



**ST MARY'S
COLLEGE**

Pastoral Behaviour & Discipline Policy

Name of policy	Pastoral Behaviour & Discipline
Status	Approved 24 th June 2014, reviewed Sept 2019
Date of next review	Sept 2022
Lead Area	Pastoral Directors

Other related policies that support this policy:

This policy is to be read with reference to the safeguarding, anti-bullying and exclusion policies. The legal duties of the school under the 2010 Equality Act are recognised in reference with safeguarding and students with SEN.

September 2019

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Section 1

Mission Statement and Policy Principles

Mission Statement

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as you love yourself”

(Mk 12:30-31)

St Mary's College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person on our community is specially valued and has an important part to play in making sure that we live out our mission

Behaviour and Discipline Policy Principles

At St Mary's College we aim to create and maintain a safe and consistent learning environment, underpinned by a pastoral system which promotes the wellbeing of all students. The policy is to secure outstanding teaching and learning within an ethos which promotes outstanding behaviour, self-discipline, respect, high standards of achievement and transparent and just application. Students should be able to develop and work in an atmosphere of trust, tolerance, security and openness where positive relationships and achievements are celebrated within the school and wider community,

“The Quality of learning, teaching and behaviour in schools are inseparable issues and the responsibility of all staff. Respect has to be given in order to be received. Parents and carers, pupils and teachers all need to operate in a culture of mutual regard. The support of parents is essential for the maintenance of good behaviour.”

[Steer Report October 2005]

The school will promote good behaviour and Christian conduct by the example of its staff and by its commitment to:

- The uniqueness of the individual
- The significance of community
- The practice of forgiveness, reconciliation and therefore justice
- The belief that young people have a strong natural sense of justice and appreciate a sense of order in which there are clear parameters
- The belief that good behaviour is secured through praise and encouragement.

Section 2

Policy Aims and Success Criteria

The Behaviour Policy aims to:

- Reflect the school mission statement throughout
- Acknowledge and celebrate behaviour that leads to successful learning and creates an extremely positive school ethos
- Encourage students to value and respect themselves and others
- Be applied consistently by all staff at all times and in all parts of the school
- Encourage self-discipline and personal responsibility in lessons, between lessons, at break and lunchtime and whilst travelling to and from school
- Encourage a caring, respectful and considerate attitude to others
- Be clear and understood by staff, pupils and parents/carers

The Policy will be succeeding when:

- All staff consistently apply the Policy
- Students understand and have respect for the systems, procedures and principles of the policy
- Students value the acknowledgement of their successes
- Students understand and accept disciplinary measures
- Staff and students treat each other with courtesy and respect
- The views of students and parents acknowledge satisfaction with the standards of behaviour and the consistent application of the policy in the vast majority of cases
- Encouragement, concern, respect, reflection, forgiveness and reconciliation are evident throughout the application of the policy
- Students' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos Students value the policy by recognising that it serves their needs and the needs of the school and community at large.
- Students comply with classroom rules
- Students behave with courtesy and respect
- Students make positive contributions to the school community
- Students seek and receive support and guidance

Appendices 3, 4, 6, 6a

The system of positive behaviour management will be effective when:

- There is an increase in the numbers of students given rewards, which are genuine, deserved and specific.
- Students understand a range of appropriate rewards and sanctions
- Staff consistently praise and reward good behaviour
- All staff consistently apply school rewards and sanctions procedures

Appendix 9

All staff will be succeeding when:

- They take individual responsibility for classroom behaviour problems
- Learning during lessons is not disrupted by poor behaviour and issues are tackled quickly and calmly
- Responsibility for behaviour problems out of the classroom is shared by all staff
- The 123 policy is consistently and fairly applied
- They can administer rewards and sanctions effectively Every teacher's classroom management reflects the school's Behaviour and Discipline Policy
- Classroom rules are explained, negotiated and understood
- The layout of classrooms and the allocation of resources enhances teaching and learning
- Incidents of low-level disruption do not have a negative impact on learning
- Staff can identify the exact source of disruption
- Training is sought by individual staff to improve disciplinary practice.

Appendices 1, 2, 3, 4a

Staff with pastoral responsibilities will be succeeding when:

- Criteria for referral are followed by all staff
- Staff seek support and guidance on behaviour management
- Support and advice are provided in acute situations
- Communications with staff is prompt
- Leadership is demonstrated in discipline, support, worship and prayer
- Learning and support continues for students who have received sanctions for poor behaviour
- Behaviour data is analysed regularly by pupil groups and informs targeted intervention and self-evaluation

Appendices 1, 2, 4, 4a, 5, 5a, 5b, 6, 6a,

A system of positive reinforcement for good behaviour will be succeeding when:

- Good effort and behaviour is consistently rewarded by staff
- Students achievements are publicly acknowledged
- Students show that they value praise
- There is a graded system of rewards

Appendices 1, 9

The system of referral will be succeeding when:

- The system for referral is followed by all staff
- Referrals are made for serious misdemeanours only and/or counselling and guidance
- There is a graded system of reprimands and sanctions consistently applied by all staff
- Reprimands and sanctions data inform targeted support intervention.
- Students, staff and parents recognise that the system of reprimands and sanctions is appropriate

Appendices 1, 4, 5

An effective system of prevention of bullying will be succeeding when:

- Incidents of bullying are identified promptly by staff
- Students feel confident to report bullying to any member of staff
- The School's anti-bullying policy is followed by all staff
- Classroom strategies are used to enhance the understanding of bullying, its effects and preventative strategies.
- Bullying incidents are centrally logged
- Bullying and racist incidents are reported termly to Pastoral Directors

Bullying and Racist logs

The school will be succeeding when:

- Parents are involved in line with hierarchy of sanctions
- Opportunities are provided for meetings with parents as individuals or as groups
- There is effective communication between staff and parents on behaviour issues
- Directors and parents are involved in supporting and maintaining good practice throughout the school
- Parents express confidence in the School's Behaviour Policy

