and reporting systems which are published and known
- consistently and fairly applied behaviour policy
- communicating and recognising achievement through the Reward System
- clear, common referral system
- clear lines of responsibility
- data analysis
- reflection on poor behaviour and responsibility for actions
- therapeutic rehabilitation practices and restorative justice
- structured intervention programme for underachieving or struggling pupils
- PSA support and mentoring service
- HUB support and therapeutic rehabilitation practices
- external agency support eg SSO, Catholic Care, TAMHS, CAMHS, North West Fair Access, SEND agencies
- Off-site provision (only if appropriate)
- The school reinforces its message of zero tolerance through its reporting system STOP@stmarysmenston.org. Pupils can write to the Inclusion Team to report a concern about themselves or another member of the school community. STOP posters are displayed across the school and stickers are attached in planners and Sixth Form lanyards.

Education and Curriculum Support

A number of proactive strategies are adopted to ensure pupils understand the behaviour expectations. The mission of the school seeks to develop virtuous characters so they may imitate Christ and reflect God in their daily lives. With this in mind, our curriculum provision ensures education is provided to prevent pupils breaching the school's behaviour expectations. Our curriculum maps highlighted on the school website indicate how the curriculum supports behaviour expectations and key messages across different subject areas, form time, personal development time (PDT) and shared Acts of Worship.

Communication with Parents/Carers

The school works in partnership with parents/carers in supporting their child with their behaviour. Rewards and praise are communicated to parents/carers verbally, in writing. Parents/carers can contact school to discuss their child's behaviour or achievement points.

In cases of unacceptable behaviour, intervention work is carried out with the pupil to ensure there is not a repeat of the incident. Parents/carers are informed in writing (via email if necessary) with 24 hours-notice of any C4/C5 (after school) detentions. Parents/carers are contacted by telephone or email to discuss the situation should their child have been placed, or needs to be placed in Isolation during the school day. Parents/carers are notified in writing (via email if necessary) of a Fixed Term Suspension. A member of the Inclusion Team will always try and contact parents/carers by telephone to inform them of the situation before the pupil leaves school. Work will be provided for pupils to complete if required. Following a Fixed Term Suspension, a post suspension meeting will take place with the pupil and parents/carers to discuss appropriate strategies to ensure a further suspension is avoided. School can issue consequences to a pupil for incidents that happen off site but may have a direct effect on the school community. This includes the

inappropriate use of ICT. Where criminal acts are involved, the school will liaise with the Police, via the school's Safer Schools Officer or, if appropriate and necessary, directly with the police.

SECTION F

Transition

As part of the Transition process, between May and June, Year 6 pupils are visited by a member of staff from St. Mary's. During this visit the pupils are introduced to the Behaviour Policy which operates at St. Mary's and have the opportunity to discuss any concerns or queries they may have regarding expectations and standards.

In addition to these visits, pupils who have been identified as requiring additional support with the transition process, follow the Transition Masterclass Programme and have bespoke sessions to address their various needs delivered by the Inclusion Team.

In July, Year 6 pupils visit St. Mary's on two separate occasions. This is an opportunity for discussion to take place about expectations and all the opportunities available in the coming years. Parents and carers are invited to attend an Information Evening in July where they are shown how to use the Arbor app for daily access to attendance and behaviour data. All key policies are also shared at this time.
There is a comprehensive transition section on the school website which pupils and their parents/carers are encouraged to visit in preparation for the start of the new academic term.

SECTION G

Staff Professional Development and Checklist for Teachers

All staff are expected to read and implement the Behaviour Policy. As part of their continuing professional development, at the beginning of each academic year all staff attend a training session on "Routines, Behaviour and Expectations". This session is delivered as part of the school's first whole school training day. Staff are notified immediately whenever any changes or updates are made to the Behaviour Policy. In addition, all new staff receive a "Behaviour for Learning" training session as part of their initial induction. ITTs and ECTs receive additional training as part of the Early Career Framework training and development requirements. Members of staff requiring further clarification on the Policy, are directed to the Assistant Headteacher with responsibility for behaviour and inclusion for bespoke training.

Behaviour Checklist for Teachers

'Consistency is Key'

Classroom:

- Display "Pupil Expectations" in the class and ensure that the pupils and staff know what they are
- Reinforce the key message: "First time every time"
- Display the "Pupil Rewards" in class and ensure pupils are staff know what they are
- Display the "Consequences Steps" in class and ensure pupils and staff know what they are
- Know the names and roles of any adults in class
- Use the pupil planner and ARBOR* to record rewards and consequences

Preparation:

- Know the names of pupils and any specific needs they may have e.g. SENDK, EHC plan, DA, M, F, CLA, EAL, L/M/H, Irlens etc.
- Understand pupils' special needs
- Prepare and use a seating plan for all classes (use ARBOR)*
- Have a plan of action for pupils who are likely to misbehave
- Ensure other adults in the class know the plan of action
- Ensure that all resources are prepared in advance

The Lesson:

- Ensure an orderly arrival to lesson; line up in corridor if possible
- Meet and greet pupils when they come into the classroom
- Plan a bell task or encourage pupils to stand behind desks
- Praise the behaviour you want to see more of and reward pupils
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate/personalise learning
- Share learning objectives and signpost and scaffold learning
- Stay calm
- Have clear routines for transitions and for stopping the class
- Explicitly teach pupils the class routines
- Follow the consequences steps at all times: move a pupil within the classroom prior to removing a pupil within the faculty area. Use "on-call" as a last resort or in the case of an emergency.

