

BEHAVIOUR MANAGEMENT POLICY

Date of Latest Review:	September 2016
Next Review Date:	September 2018
Policy Available for Staff at:	VLE
Policy Available for Parents at:	Website
Headteacher:	Ms M Roberts

LINKS TO OTHER POLICIES

- Anti-Bullying Policy
- Attendance Policy
- Citizenship Programme
- Collective Worship Policy
- Drug Education Policy
- Equal Opportunities Policy
- Child Protection Policy
- SEND Information Report
- Exclusion Policy
- British Values Statement

RATIONALE

Discipline and behaviour at St Joseph's College should be based on the principles established in our Mission Statement:

- Valuing and respecting each other as "made in the image and likeness of God"
- Creating a well ordered community where the freedom of the individual is balanced with the rights of others
- Serving each other in a spirit of understanding, helpfulness, forgiveness and joy

St Joseph's College aims to achieve a climate around the school where learning can occur in an orderly and positive environment marked by toleration and respect for all participants in the school community – discipline that is not simply imposed, but has its foundations in self-discipline and respect.

Expectations in terms of student behaviour and discipline are high with the intention that this will help them to develop themselves fully both academically and personally so that they may live full, happy and responsible lives. Rewards and recognition for positive contributions are an integral part of this policy.

To achieve these aims we have firm, fair and clear rules that are consistently applied so that students are safe and secure in our school; free to grow, develop and mature.

THE PASTORAL STRUCTURE

AIMS

- As a Catholic School our relationships must be based on the dignity and respect each one of us is due as "made in the image and likeness of God"
- To Create good quality relationships
- To ensure the safety and emotional wellbeing of all students
- To encourage an atmosphere of mutual respect and responsible behaviour where good discipline is the norm
- To reward good work and effort in all respects of student life
- To ensure full attendance
- To provide a comprehensive system to fully investigate, follow-up and resolve student misdemeanours
- To work with students and parents to resolve behavioural and disciplinary conflicts in a way which supports the school's aims
- To provide a framework which enhances effective learning and the functioning of the school as an orderly community
- To challenge and support our students
- Develop the "whole person" and challenge our students to grow up as members of a larger community

Code of Conduct

A School Code of Conduct has been developed and published through the School Council. It gives clear expectations in terms of behaviour and is displayed in classrooms and in the Pupil and Staff Handbooks. Form Tutors will go through this with their Tutor Group at the start of the year, with reminders during the course of the year.

Home School Agreement (See Appendix 1)

A home school agreement has been established and sets out the expectations for students, parents and the school. It is in planners and is signed annually by parents, students and form tutors.



Code Of Conduct

We are valued and should value others.
This means that each of us will.....

- Be Courteous***
 - .. By showing respect for others in speech and conduct
 - .. By holding doors open for staff and visitors
 - .. By standing up when a member of staff enters the room

- Be Considerate***
 - .. By being punctual
 - .. By being attentive in lessons
 - .. By caring for people and their property

- Be Prepared***
 - .. By being in the correct school uniform
 - .. By having all the correct equipment
 - .. By being ready to work
 - .. By not using mobile phones

- Be Hardworking***
 - .. By attending all lessons punctually
 - .. By following instructions
 - .. By striving for excellence

- Be Proud***
 - .. By following the uniform code
 - .. By caring for your surroundings
 - .. By using your locker
 - .. By picking up litter
 - .. By cleaning up in the Dining Room

- Be Safety Conscious***
 - .. By moving around the school calmly on the left
 - .. By observing all safety practices
 - .. By using all equipment carefully

**REMEMBER AT ALL TIMES THAT WE ARE REPRESENTATIVES
AND AMBASSADORS OF ST JOSEPH'S COLLEGE**

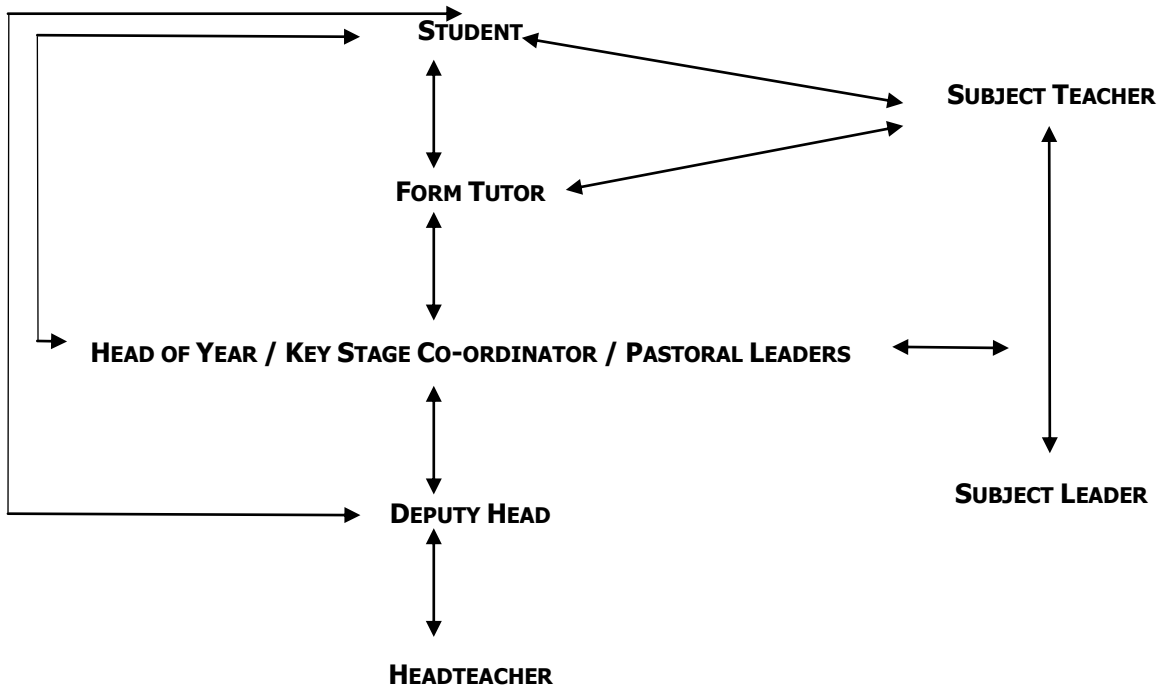
SCHOOL RULES

Students will have a list of School Rules in the front of their Planners. Tutors will need to remind students of these rules:

- 1** Students must follow the School Uniform Code, the Code of Conduct, and observe the student's part of the Home – School Agreement
- 2** Students must maintain 100% punctual attendance at all form periods, lessons, assemblies and Masses
- 3** Students must follow the rules on the use of Planners
- 4** Mobile 'phones must not be used on the main site during the school day (8am to 3:35pm)
Mobiles will be confiscated if seen or heard — they must not be used to access Internet Sites. A Parent / Guardian will be informed and will have to collect the mobile from the PIP for Year 7 to Year 11.
In the Sixth Form the student must report to Head of Sixth Form
- 5** Valuable personal items should not be brought into school as St Joseph's insurance does not cover loss/damage of these items
- 6** Students may be in the restaurant at the start of the day. Students must not be in classrooms or on corridors outside of lesson time, unless it is wet weather or they have a teacher's permission.
Year 7 may use the bottom corridor before school.
- 7** Students must not be on the school premises after 4pm unless they are in the Extended Study Group, or at another supervised activity
- 8** No-one must leave the school premises without permission once they have arrived in the morning.
Students in years 7-11 must sign the book in the Pupil Information Point when leaving during the school day, or when arriving late.
- 9** When moving around the school, students must do so quietly and keep to the left. There is to be no running, shouting or sitting in corridors. Students waiting outside classrooms must line up in an orderly manner. Students must be respectful towards staff at all times, including holding doors open for staff, standing when a member of staff enters the room and not speaking when a member of staff is speaking.
- 10** All food must be consumed in the restaurant, and students must ensure that there is no litter left around School – either inside or outside. Chewing gum is not allowed in School. Only water or lollies/ice cream can be taken out of the restaurant.
- 11** Tobacco, E-cigarettes, lighters and alcohol are not allowed on the school premises and anyone breaking this rule will face consequences, in line with our 'Rewards + Sanctions' policy.
- 12** St Joseph's College operates a Zero Tolerance policy in relation to drugs/ illegal substances. Students will be permanently excluded for possession, use or distribution of these substances either whilst at school, travelling to/from school, or attending any event as a student of St Joseph's College. Students breaking this rule will face consequences in line with our 'Rewards + Sanctions' policy.
- 13** St Joseph's College operates a Zero Tolerance approach to weapons or similar dangerous items. Students breaking this rule will face consequences in line with our 'Rewards + Sanctions' policy.
- 14** Students must follow the school's very clear guidelines on the use of the Internet. A breach of this rule will also incur serious consequences

If necessary, the school will involve the Police where relevant if the school rules are broken.

COMMUNICATION WITHIN SCHOOL



- Form Tutors should be kept fully informed of all matters concerning members of their Form, who should in turn inform Head of Year / Key Stage Co-ordinator
- Subject Teachers need to pass on subject specific problems to Subject Leaders who should be kept fully informed of what is happening in their department. Student progress should be on every Department Agenda, with information being passed on to the Head of Year / Key Stage Co-ordinator where appropriate– especially showing what actions have already been taken within the department
- The Student Planners should be continually used to record information, problems and concerns, successes and achievements
- **All contact with Parents/Guardians should be recorded and passed to Form Tutors + Heads of Year / Key Stage Co-ordinators + Student File – THE FILING OF ALL INFORMATION IS IMPERATIVE**

BEHAVIOUR FOR LEARNING

ABC

ACTIONS BRING CONSEQUENCES

Outstanding behaviour is a whole school endeavour. Consistency is at the heart of an effective Behaviour Management system. The aim is to achieve outstanding behaviour for learning. In order to achieve this across the school there are some simple strategies that can be used by all staff who come into contact with students.

KEY STRATEGIES:

1 Rewards

Students should be rewarded for:

- Attitude to Learning or Achievement
- Making a positive contribution to any aspect of school life
- Improved attitude, behaviour or approach

Every effort should be made to try and ensure that every student has experience of rewards during the course of each term. Verbal praise in lessons is very important, as is the awarding of Merits or Virtual Credits.

Merits

Merits are used in Key Stage 3 and should be placed in the bottom right hand box of the student's Planner, and staff should initial or sign alongside the sticker, and may add a comment to indicate why the Merit has been awarded. On average 3 – 5 Merits should be distributed, per subject, per class, per week – although staff are free to use their own discretion.

Virtual Credits

Virtual Credits are used at Key Stage 4. The link to the website can be found on all curriculum machines. User names and passwords are available from Mr Murray or the ICT team

- 2 **Staff must carry things through** – be it a punishment or a reward. All rewards or sanctions promised must be recorded
- 3 **Body Language** - Staff should try to make eye contact with students and use the student's name. Where appropriate staff may get down to eye level to talk to students individually
- 4 **Seating Plans** - Staff should decide on the seating plan for all classes. This may be based on co-operative strategies such as home/away, or boy/girl, but students should sit in places decided by the teacher. In Keystage 3 a boy/girl seating plan should be used. However this can be changed in order to incorporate **co-operative strategies**.
- 5 **Relationship with students** - Staff should avoid taking bad or disruptive behaviour personally – they should aim to take a step back and handle the situation as objectively as possible. Staff should condemn the behaviour and **NOT THE STUDENT** - where possible - and quickly and efficiently respond to the specific disruptive behaviour that is happening at the time.
- 6 **Staff must act within School and Departmental Policy** - Complete consistency and a united front are the best ways to tackle persistent low level disruptive behaviour. Not responding in the same way will leave students uncertain of the rules/boundaries and may lead them to question authority.