Appendices 2, 4, 5, 5a, 5b, 6, 6a, 7, 8b

Effective monitoring and evaluation of the school's Behaviour Policy will be taking place when:

- All staff can be observed consistently applying the school's Behaviour Policy
- The school establishes a system for monitoring the effect of the policy on behavioural issues across the whole school
- Behaviour data is analysed half termly (by year group, subject, lesson data, break lunch data)
- Data impacts on intervention
- Aspects of the Policy are evaluated and reviewed on a regular basis

Appendices 1, 2, 6a, 7, 8, 9

Section 3

Departmental and Pastoral Referrals and Response Procedures

Departmental Response Principles

Heads of Faculty/Department will:

- Encourage and monitor use of classroom code
- Monitor the use of yellow cards weekly at departmental meetings and analyse patterns to support staff and students
- Lead reconciliation when a pupil receives two or more yellow cards in a half term
- Develop staff expertise in addressing subject-related behaviour issues
- Apply departmental solutions to behaviour and attendance issues
- Lead the department to ensure that the teaching of expected behaviour and attendance is integrated within lessons and demonstrates progression across the phases
- Ensure curriculum content, design and delivery engages pupils
- Ensure appropriate behaviour is rewarded and praised consistently
- Allocate time to discuss Departmental Behaviour responses in Curriculum time
- Inform HOY of any contact with home, interventions and strategies to support progress

Departmental Response to Dealing with Persistent Misbehaviour

In the first instance, the subject teacher should contact HOD and cc HOY and personal tutor.

- HOD in consultation with HOY will consider further appropriate action
- Parental contact
- Parental interview to set expected targets and clarify expectations
- Departmental report
- Whole school report
 - attendance / punctuality
 - effort
 - behaviour

Review after two weeks. If a departmental issue led by HOD. If a pastoral issue, led by HOY.

Pastoral Response Principles

Heads of Year will:

- Ensure high expectations are set for pupils' attendance, uniform, personal appearance, use of planner and readiness to learn each day during registration time
- Support development of staff expertise in addressing behaviour issues and understanding of barriers to academic progress and encourage and monitor use of classroom code
- Apply pastoral solutions to behaviour and attendance issues in line with policy and stages of intervention
- Lead the Year Team to ensure that the teaching of expected behaviour and attendance is integrated in registration, citizenship, PSHE education and during evacuation procedures
- Monitor that appropriate behaviour is rewarded and praised consistently
- Provide welfare reports weekly to Assistant Head/Vice Principal teachers for analysis
- Ensure year profile is updated termly following publication of data.
- Request learning mentors to collate statements from students and staff following incident.

Appendices 1, 2, 4, 5a, 5b, 9

Section 4

Rewards

Rewards

Merits and commendations should be awarded consistently in line with policy.

1. Departmental merits should be recorded in the merit section of the student planner KS3
2. Commendations can be awarded in the "Passport to Success" at any time and in particular during the last week of each half term by tutors and subject teachers.KS4
3. The expectation is that there will be a display of good work and commendations. Regular positive feedback will be given in weekly assemblies, especially concerning form group totals.
4. Termly prize rewards assemblies will be co-ordinated by HOY. Students will be nominated for rewards based on year group specific criteria by their form tutor.
5. Subject teachers will provide positive and constructive feedback to all students at least every 3 weeks

Merits and Commendations

In Key Stage 3, students are awarded merits by staff and collected in pupil's planners. Students record merits in their journals under subject sections and advise staff when they have achieved 10 Merits for a particular subject, extra-curricular or pastoral area.

They are given for good work, effort, commendable behaviour, tutorial work, helping at parents evenings and other extra-curricular activities and to praise and reward appropriate behaviour.

10 Merits result in the highly prized College Merit stickers. College Merits in turn lead to Bronze, Silver, Gold, Platinum and College Award Certificates

accompanied by congratulatory letters. The system is highly effective and the certificates are valued by pupils and parents.

As College Merits are collected Congratulatory Letters and Certificates will be issued on the following scale:-

5 College Merits	Bronze Certificate and Letter home
10 College Merits	letter home (1/2 way to Silver Certificate)
15 College Merits	Silver Certificate and letter home
20 College Merits	letter home (1/3 way to Gold certificate)
25 College Merits	letter home (2/3 way to Gold certificate)
30 College Merits	Gold Certificate and letter home
35 College Merits	letter home (1/4 way to Platinum Certificate)
40 College Merits	letter home (1/2 way to Platinum Certificate)
45 College Merits	letter home (3/4 way to Platinum Certificate)
50 College Merits	Platinum Certificate, Voucher and letter home
100 College Merits	College Award

Tutors must notify pastoral administrators by completing a merit slip.

In Key Stage 4, students are awarded commendation stickers by tutors and subject teachers for demonstrating study skills and attitudes on the "Passport to Success" These are viewed as building blocks that will enable them to become lifelong learners. The skills and attitudes are attendance, organisation, self-discipline, teamwork, communication, reflection, determination and independence.

Students are encouraged to work towards achieving commendations and engage with staff in order for them to understand what they need to do in order to achieve a commendation for a particular study skill or attitude.

The "Passport to Success" has three levels of rewards: foundation, intermediate and advanced. Each is rewarded with a Certificate in Study Skills and Attitudes, a letter home and a tiered reward outlined in the table below. When a student has achieved any one of these milestones this is logged by the form tutor. Certificates are awarded in the "Awards Assembly" at the end of each term.