Parents

- Use the pupil planner, parents' evenings, and make timely telephone calls or send emails in a timely manner to give feedback to parents about their child's behaviour - let them know about the good behaviour as well as behaviour which falls short of our expectations
- Record R1 achievement points and C consequences on ARBOR* so that parents are notified.

SECTION H

Evaluation

This policy is reviewed every three years or when there are statutory updates to ensure that it continues to meet the needs of pupils, staff and parents, in line with current Department for Education advice and guidance.

Appendix 1

Celebration of Achievement Evening Awards

Inclusion Team Pastoral Awards: As with the annual Subject Awards, Pastoral Awards for outstanding contribution to St. Mary's are awarded to pupils achieving the highest progress points and through discussion and nomination within the Inclusion Team.

Attendance Certificates/Shield: Attendance certificates are presented at the end of each year to those pupils with 100% attendance and to those pupils whose attendance has shown significant improvement. The Attendance Shield is awarded to a Form Group in Year Group with the best attendance record.

Governors' Awards: Special Governors Awards can be presented for any outstanding achievement beyond the normal categories. Nominations are made to the Academy Council for approval.

Conduct Cup: The Conduct Cup is awarded to a Form in each Year Group deemed to have the best overall conduct throughout the year. Behaviour and achievement points on SIMS help inform the recipients.

Bambisanani Certificates of Excellence: Bambisanani Certificates of Excellence are awarded to pupils and members of the wider community for outstanding contributions to the Bambisanani Partnership.

We have a number of awards to remember and celebrate the lives of people with special association with St. Mary's:

Martin Green Award for Outstanding Achievement: The Martin Green Award for Outstanding Achievement is presented annually at a special assembly. The award is presented for 'Outstanding Achievement' in sport to a Year 8 pupil

Martin Green Memorial Award for Excellence in Rugby: This is awarded to a male student for excellence in Rugby.

Michelle Stott Award: The Michelle Stott Award is presented annually in memory of Michelle who died in 1989. The Award is presented to a Year 11 girl for outstanding progress in Physical Education.

The Jordan Sinnott Award for Excellence in Football - KS4: The Jordan Sinnott Award will be awarded to a Key Stage 4 student who achieves the highest level of football throughout their time in KS4. Jordan was an exceptional talent who went on to live out his dream and play professional football. We hope future recipients will go on and achieve similar levels of success to Jordan.

Sbonelo Magwaza Award: Sbonelo Magwaza was an outstanding young leader from our partner school in South Africa who was mentored by St. Mary's pupils. Sbonelo died in 2010 and annual awards are made for outstanding leadership relating to the Bambisanani Partnership at both St. Mary's and Mnyakanya

Erin's Gift: This is awarded to a Year 11 pupil for outstanding progress in Design and Technology

The Sue Hope award for 'Living out the Word': This is awarded to a pupil who has managed to live out the Gospel values in the face of adversity

The Molybdenum Prize for Creative Thinking In Chemistry: This is awarded to a Year 13 pupil to remember and celebrate the life of Mo Hooley

The Eric Dawson Award for 'The Distance Travelled': This is awarded to a Year 13 pupil who has shown perseverance and endurance to gain success

Awards from External Agencies: We seek to make use of external awards schemes, including:
• Diana, Princess of Wales Memorial Award for Young People

• Diana Certificate of Excellence
• Leeds Rotary Club Youth Awards: Service Above Self
• Aireborough Rotary Club Awards: Community Service
• Duke of Edinburgh Award

St Mary's Awards

The BWCAT Key Stage 3 Baccalaureate
The Bishop Wheeler Baccalaureate is an inclusive award that aims to enhance student knowledge, skills and attributes to enable them to contribute to the common good of all. It is aspirational in that the award acknowledges that each young person is capable of significant achievements and successes in multiple areas. The award offers a range of opportunities that encompass traditional subject disciplines in addition to an entitlement to personal development opportunities that are physical, creative and cultural and include elements of community service and will be rewarded for engaging in activities and opportunities both inside and outside the classroom. In addition, the Bishop Wheeler Baccalaureate recognises the steps on our journey towards developing a virtuous character, and a deepening understanding of our Catholic faith and its call to serve.