The School policy on dealing with **disruptive behaviour in lessons** is as follows:

Teacher Action	Intervention	Possible Behaviour
1		
Verbal warning		Talking in class for the first time Distracting others for the first time Taking too long to settle to work for the first time No pen, book etc. for the first time.
2		
Note in Planner	Planner checked by Form Tutor and initial discussion with student	No homework/coursework for the <u>first time</u> Persistent talking No books/PE kit etc., after reminder Lateness to lessons for a second time Lack of effort in class/activity after warning
3		
Department / Subject/ Teacher Detention – Note in the Planner <i>To take precedence over any extra curricular activities</i>	Subject teacher to inform Subject leader Further discussion with Form Tutor and continued Planner check	Failure to meet extended deadline after comment in planner or no homework or coursework for a second time Refusal to work appropriately Continuation of issues identified at Stage 2 Further Low level disruptive behaviour
4		
Pastoral Lunchtime Detention <i>To take precedence over any extra curricular activities</i>	Subject teacher to write comment in planner, inform pastoral staff through the PDR (Appendix 3) and subject leader. At this stage the subject teacher/leader may contact home. Pastoral team may use: <ul style="list-style-type: none"> • Target Cards • Peer Mentors • Learning Mentors and other interventions 	No, incomplete or unacceptable homework /coursework for a third time Continued lateness to lessons Continued low level disruptive behaviour in lesson Rudeness to Staff Damage to school property/equipment Damage to a student's property Use of offensive language in lesson For repetitions of the same offence after a Department Detention
5		
Friday Night detention issued by Deputy Headteacher. <i>To take precedence over any extra- curricular activities.</i>	Pastoral leader / key stage coordinator requests FND. Deputy Headteacher to contact parents via letter. Formal meeting may be arranged with Head of Year / KS coordinator and parents.	Incomplete or unacceptable home learning / coursework for a fourth time. Use of offensive language. Continued behavioural problems. Aggressive behaviour towards another student. Continued disruption of other students' learning.
6		
Removal	PIP called and SLT member on Duty removes students from Lessons. SLT member informs DHT and HOY Parents contacted	Continued disruption Serious disruptive behaviour Refusal to comply

Students can go through the stages, or enter at any level depending on their behaviour

Stages 3-5 must be recorded on the Learning Gateway

ROLES AND RESPONSIBILITIES

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.

The policy will not have an impact on learning unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

THE GOVERNING BODY:

- Ensures that all aspects of the policy promote equality for all students and addresses individual need
- Monitors and evaluates the implementation of the policy by receiving reports and data
- Supports the practical strategies of the policy by holding disciplinary panels for students and their parents when there are serious concerns.

THE HEADTEACHER AND THE SENIOR LEADERSHIP TEAM:

- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied
- Ensure that the policy promotes equality for all students and addresses individual need
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, Attendance team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support they systems.

FORM TUTOR:

- Based on the Primary model, it is important that Form Tutors take the first line of responsibility for pastoral issues- this includes regular communication with parents when there are concerns regarding a student
- If the Form tutor considers that their efforts to gain support from parents is no longer working then a referral should be made to the Head of Year who can then decide on what further action should be taken.

HEAD OF YEAR / KEYSTAGE CO-ORDINATOR:

- The Head of Year should deal with medium level to serious level misbehaviours on a day-to-day basis. They should also support Form tutors where efforts have been made to gain parental support but have not proved successful
- Provide support programmes for identified individuals and groups
- Communicate with parents/carers re concerns and provide advice or support for families
- Monitor individuals or groups to allow for early intervention and review of support provided
- Liaise with Inclusion Manager and SENCO

TEACHERS AND TEACHING ASSISTANTS:

- Ensure that the policy is consistently and fairly applied
- Exercise classroom management that encourages positive behaviour
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded
- Model in their own actions the expectations the school have for students – including mobile 'phones, punctuality, dress etc

- As form tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern
- Through tutor programmes and lesson content encourage the development of social, emotional and behavioural skills

SUPPORT STAFF:

- Ensure that the policy is applied consistently outside the classroom as well as in lessons
- Provide role models for students in their own actions and dealings with others
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance

PARENTS AND CARERS:

- Take responsibility for their child's behaviour and attendance
- Support the school's core beliefs on positive behaviour management
- Support the school in carrying out sanctions and celebrating success
- Communicate with the school when concerns arise

SUPPORT FOR STUDENTS:

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The school will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, structures designed to ensure early identification of students at risk and their support.

THE INCLUSION TEAM:

The school is mindful of its responsibilities towards students who have a special educational need or disability or who are classed as having one of the protected characteristics as set out by the Equality Act (2010). All incidents of unacceptable behaviour will be dealt with on an individual basis taking into account any contextual information.