	Level 1	Level 2	Level 3
Year 9, 10 and 11	Certificate in Study Skills and Attitude (CSSA): Foundation level Letter home	Certificate in Study Skills and Attitude (CSSA): Intermediate level Letter home	Certificate in Study Skills and Attitude (CSSA): Advanced level Letter home
Year 9 & 10	Permission to go on end of year trip.	£5 off cost of end of year trip.	£10 off end of year trip
Year 11 only	£5 off cost of prom ticket	£10 off cost of prom ticket	£15 off cost of prom ticket

Section 5

Pupil Exclusion Policy

Pupil exclusions

The school have a separate Pupil Exclusion Policy

Section 6

Code of Conduct

Pupils

To follow the Code of Conduct:

1. Act with respect and consideration to others at all times.
2. Take pride in your work and if you have a problem ask for help.
3. Follow the Classroom Code. Leave the classroom and school as you wish to find them.
4. Move quickly and quietly on the left around the school.
5. Be punctual to school and lessons.
6. Follow instructions carefully and immediately.
7. Certain things are dangerous in school and should not be brought on to the premises;
 - Cigarettes (including e-cigarettes) – a fire hazard and harmful to your health.
 - Jewellery – dangerous in practical situations.
 - Aerosols, solvents and lighters.
 - Offensive weapons of any kind.
 - Drugs
 - Alcohol
8. You are members of the school and should be immediately recognisable by your uniform and should conduct yourself as an exemplary representative of the college.
9. Certain things cannot be tolerated, such as bullying, spitting, rudeness to members of staff, racist, homophobic, transphobic, bi-phobic language, sexist remarks and defiant behaviour.

This is a document shared with students and parents on induction.

Staff

"In your teaching you must show integrity and high principle and use wholesome speech to which none can take exception" (Titus 2:8)

Good discipline depends on mutual respect between pupil and teacher and between pupils themselves. It makes for an orderly, happy learning environment in the classroom and throughout the school. A firm but reasonable and fair approach fosters it and it is easier to enforce if lessons are interesting, relevant and well prepared. All staff are responsible for the ethos of the school. Staff should not underestimate the effect of high expectations and of good example on the pupils.

All staff should insist on pupils being neat and tidy, well-mannered and well-behaved. Correct uniform or appropriate kit should be worn. All staff are responsible for standards of order and tidiness in the school. Staff should promote good work and helpful attitudes by approving comments, displays of work and a generally positive approach. Children should be spoken to in a courteous manner.

1. To reinforce positively the success of pupils.
2. To be punctual at all times to lessons, meetings, assembly etc.
3. To set work appropriate to the group that you are teaching.
4. To supervise the entrance of pupils into your room, and the safe dismissal of the pupils onto the corridors after the lesson.
5. To remind all pupils of the school rules and to enforce these rules at all times.
6. Never to leave a class unsupervised.
7. To ensure that sufficient appropriate work is set if you are absent.
8. To treat all pupils as individuals and deal with them on that basis.
9. To follow the Referral System when dealing with disruptive pupils.
10. To be consistent in your approach to pupils.

11.To clarify the specific rules for your classroom and inform the pupils of these rules and the consequences for breaking them.

12.To deal immediately with any pupil who misbehaves using the appropriate sanctions.

Any request to remove a pupil from the curriculum should be referred to the Assistant Headteacher/Vice Principal.

Any request to refer students for Behavioural Support should be made via the HOY after joint discussions have taken place with relevant HODs.

The objective is consistency and clarity. All staff are managers of behaviour.

RIGHTS

TEACHERS	PUPILS
The RIGHT to establish a safe learning environment for all pupils	The RIGHT to expect a positive learning environment in which his/her achievements are recognised and rewarded
The RIGHT to expect all work and homework to be completed to the best of the pupils' ability	The RIGHT to expect to be set work and homework that will stretch them to realise their full educational potential
The RIGHT to determine and request appropriate student behaviour and to encourage the positive social and education development of the pupil	The RIGHT to have a teacher to help limit a pupil's inappropriate, self-disruptive behaviour
The RIGHT to expect pupils to move around the school in a safe and orderly manner	The RIGHT to be able to move around the school in an orderly and disciplined way
The RIGHT to help from parents, the Head and Governors when assistance is needed	The RIGHT to choose to behave and know the consequences that will follow

RIGHTS also bring RESPONSIBILITIES

- 1 The RECOGNITION and REWARDS for pupils who keep to the task and who are supportive, positive and who achieve.
- 2 The CONSEQUENCES for those who go beyond the expectations of acceptable behaviour and conformity and who choose not to comply with the agreed consistent positive limits.

Section 7

Searching and confiscation

Searching, screening and confiscation

The Department for Education published advice for headteachers, school staff and governing bodies in January 2018 in relation to schools' powers in terms of screening and searching pupils for prohibited items.

Key points are:

Searching

- School staff can search a pupil for any item if the pupil agrees. (1)
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff 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 pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

(1) The ability to give consent may be influenced by the child's age or other factors

Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Section 8

Peer on Peer Abuse

Peer on peer abuse

At St Mary's College, we believe that all children have the right to attend school and learn in a safe environment.

Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council Early Help and Safeguarding Hub (EHaSH).
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the College's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

Section 9

Appendices

Appendix 1

Guiding principles for whole school discipline:

- Discipline within known rights, responsibilities and fair rules at school-wide and classroom level. The features of school rules should be published in a positive style, where possible, and be related to rights and consequences.
- A classroom management-discipline style based on assertion/consultation rather than confrontation. A balance between positive correction and encouragement ought to be the norm. Sarcasm, public (or private) embarrassment, shaming and ridicule, undue or persistent criticism is never appropriate or necessary to good management and discipline.
- Avoid pushing students into pointless arguments. This is especially acute in a public forum.
- A school also needs to endorse the value of positive consequences for all students. Staff can discuss and set out how students can be encouraged in social and academic behaviour through verbal encouragement and more formally recognised means.
- Separate the behaviour of the student from the student as a person. A standard conflict-resolution procedure is to attack the problem rather than the person.
- Teachers need to address student behaviour from the point of view of 'choice'. While the emotional pathology of some students is quite traumatic their behaviour is still their 'choice' – predisposed no doubt from emotionally strained home environments. Students can learn to make better choices and take responsibility for their own behaviour and should be encouraged (and supported) to 'own' the outcomes of their behaviour and seek to work on behaviour change with teacher support and encouragement. To do this they will need to know what their rights and responsibilities are. The treatment variable is the key issue; once we start

saying that students with problems can't help their behaviour, we treat the student as a victim rather than an active agent who can be responsible with guidance (discipline) and support.