Margaret Clitherow Award - Saint Margaret Clitherow was born in York. Soon after her marriage, Margaret became a Catholic. She lived in the Shambles in York and secretly offered Mass there. Meanwhile, the government was determined that Catholicism be stamped out in Yorkshire where it was especially strong. In 1586 she was arrested for the crime of harbouring Catholic priests and would not plead, her only statement being, "Having made no offence, I need no trial''. **This award will be given to a pupil who has demonstrated one or more of the following qualities- Faith, Hope (prayer), courage and practical wisdom, female leadership.**

Francis Dickinson Award - Blessed Francis Dickenson was born in Otley in 1564. in 1582, at the age of 17, he entered the English College in Reims. He was ordained on 18 March 1589 and returned to England He was promptly arrested. Upon refusing to swear allegiance to the Queen, Francis was imprisoned in London. During this time, he was tortured in an attempt to obtain a confession. He was later hung, drawn and quartered in 1590. Francis had been a priest for just over one year and, at the age of 25, was one of the youngest Catholic martyrs of the English Reformation. **This award will be given to a pupil who has demonstrated one or more of the following qualities - Courage, Justice, honesty, faith, youth servant leadership.**

St John Fisher Award - Saint John Fisher was born in Beverley, Yorkshire. He went to Cambridge University. In 1504, he became Bishop of Rochester and Chancellor of Cambridge. His reputation as a preacher was so great that he preached the funeral oration for Henry VII in 1509. He actively opposed King Henry VIII's divorce proceedings against Catherine of Aragon. Fisher refused to take the Oath of Succession which acknowledged Anne Boleyn as King Henry VIII's lawful wife and their children legitimate heirs to the throne. He was imprisoned, for treason, in the Tower of London where he was never allowed a Priest. He was made a Cardinal by Pope Paul III and Henry VIII retaliated by having him executed within a month. **This award will be given to a pupil who has demonstrated one or more of the following qualities - courage, practical wisdom, orator, speaking out for justice.**

Saint Richard Gwyn Award - Saint Richard Gwyn was educated at Oxford University. He then returned to Wales where he worked as a school teacher. He had six children. Gwyn often had to change his home and his school to avoid fines and imprisonment. Finally, in 1579 he was arrested, he escaped and remained a fugitive for a year and a half, was recaptured, and spent the next four years in one prison after another until his execution. He refused to give up his Catholic beliefs and follow the Anglican church and was sentenced to death for High Treason in 1583. **This award will be given to a pupil who has demonstrated one or more of the following qualities - learning, mentoring, teaching and/or witness.**

Saint Thomas More Award - Saint Thomas More was born in London. He was the Speaker of the House of Commons, an important councillor to Henry VIII of England and Lord Chancellor. He believed women to be just as capable academically as men, an attitude that was highly unusual at the time. He campaigned against the Reformation (the separation from the Catholic Church) and refused to accept the King as Supreme Head of the Church of England. More saw the Reformation as heresy, a threat to the unity of both church and society. In 1535, he was tried for treason and executed. He declared that he died "the king's good servant, but God's first." **This award will be given to a pupil who has demonstrated one or more of the following qualities - practical wisdom, temperance, courage, solidarity, justice, hope, love, equality, fairness.**

Blessed Nicholas Postgate Award - Blessed Nicholas Postgate worked for 51 years as a priest in England for the Catholic religion, at constant risk from the authorities. Although anti-Catholic feeling in England had subsided a good deal, it flared up again. Postgate was arrested, aged 82, whilst carrying out a baptism near Whitby. He was condemned for being a priest and was hanged, drawn and quartered. In his final speech, he forgave those who had wronged him. **This award will be given to a pupil who has demonstrated one or more of the following qualities - Forgiveness, practical wisdom, vocation, faith, courage.**
Blessed Christopher Wharton Award - Blessed Christopher Wharton was born near Ilkley. He was educated at Trinity College, Oxford and converted to Catholicism. He was ordained a priest in 1584. In 1586, he returned in great secrecy to Yorkshire to work as a priest 'on the run'. He was finally arrested in 1599. He was brought to trial and condemned for High Treason. He refused life and liberty at the price of conformity and was hanged, drawn and quartered. **This award will be given to a pupil who has served the local community or who has demonstrated vocation and a commitment to education and study**

The Grata Plena Award
Mary, the mother of Jesus, has a special place in our lives. Her willing acceptance of the will of God was the moment that the incarnation took place. Mary was, and is, the perfect disciple. She listened to and accepted the will of God. She stood by Jesus and was a woman of prayer. When we say the words 'Gratia Plena' we are acknowledging that Mary is filled with grace and God's favour. **This award will be given to a pupil who is full of grace and has persistently demonstrated one or more of the following qualities - love, help, mercy and strength to others.**

The Imago Dei Award

Then God said, 'Let us make humankind in our image, according to our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the wild animals of the earth, and over every creeping thing that creeps upon the earth.'
So God created humankind in his image, in the image of God he created them; male and female he created them. Genesis 1.26-27

We believe that human beings are created in the likeness and image of God. All Christians accept that humans were made to "resemble" God. Catholics use the Latin term 'Imago Dei' to describe this unique relationship between God and humans. It singles us out as those specially chosen by God. It stresses that all humans are holy and should be respected and protected. **This award will be given to a pupil who has reflected God in their life, made a positive contribution to the cultural life of the school or who has treated others equally and with dignity.**

The Our Lady of Mount Carmel Diploma has been designed to capture and reward sixth form achievements. The Diploma information can be found on the school website.