- Will identify students at risk and to decide the most suitable course of action for their support. This may include referral to an outside agency or for the process of statutory assessment to be started
- The team will act on information and referrals from other staff through the Heads of Year/Curriculum area. The team will act as 'gatekeepers' to avoid ad hoc and inappropriate referrals being made
- Will provide mentoring (both academic and personal), and tailored programmes for individuals who have difficulties with behaviour e.g. anger management, etc
- Will liaise with parents and other agencies
- Will advise on appropriate alternative curricula
- Will advise those staff who need to know when behaviour difficulties are due to family circumstances e.g. bereavement, illness, imprisonment within any legal restrictions or data protection regulations
- Will monitor individuals to measure the impact of support and progress

OUTSIDE AGENCIES:

The school will act as part of a wider community of support. Some students will benefit from referral to another agency for:

1. Personal Health issues
2. Mental Health issues
3. Bereavement Counselling

The support outlined above will be provided within the following context:

- The school will contact parents sooner rather than later. Early intervention should help to avoid exclusion
- The school will work within the wider community and communicate with and take advice from other professional bodies

- All referrals will be mindful of a child's SEN where appropriate and the school will therefore act in accordance with the SEND Information report.
- Heads of Department/Year Heads will monitor sanctions regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage
- All support programmes will contain targets for improvement and regular review. The School should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful

REWARDS + SANCTIONS

Rewards:

The overall aim of all staff should be to encourage all students to make their best effort and achieve their full potential. Students should be rewarded for:

- Attitude to Learning or Achievement
- Making a positive contribution to any aspect of School life
- Improved attitude, behaviour or approach
- Acting as a positive citizen.

Key Stage 3 Awards



Bronze

To get Bronze You Need:

(Year 7)

Academic Merits: 70
Citizenship Merits: 70

(Year 8)

Academic Merits: 60
Citizenship Merits: 60

(Year 9)

Academic Merits: 50
Citizenship Merits: 50



Silver

To get Silver You Need:

(Year 7)

Academic Merits: 120
Citizenship Merits: 120

(Year 8)

Academic Merits: 100
Citizenship Merits: 100

(Year 9)

Academic Merits: 80
Citizenship Merits: 80



Gold

To get Gold You Need:

(Year 7)

Academic Merits: 170
Citizenship Merits: 170

(Year 8)

Academic Merits: 140
Citizenship Merits: 140

(Year 9)

Academic Merits: 110
Citizenship Merits: 110



Diamond

To get Diamond You Need:

(Year 7)

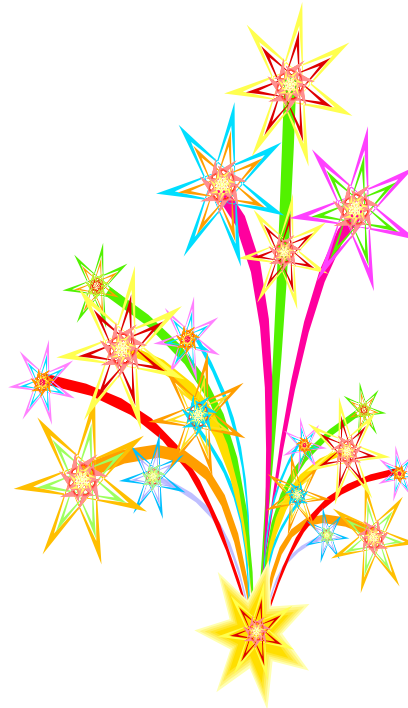
Academic Merits: 220
Citizenship Merits: 220

(Year 8)

Academic Merits: 180
Citizenship Merits: 180

(Year 9)

Academic Merits: 140
Citizenship Merits: 140



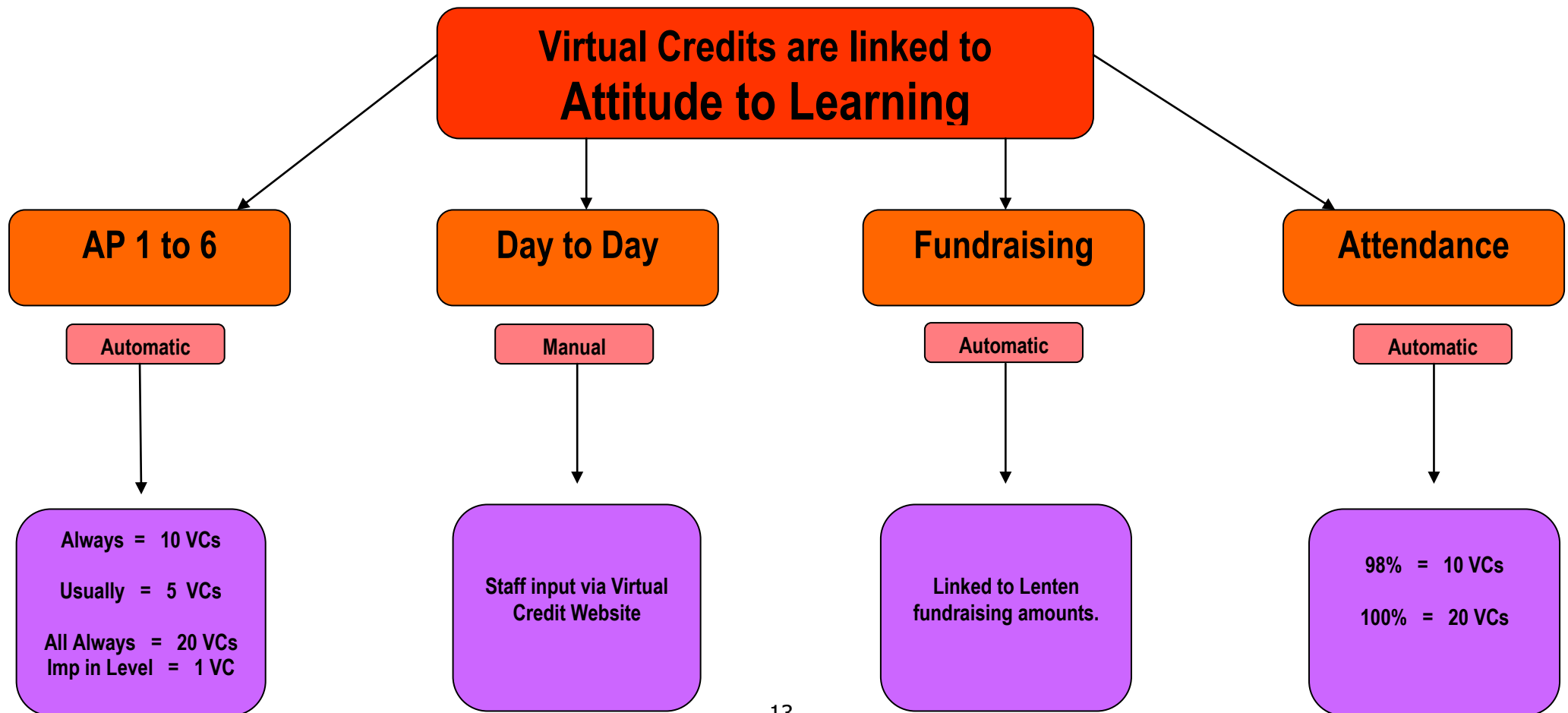
PLATINUM AWARD					
YEAR 7	ACADEMIC	300	CITIZENSHIP	300	
YEAR 8	ACADEMIC	240	CITIZENSHIP	240	
YEAR 9	ACADEMIC	190	CITIZENSHIP	190	