- A clear consensus on the nature and use of related consequences rather than mere punishment as the only tool for addressing disruptive behaviour. This will also need to encompass the use of appropriate cool-off time and time-out in conflict situations.
- It is important for teachers to invite, model and expect respect rather than merely demand it.

Based on the work of Bill Rogers

Appendix 2

Guidelines for Applying Sanctions

How a sanction is applied can be important as which sanction is applied. Sanctions can be used in such a way as to help a student learn appropriate behaviour. Even the tone of voice can convey how much conviction we have about the sanction. Below are some guidelines and tips that can increase our effectiveness when using sanctions.

1. Check understanding. If you ask a child whether they agree with a course of action you have suggested, most will say "yes". Instead, ask them to tell you what it is they have agreed to do.
2. If a student seems to be "playing the audience", deal with them just outside the room.
3. Convey to a student you have high expectations of them and are disappointed when they let themselves down.
4. When a student misbehaves ask them to explain to you the rule that they are not following.
5. Emphasise to a student that it is their behaviour that is earning them the sanction. If they do not like what they are earning then they need to change how they are behaving.
6. Remind students that they are responsible for their behaviour. Sometimes they make poor choices. This is usually because they have not stopped and thought whether they were about to make a good choice or a bad choice.
7. Avoid being "hijacked" especially by older students. Keep to the issue at hand and don't get drawn into making such comments as "look at me when I'm talking to you". This will distract you from the issue at hand.
8. To stay calm, remember to delay immediate responses when you are becoming annoyed. "I'm going to take a few minutes while I decide how best to deal with that behaviour".

9. It is not the size of the sanction that always matters. For example being made to wait a few minutes until the rest of the class has left be ignominious for a student who seek peer approval.
10. Make it clear to a student that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established.
11. Avoid making threats and not carrying them out. This will only teach your students that they may get away with misbehaviours.
12. Maintain a professional distance with students. Over familiarity as a means of managing problem behaviour rarely works. Being supportive and caring is different from handing complete control over to a student.
13. The closer the sanction is in time to the misdemeanour the more effective is it likely to be.

Appendix 3

The Classroom Code

1. Arrive on time and take off your jacket.
2. Take out your equipment and get ready to start the lesson.
3. Stand to start the lesson with the sign of the cross.
4. Sit down in silence when invited to by the teacher.
5. Listen attentively when the teacher is speaking and when another student is contributing to the lesson.
6. Put up your hand when you want to ask a question or make a contribution to the lesson.
7. Wait until you are asked to speak.
8. Be respectful, polite and cooperative.
9. Work hard.
10. If you need help – ask.

Appendix 4

Yellow Card

Intervention Levels within a Half Term

Log sent daily to Senior Leadership Team, HOYs, HODs and Learning Mentors.
An email alerting staff that a pupil has been yellowed carded are sent during the lesson it has occurred to the personal tutor, HOY and Learning Mentor.

One Yellow Card	Lunchtime Detention	
Two Yellow Cards	Lunchtime Detention Green Tutor Report Card	HOY/Tutor/Learning Mentor makes a phone call home. Green report card issued by HOY.
Three Yellow Cards	Lunchtime Detention. Green Tutor Report Card	HOY advised by Behaviour Mentor, pupil has reached 3 yellow cards. Green report card continues. HOY makes a phone call home & sends a letter. Logged on welfare report.
Four Yellow Cards	Lunchtime Detention. Yellow HOY Report Card Parental Contact	HOY advised by Behaviour Mentor, pupil has reached 4 yellow cards. Yellow report card issued by HOY. Home contacted and logged on welfare report.
Five Yellow Cards	Lunchtime Detention. Half Day internal exclusion Yellow HOY Report Card Parental Contact	HOY/SENCO/Medical advised by Behaviour Mentor, pupil has reached 5 yellow cards. Yellow report card continues. Home contacted and logged on welfare report.
Six Yellow Cards	Lunchtime Detention, 1 Day internal exclusion Red Senior Link Report Card Parental Meeting Individual Behaviour Plan	HOY / Senior Link advised by Behaviour Mentor, pupil has reached 6 yellow cards. Red report card issued by Senior Link. Home contacted, meeting arranged and logged on welfare report. Behaviour support plan completed.
Seven Yellow Cards	Lunchtime Detention, 2 Days internal exclusion Red Senior Link Report Card Parental Contact Individual Behaviour Plan & referral to external agency if appropriate. Referral to external agency if appropriate.	HOY /Assistant Head advised by Behaviour Mentor, pupil has reached 7 yellow cards. Red report card continues. Parental meeting and logged on welfare report. Pastoral Support plan completed

Appendix 4a

The Yellow Card system (Behaviour 1-2-3)

- Having already received two warnings for low level disruption, a further offence (behaviour 1-2-3) will lead to a pupil being told to wait outside the classrooms, with their planner and a yellow card. The pupil will be picked up by the member of staff on the 'learning walk' and taken to the pastoral centre on the P corridor.
- SLT/Central Leader will undertake the 'learning walk' each lesson assisted by designated staff as per the rota.
- Where there are identified 'hot spots' (lessons where there have traditionally been higher numbers of yellow cards recorded), the **HOD will address** through support from within the department, training and curriculum amendments. The **HOY will** direct the Learning Mentor.
- Upon arrival in the pastoral centre, the pupil will be logged on the central sheet, issued with a lunchtime detention sticker and provided with relevant curriculum focused learning until the end of the lesson. A hierarchy of support and sanctions (see Appendix 4 'Yellow Card Intervention Levels') follows when further yellow cards are received by the same pupil. This includes being placed on report, internal reflection or internal fixed term exclusion, meetings with Parents (HOY/HOD). Pupils will remain in the Pastoral Centre for the duration of the lesson from which they were 'yellow carded', supervised by Behaviour Learning mentor assisted by behaviour assistants. The Pastoral centre will be monitored by the Pastoral Assistant Head teacher on a daily basis to ensure consistency and continuation of learning.