ACADEMIC MERITS : Awarded by teachers for good work and effort
CITIZENSHIP MERITS : Awarded for good behaviour / Citizenship / detailed Planner keeping / being a 'good citizen'
HOUSE POINTS:

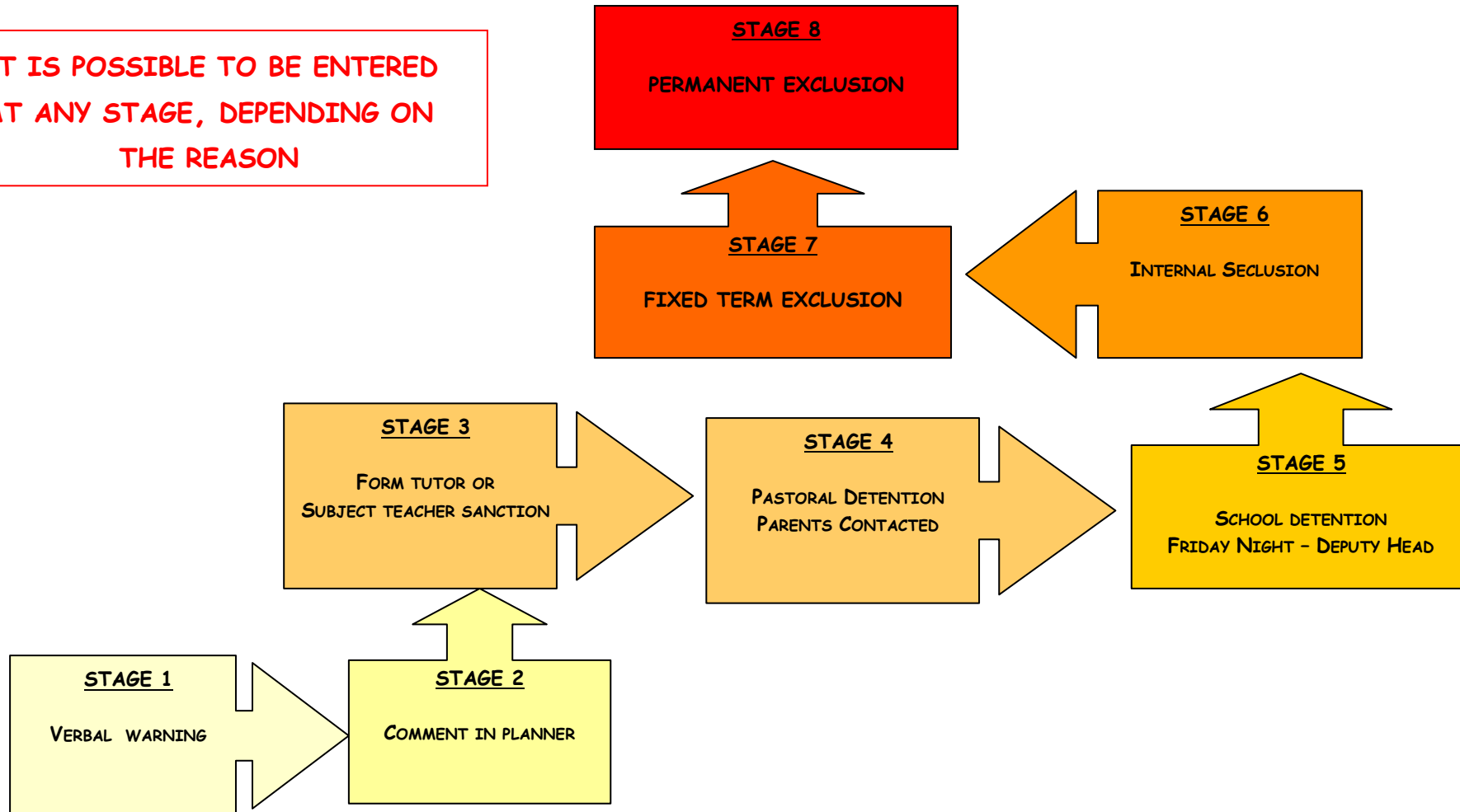
Bronze = 2 points for your House and Prize Draw **Silver** = 5 points for your House and Prize Draw
Gold = 10 points for your House and Prize Draw **Diamond** = 20 points for your House and Diamond prize
Platinum = 30 points for your House & special Platinum prize

KS4 AWARDS



Key Stage 3&4 Sanctions

IT IS POSSIBLE TO BE ENTERED
AT ANY STAGE, DEPENDING ON
THE REASON



SANCTIONS

DAILY REPORT SYSTEM:

A Daily Report system is used with students whose behaviour causes concern and/or where the standard of work is below their potential. This may be in the form of a report or target card at KS3 or coach card or contract at KS4. Staff comment on homework, classwork and general approach/behaviour, and the student takes the card home to be discussed with his/her Parents/Guardian. The card must be signed before it is brought back to school the next day. Parents/Guardians must be involved in this process, the reasons for putting the student on report – therefore how the system works must be communicated to Parents/Guardians at the outset.

The Daily Report system can play positive roles in student behaviour and approach to work. It is not a punishment but is a process and the system serves three major purposes:

- To monitor student behaviour and standard of work
- To encourage high standards, and develop good work habits
- To set clearly defined targets for the approach which is required if the student is to succeed

The student must know what is expected of them whilst on report. The standard grade which is acceptable must be stated to them. The consequences of falling below that grade must also be clear – as should the duration of the report

The discussion of the report with the student each day, is an important part of the process

If the student is working well it is an opportunity to praise and encourage. For some students this is a rare occurrence and they respond positively to the praise given

If comments are poor, then the reasons should be discussed with the students and targets set for future behaviour

Students can be placed on report by Form Tutors, consultation with subject teachers, Head of Year/Key Stage Co-ordinator and Deputy Head or at the request of a Parent/Guardian.

GUIDANCE ON RESPONDING TO PROBLEMS

SANCTIONS PROCEDURES

It is very difficult to be precise as to how to respond exactly to a Discipline or Pastoral problem. The member of staff may use their professional judgment in order to deal with each individual situation.

There will always be occasions when a member of Staff may wish to bypass the Head of Year/Key Stage Co-ordinator and go straight to the Deputy Head – or even the Headteacher. This may be the case when a serious incident occurs

The following diagram illustrates how the school may respond to problems. **This procedure is inclusive of KS5 from Stage Six onwards. However there is specific Sixth form guidance (below) for dealing with work related issues, homework, attendance and mobile phone usage.** Investigations should follow the guidance in Appendix 4

	Action	Intervention	Possible Behaviour
STAGE 1			
Stage 1	Verbal warning		Talking in class for the <u>first time</u> Distracting others for the <u>first time</u> Taking too long to settle to work for the <u>first time</u> No pen, book etc, for the <u>first time</u> . Running in the corridor Silly behaviour on corridors
STAGE 2			
Stage 2 (HWK/CWK)	Note in Planner by Subject Teacher	Planner checked by Form Tutor and initial discussion with student	No homework/coursework for the <u>first time</u>. <i>No stage 1 due to seriousness of behaviour</i>
Stage 2	Note in Planner by Subject Teacher / Form Tutor	Planner checked by Form Tutor and initial discussion with student	Persistent talking. Failing to get planner signed after a reminder No books/PE kit etc., after reminder Minor disrespect Lateness to school or lessons Minor disobedience Lack of effort in class/activity Incorrect uniform/appearance/hair <i>Retention at this stage would be to give help, to discuss reasons for the problem arising, to complete homework</i>

STAGE 3			
Stage 3 (HWK/CWK)	Department/Subject Teacher Detention – according to the Departmental Behaviour Policy. Note in the planner	Subject teacher to inform Subject leader	Failure to meet extended deadline after comment in planner OR No homework or coursework for a second time
Stage 3	Tutor retention or Department Detention	Further discussion with Form Tutor and continued Planner check Tutor to inform pastoral team	Refusal to work appropriately Continuation of issues identified at stage 2 Inappropriate language Low level disruptive behaviour
STAGE 4			
Stage 4 (HWK/CWK)	Pastoral Lunchtime Detention	Subject teacher to write comment in planner, and complete PDR. At this stage the subject teacher/leader may contact home.	Incomplete or unacceptable or no homework /coursework for a third time
Stage 4	Pastoral Lunchtime Detention	Teacher to write comment in planner, inform pastoral staff through list in staff room and subject leader (if appropriate). Pastoral team may use <ul style="list-style-type: none"> • Target Cards • Coach Cards • Peer Mentors • Learning Mentors • and other interventions 	<ul style="list-style-type: none"> • 3 bad comments in a week / repeated bad comments • Continued lateness to lessons • Continued lateness to school issued by Inclusion Manager • Continued low level disruptive behaviour • Damage to school property/equipment • Damage to a student's property • Use of inappropriate language

STAGE 5			
Stage 5 (HWK/CWK)	Friday Night Detention issued by DHT Student discussed at Inclusion meeting by team to ensure coordinated approach	Subject teacher to inform subject leader. Subject leader to request Stage 5 to HOY with details of previous interventions. HOY will contact parents by phone after stage 5 agreed DHT to contact Parents by letter. Meeting may be arranged with HoY/Key Stage Co-ordinator and Parents. IBP may be introduced Student identified as School Action	Incomplete or unacceptable or no homework /coursework for a fourth time
Stage 5	Friday Night Detention issued by DHT Student discussed at Inclusion meeting by team to ensure coordinated approach	Pastoral Leader/Key Stage Co-ordinator request Stage 5 Deputy Head to contact Parents by letter Formal meeting may be arranged with Head of Year/Key Stage Co-ordinator and Parents. IBP may be introduced Student identified as School Action	Examples Include: <ul style="list-style-type: none"> • Use of offensive language (swearing) • Continued behavioural problems • Attendance at more than three Lunchtime Detentions in one half term • Aggressive behaviour towards another student • Misuse of School Computers • Rudeness or disrespect to staff or other adults • Damage to school property • Bullying including cyber bullying • Continued disruption of other students' learning <p>THIS IS NOT AN EXHAUSTIVE LIST</p>
STAGE 6			
Stage 6	Internal Seclusion Student discussed at Inclusion meeting by team to ensure coordinated approach	Incident to be referred to Deputy Head teacher via pastoral staff Pastoral staff to ring parents Deputy Head / Pastoral staff to meet with Parents	Incidents of a serious nature which would be referred directly to the Headteacher or Deputy Headteacher Examples include: <ul style="list-style-type: none"> • Continued attendance at Friday Night Detentions • Continued behaviour problems • Continued serious disruption of other students' learning