Failure to attend a detention results in a 'second chance' detention the following day. If the second chance detention is not attended, parental contact, an internal exclusion in the first instance and possibly fixed term exclusion may be implemented.

Appendix 4a (2)

Yellow Cards.

A pupil who receives three warnings in one lesson is given a yellow card.

The pupil is asked to stand outside the classroom, with their planner and the yellow card.

Where possible classroom teachers should press their SIMS alert button or if not possible email staff on the main school reception to alert the member of staff on learning walk. They should email Astrid English or Clare Craft. Alternatively, main reception can be contacted by ringing 1000.

The pupil is picked up by the member of staff on learning walk and taken to the pastoral centre.

They are issued with a sticker for their planner which states:

- That the pupil has received three warnings.
- The date of the detention.

If they attend the pastoral centre without their planner a letter is provided with the above details.

The pupils' HoY, Learning Mentor and tutor are notified by email. In addition to the relevant HoD.

The pupil will stay in the PC for the remainder of that lesson; they will then attend their next lesson.

If the pupil is not picked up by the end of the lesson, staff must email the relevant details to the "Pastoral Team" for the yellow card to be processed.

The pupil will attend their detention the following lunchtime from 12.45pm to 1.25pm.

If they fail to attend this detention for any reason, they are given a second chance the following lunchtime.

If they fail to attend for a second time, they spend the following morning and lunchtime in the Pastoral centre.

If failure to attend becomes a regular occurrence or is deemed to be defiance, then the HoY is informed. They will put sanctions in place and will notify parents. In some cases, parents are called in to a meeting to discuss concerns.

Appendix 4b

Pastoral Incident

A Pastoral Incident is behaviour that is deemed to be beyond a yellow card, this may include:

- Direct /confrontational challenge to a teacher.
- Arguing about or refusing to accept a yellow card.
- Dangerous behaviour/fighting/assault.
- Use of racist, homophobic, bi-phobic and transphobic language.
- Aggressive behaviour.
- Bullying.

If a teacher deems that behaviour is beyond a yellow card, they must issue a pupil who has not been involved in the incident with a green card **and send them to reception to alert the colleague on learning walk**. They must stand the pupil outside the classroom as they would a pupil who had received a yellow card. The **colleague on learning walk will then escort the pupil to the pastoral centre** where they will be clerked in. They will remain in the pastoral centre pending further investigation by a senior colleague.

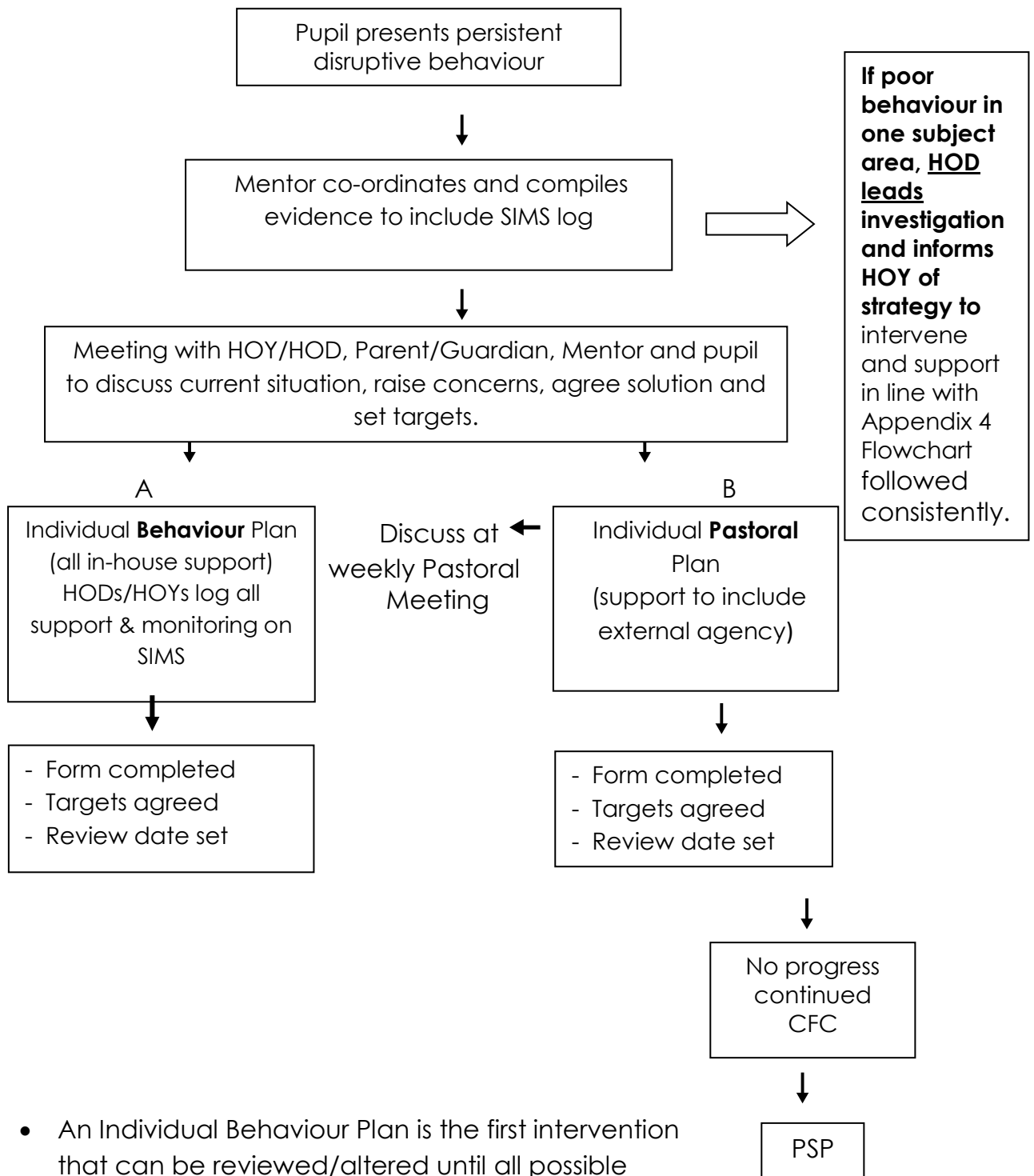
A senior colleague will decide if the incident was indeed a pastoral incident.