		<p>/ Guardians IBP may be put into place. Possible involvement of outside agencies, Inclusion Manager & SENCO Possible development of strategies to improve behaviour – i.e. Anger Management / Self Esteem Programme Student may be identified as School Action Plus</p>	<ul style="list-style-type: none"> • Aggressive/threatening behaviour of a serious nature • Serious bullying including cyber bullying <p>THIS IS NOT AN EXHAUSTIVE LIST</p>
STAGE 7			
Stage 7	<p>Fixed Term Exclusion</p> <p>Student discussed at Inclusion meeting by team to ensure coordinated approach</p>	<p>Formal Pastoral Plan may be put into place Timed targets for improvement Outside Agencies considered or involved Further behaviour strategies trialled</p>	<p>Incidents of a very serious nature which would be referred directly to the Headteacher or Deputy Headteacher</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Malicious rumours / allegations made towards a member of staff • Swearing, abuse or defiance towards a member of staff • Threatening a member of staff • Very serious bullying including cyber bullying • Incidents of physical/verbal/racial/homophobic abuse • Fighting / Assault • Instigating or encouraging fighting or violence • Theft • Vandalism • Graffiti • Viewing, distributing or sharing pornographic images or content • Bringing in or consuming Alcohol or Cigarettes • Inappropriate use of Social Media • Continued behavioural issue of a very serious nature despite a support programme <p>THIS IS NOT AN EXHAUSTIVE LIST</p>
STAGE 8			
Stage 8	<p>Permanent Exclusion Governor's Discipline Committee to be advised</p>	<p>Formal Pastoral Plan put into place Timed targets for improvement Outside Agencies involved Further behaviour strategies trialled</p>	<p>Incidents of an extremely serious nature which would be referred directly to the Headteacher or Deputy Headteacher</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Malicious rumours / allegations made towards a member of staff • St Joseph's College operates a zero tolerance policy in relation to drugs/ illegal substances. Students will be permanently excluded for possession, use or distribution of these substances either whilst at school, travelling to/from school, or attending any event

			<p>as a student of St Joseph's College. Drug incidents can involve situations involving illegal and other unauthorized drugs. This includes substances that are believed to be controlled drugs or legal highs.</p> <ul style="list-style-type: none">• St Joseph's College operates a zero tolerance policy in relation to the possession of offensive weapons• St Joseph's College operates a zero tolerance approach to assaults on members of staff• Continued behavioural issues of a very serious nature despite a support programme and previous sanctions <p>THIS IS NOT AN EXHAUSTIVE LIST</p>
--	--	--	--

SIXTH FORM GUIDANCE ON RESPONDING TO PROBLEMS

Work Related Sanctions Procedures

It is very difficult to be precise as to how to respond exactly to a student concern
There will always be occasions when a member of Staff may wish to bypass the Head of Year 12 / Year 13 and go straight to the Head of Sixth Form or Deputy Head.
The following diagram illustrates how one might respond to problems.

	Action	Intervention	Possible Behaviour
Stage 1	Subject teacher verbal warning, reason discuss and recorded in mark book	Subject teacher sets extended deadline.	No or incomplete homework/coursework for the first time
Stage 2	Subject teacher makes students catch up work in a specified time/place	Subject teacher emails/informs tutor. Initial discussion between tutor and student	No or incomplete homework/coursework for a second time Failure to meet extended deadline
Stage 3	Subject teacher informs subject leader. Standard letter sent home to parents outlining issues by subject leader	Discussion with subject leader and student. Tutor and HOY to be sent a copy of letter by Sixth Form Secretary. Further discussion with Form Tutor	No or incomplete homework/coursework for a third time Failure to meet extended deadlines
Stage 4	Subject teacher informs subject leader and HOY. HOY arranges meeting with student and parents	Parent meeting. Agree a plan of action. Formal warning letter sent to student and parents	Continued failure to complete work and homework
Stage 5	Subject teacher inform subject leader and HOY. Head of Sixth Form arranges meeting with student and parents and Headteacher	Final written warning	Continued failure to complete work and homework
Stage 6	Head of Sixth Form monitors progress and reports to Headteacher if progress is unsatisfactory	Appropriate sanctions agreed by Headteacher e.g. student is excluded from sixth form	

**ST JOSEPH'S COLLEGE SIXTH FORM
PROCEDURES FOR DEALING WITH STUDENT CONCERNS**

- 1. Whole day absences**
- 2. Part day absences (lessons)**
- 3. Part day absences (form period and assembly)**
- 4. Homework**
- 5. Mobile phones**

1. WHOLE DAY ABSENCES

(Finance office to email a copy of list of sixth form students on any school trips to MW in advance of trip to allow MW to enter codes into registers. MW to contact NS weekly for the following week's school activities that will take sixth form students out of lessons and email staff for a list of names so that codes can be entered into registers.)