In the event of any medical or behavioural safety emergency in a classroom the Deputy or senior staff should be summoned immediately via reception or the SIMS alert.

Unacceptable behaviour outside of the classroom should be dealt with by HOY. **The pastoral centre may be used as authorised by a Deputy Head or Pastoral Assistant Head teacher to supervise pupils pending further investigation.**

Appendix 5

Persistent disruptive behaviour intervention



- An Individual Behaviour Plan is the first intervention that can be reviewed/alterd until all possible 'In-house' Pastoral strategies/Behaviour modification interventions have been exhausted.
- Review half termly by HOY/HODs and Pastoral Assistant Head.
- If a pupil is removed from a plan, contact with home via a letter or phone call is made to congratulate pupil.

INDIVIDUAL BEHAVIOUR PLAN (Used after 6 yellow cards)

Name:	
Form:	
Personal Tutor:	
IBP Date:	
Formal Review Date:	

Nature of Behavioural Problems

Action

Parental Involvement

Desirable Outcomes

Pastoral Care

Assessment and Monitoring

Review Arrangements

Next Step

Appendix 5b

St Mary's College

PASTORAL SUPPORT PLAN

Programme No:	
Date:	
For:	

Reason for PSP:

Start/Reintegration Date:

Specific Identified Needs:

Aim (long term):

Pupil/School Targets (short term):

Parental Targets:

School Targets:

Rewards and Sanctions:

People Attending the Meeting:

Possible Arrangements for other Agencies:

Careers Advice:

Date of next Review:

Outcomes:

Appendix 6

Behaviour Code

Behaviour	Action
Lateness Persistent Lateness	Year Pastoral detention HOY/Tutor to place pupil on punctuality report
Lack of equipment	Year Pastoral detention
Not in Uniform Extreme Hairstyle Issue with Jewellery/make up	Year Pastoral detention SLT to make judgement on severity and manage in accordance with APPENDIX 7
Poor Work/Effort	1 st time, warning 2 nd time, warning 3 rd time, removal from lesson and yellow card lunchtime detention. Departmental detention to catch up work not completed.
Missing Homework/Coursework	Departmental detention.
Disruption of learning	1 st time, warning 2 nd time, warning 3 rd time, removal from lesson and yellow card lunchtime detention.
Smoking on site	After school detention Home contacted by HOY Medical informed

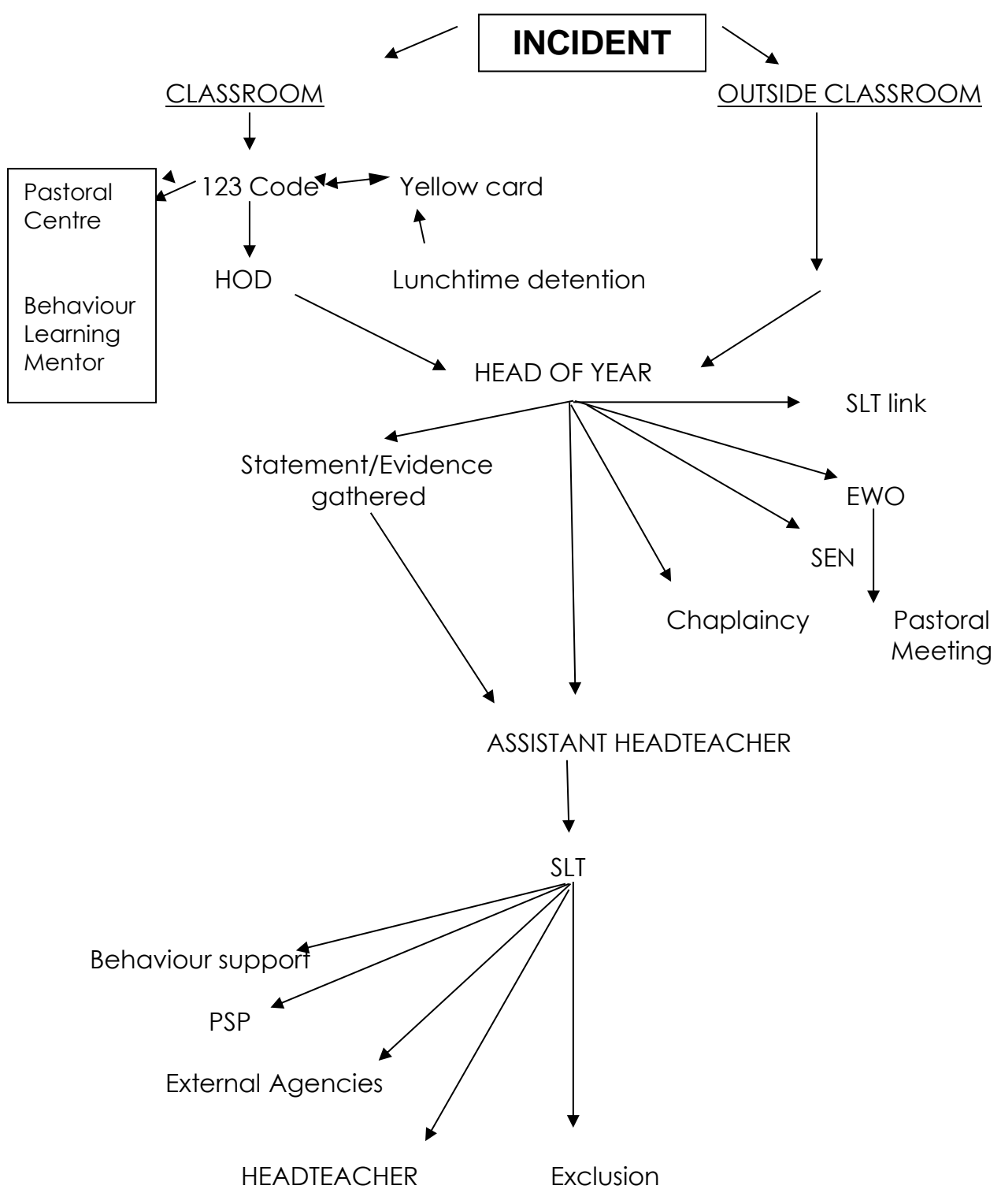
Should any behaviour issue be persistent it will be referred to the Head of Year and the Senior Link and any significant incident will involve additional senior staff.

The College has clear incremental stages of intervention should behaviour fall below the required standard which involves detentions, report cards, internal exclusion and involvement by senior staff. See Appendix 4

The priority is to ensure the focus for all students is on respect for others and giving of their best in all that they do within the principles of the policy and the Mission Statement of the school.

Appendix 6a

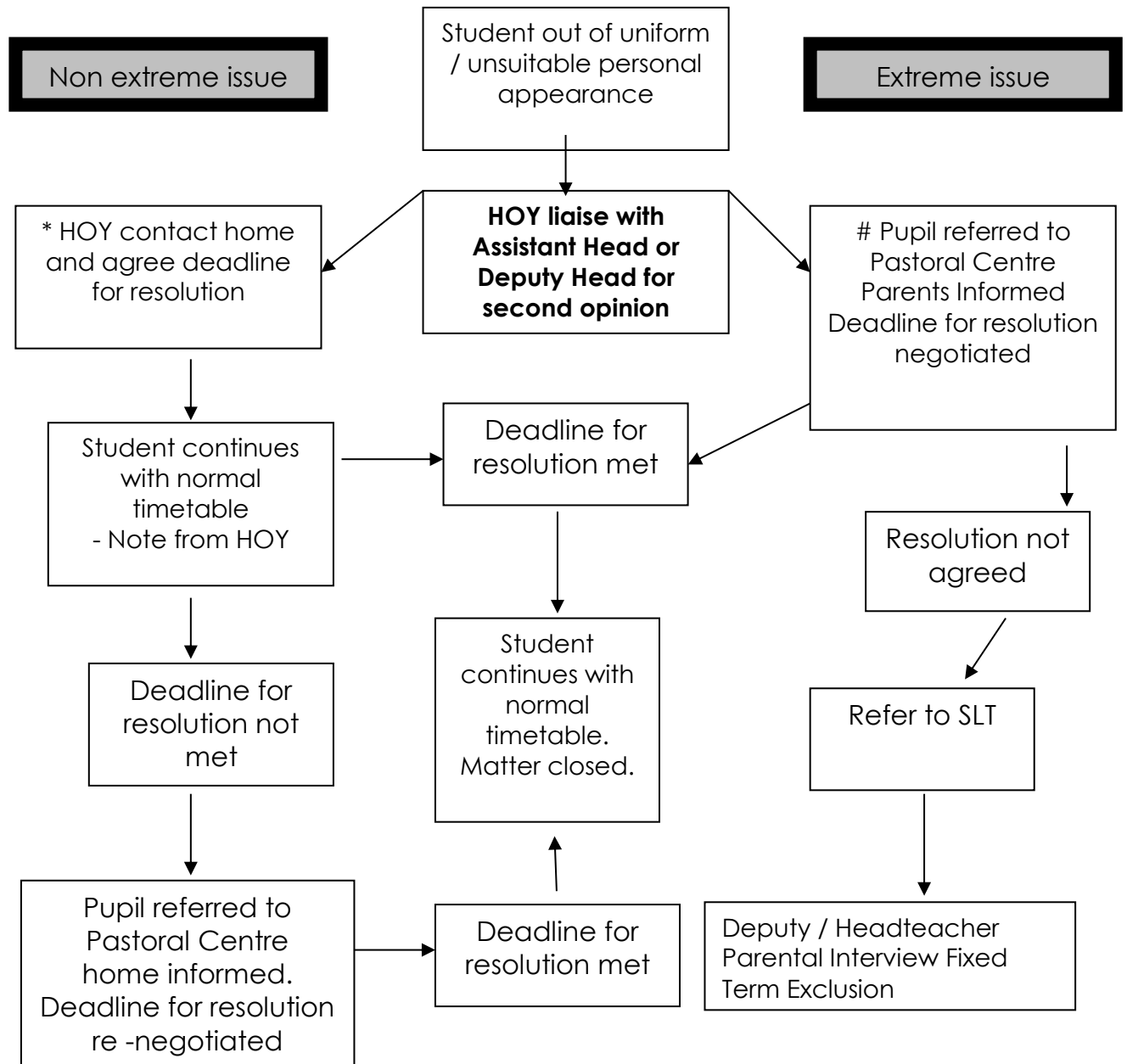
Pastoral Care / Discipline Referral Procedure



Appendix 7

Procedures for Maintaining High Standards of Uniform and Personal Appearance

All staff are expected to keep uniform and personal appearance high profile



* An example would be black trousers. 1 week and 1 weekend to organise/purchase a mid-grey pair.

Pink hair. Pastoral centre and home to arrange a solution back to natural coloured hair ASAP.

Appendix 8

Managing and Monitoring Behaviour on School Buses

Pupils' safety and wellbeing matters at all times including their journey to and from school. As school buses are not staffed by adults there is the possibility that pupils may feel worried or more vulnerable at this time of the day. As a result of this it is important to have systems and procedures in place to monitor the school buses in order to safeguard the welfare of pupils during these times.

The school will:

- Have a named member of the SLT (supported by school admin) responsible for overseeing pupil safety and wellbeing on school buses.
- Make regular contact with the named service provider in order to build mutual understanding and a strong working relationship.
- Regularly check the inside of the buses.
- Ensure a member of staff is appointed to be on duty at the start and end of each day to ensure pupils can report any concerns.
- Liaise with the service provider and Local Authority to ensure that any concerns are addressed promptly.
- Advertise, interview and appoint 6th form bus monitors to ensure daily monitoring of the bus environment and conduct of pupils.
- Have a staged intervention approach to challenge pupils whose behaviour may put themselves, other pupils, the driver and the public (including other road users) at risk of harm.

Staged approach to intervention for poor behaviour on school buses

When the school receives a report of poor behaviour on a school bus from the bus monitor, the driver or a member of the public it will investigate and take statements. When the pupils have been identified the following staged intervention will take place for:

1. Verbal warning by HOY/SLT & sticker in planner to inform home.
2. Phone call to home and written notification. (Appendix 8B)
3. Written warning (See below) and school report to bus company/LA.

The local authority and SLT will make a final decision regarding removing a pupils' bus pass.

All stages of the bus warnings are logged on SIMS by the Behaviour Mentor in the pastoral centre.

Appendix 8a

School Bus Monitor Role and Responsibilities

Head of School:
Mrs M Stead
Cranbrook Avenue
Kingston Upon Hull
HU6 7TN



Telephone: 01482 851136
E-mail: admin@smchull.org
Website: www.smchull.org

The role of the bus monitor is to support St Mary's College and the bus company in safeguarding pupils during the journey to and from school. You have been chosen for this important role as ambassadors of the school and are expected, at all times, to model high levels of conduct and respect as described in our school mission statement.

You are **not** responsible for administering sanctions to any pupil who displays dangerous or disrespectful behaviour. You **are** responsible for reporting any such incidents to the bus driver and to Dr Wild & Miss Booth. School bus monitors will receive training in the first half term of the school year.

A bus monitor should be vigilant and help the driver to ensure:

- When travelling on a school bus, all pupils are seated at all times unless the bus is stationary, and they are embarking/disembarking.
- Pupils are not making excessive noise which could distract the driver.
- Pupils all take responsibility for ensuring the environment remains healthy and free from cigarette smoke and other air pollutants such as deodorant spray.
- No pupils' actions put themselves, their peers or other members of the public in danger.
- All pupils feel safe and free from prejudice or harassment as set out in the school Anti Bullying Policy (Page 6 pupil planner)

School bus monitors should:

- not put themselves in any danger.
- assist in the application of the school bus behaviour code.
- report any incidents which occur on the school bus to the driver and to Miss Buck in the main school office. Email Dr Wild & Miss Flanagan from a mobile phone if possible.

School bus monitors can have their free passes revoked if:

- the sixth former is proven to have broken the school bus behaviour code.
- an incident occurs on the bus the monitor is travelling on and they fail to report it.

I have read and understand my role and responsibilities as a school bus monitor.

Signed _____ Print Name _____

Appendix 8bi

Letter regarding bus behaviour – Hull buses

Head of School:
Mrs M Stead
Address: Cranbrook Avenue
Kingston Upon Hull
HU6 7TN



Telephone: 01482 851136
E-mail: admin@smchull.org
Website: www.smchull.org

Date as postmark

Dear Parent/Guardian,

Further to our recent conversation regarding the conduct ofon the school bus, I am writing to make you aware thathas been involved in further incidents of behaviour likely to cause harm or distress to other pupils who travel on the service.

We are duty bound to report any persistent offenders to the Local Authority and on school buses we reserve the right to disallow your son/daughter any further travel on the any of the school buses and their bus pass will be removed.

As a result of this unacceptable behaviourhas been allocated a seat at the front of the bus that they should sit in at all times until further notice.

I am sure that you can appreciate the seriousness of 's actions and the disrepute that he/she has brought on St Mary's College.

Please could you confirm that you have received this communication and I hope that you will support me in this serious matter.

Yours sincerely

Miss Flanagan
Vice Principal

Appendix 8bii

Letter regarding bus behaviour – East Yorkshire

Head of School:
Mrs M Stead
Address: Cranbrook Avenue
Kingston Upon Hull
HU6 7TN



Telephone: 01482 851136
E-mail: admin@smchull.org
Website: www.smchull.org

Date as postmark

Dear Parent/Guardian

Further to our recent conversation regarding the conduct ofon the school bus, I am writing to make you aware thathas been involved in further incidents of behaviour likely to cause harm or distress to other pupils who travel on the service.

As we provide the East Riding services we reserve the right to disallow any persistent offenders any further travel on bus and their bus pass will be removed.

As a result of this unacceptable behaviourhas been allocated a seat at the front of the bus that they should sit in at all times until further notice.

I am sure that you can appreciate the seriousness of 's actions and the disrepute that he/she has brought on St Mary's College.

Please could you confirm that you have received this communication and I hope that you will support me in this serious matter.

Yours sincerely

Miss Flanagan
Vice Principal

Appendix 9

Guidelines for Applying Rewards

Some people question why we should reward behaviour that we expect from all children "If I reward one child for staying in the seat, shouldn't I reward them all?" For many children we need to produce a differentiated behavioural curriculum. We can no longer assume that all children enter school with the same basic social skills that we are used to. They may need to be taught the skills of sharing, turn taking, listening, cooperating etc., but they, just as their peers who face physical or sensory challenges, have the same right to be supported and included.

1. Praise and rewards are the best ways of highlighting appropriate behaviour to both young children and adolescents "catch them being good and reward them."
2. Rewards are only rewarding if students are motivated to work for them. Use a variety of different rewards. Have some surprises.
3. Involve students in deciding the goals they wish to achieve and the kinds of rewards they would like to have.
4. Remember rewards are not bribes. A bribe is something given to induce someone to act illegally or immorally.
5. Give lots of small rewards to a student who is just learning a new skill.
6. There are many different kinds of rewards
 - Token rewards such as stickers that can be converted into something else.
 - Social reward such as praise and approval
 - Intrinsic rewards are the feeling of success and pride that a student experiences

Work with the rewards that a child enjoys having, while pairing them with the rewards at the next level. "Here's a sticker for that piece of work, I am so impressed with the effort you put into it".

The blind and inappropriate use of rewards can have a negative impact on how children learn the intrinsic satisfaction of learning.