	BEHAVIOUR	ACTION	INTERVENTION
Stage 1	Student is absent for a whole day without authorisation	Tutor asks for note or phone call from home to authorise the absence on student's return. If absence is due to a school activity tutor gives 'Staff Authorisation of Absence' note to student to get signed by a teacher and then take to MW. MW has a copy of weekly form attendance sheets and amends as she receives notes/calls authorising absences	
Stage 2	Student fails to bring note authorising absence by Friday of following week	MW calls home to request authorisation of absence on following Monday morning (i.e. absence was between 11 and 14 days ago). Parent can authorise absence on phone	
Stage 3	Parent cannot authorise whole day absence	HoY/AHoY contacts parents and sends formal warning letter	Student completes missed hours and work in study area outside of lesson time, arranged by HoY/AHoY.
Stage 4	Parent cannot authorise whole day absence on a second occasion	Head of 6 th Form contacts home for meeting with student and parents. Final written warning letter given to student	Student completes missed hours and work in study area outside of lesson time arranged by Head of Sixth Form
Stage 5	Parent cannot authorise whole day absence on a third occasion	Head of 6 th Form contacts home for meeting with student, parents and Headteacher	Appropriate sanction agreed with Headteacher e.g. student is permanently excluded

2. PART DAY ABSENCES (LESSONS)

	BEHAVIOUR	ACTION	INTERVENTION
Stage 1	Student is absent for part of a day without authorisation.	Tutor asks for note or phone call from home to authorise the absence (next day for form period absence, Tuesday form period for lesson absence). If absence is due to a school activity tutor gives 'Staff Authorisation of Absence' note to student to get signed by teacher and then take to MW. MW amends register as she receives notes/calls authorising absences.	
Stage 2	Student fails to bring note authorising absence by Friday	HoY/AHoY contacts parents and requests authorisation of absence.	
Stage 3	Parent cannot authorise part day absence	HoY/AHoY sends formal warning letter home	Student completes double missed hours and work in study area outside of lesson time, arranged by HoY/AHoY
Stage 4	Parent cannot authorise part day absence on a second occasion	Head of 6 th Form contacts home for meeting with student and parents. Final written warning letter given to student.	Student completes double missed hours and work in study area outside of lesson time arranged by Head of Sixth Form
Stage 5	Parent cannot authorise part day absence on a third occasion	Head of 6 th Form contacts home for meeting with student, parents and Headteacher.	Appropriate sanction agreed with Headteacher e.g. student is permanently excluded

3. PART DAY ABSENCES (FORM PERIODS AND ASSEMBLY)

	BEHAVIOUR	ACTION	INTERVENTION
Stage 1	Student is absent or late for form period on first or second occasion in a half term	Tutor records absent or late on sheet displayed on noticeboard in form room	Tutor warns student of consequences of repetition
Stage 2	Student is absent or late for form period on third occasion in a half term	Tutor records third absent or late on sheet displayed on noticeboard in form room	Tutor gives student one hour of extra study and relevant form to be signed by study supervisor and returned to tutor
Stage 3	Student is absent or late for form period three times in same or another half term	Tutor records third absent or late on sheet displayed on noticeboard in form room	Tutor gives student one hour of extra study and relevant form to be signed by study supervisor and returned to tutor Tutor also calls home to alert parents
Stage 4	Student is absent or late for form period a further three times in a half term	Tutor records third absent or late on sheet displayed on noticeboard in form room and refers matter to HoY or AHoY	HoY/AHoY calls parents to arrange meeting to agree action
Stage 5	Student is absent or late for form period a further three times in a half term	Head of 6 th Form contacts home for meeting with student, parents and Headteacher	Appropriate sanction agreed with Headteacher including possible exclusion

ABSENCE FROM ASSEMBLY

If a student is absent from assembly for any reason (but is in school) the student must find the HoY or AHoY before the end of the day to explain their absence. The HoY/AHoY will then decide the sanction to be used; normally extra supervised study at a time decided by the HoY/AHoY. If this is repeated the HoY/AHoY will impose further sanctions and arrange a meeting with parents to agree action. If there is further repetition the matter should be referred to the Head of Sixth Form to arrange a further meeting with parents to discuss the student's place in the sixth form.

Sixth Form Learning Mentor will email HoY/AHoYs with names of students absent from assembly but in school by 1pm on Monday.

4. HOMEWORK

	BEHAVIOUR	ACTION	INTERVENTION
Stage 1	No or incomplete homework at deadline	Subject teacher gives verbal warning, reason discussed and noted in mark book	Subject teacher sets extended deadline
Stage 2	No or incomplete homework for a second time/failure to meet extended deadline	Subject teacher makes student catch up work at a specified time/place (eg send student away at the start of the lesson to complete work by end of lesson and return with it)	Subject teacher emails/informs tutor Initial discussion between tutor and student about reasons and potential consequences
Stage 3	No or incomplete homework for a third time/failure to meet extended deadline	Subject teacher informs subject leader Standard letter sent home to parents by subject leader (M Parker has standard letter and will print and post letter) Tutor and HoY/AHoY emailed copy of letter	Discussion between student and subject leader Further discussion with form tutor
Stage 4	Continued failure to complete homework to deadlines	Subject teacher informs subject leader and HoY/AHoY, who contacts parents	Plan of action and monitoring agreed with parents and student Further letter home giving details of actions agreed and potential consequences
Stage 5	Continued failure to complete homework to deadlines	Subject teacher informs subject leader and HoY/AHoY, who discusses with Head of Sixth Form before meeting with parents and student (and Headteacher) to discuss student's place in the sixth form	

5. MOBILE PHONES (Sixth Formers are not permitted to use mobile phones on the main school site from 8:00am to 3:45pm or in **any** lesson.)

	BEHAVIOUR	ACTION	INTERVENTION
Stage 1	Student is found using a mobile phone in the main school building or in a lesson	Teacher takes phone from student and passes it to Mrs Romano (main site) or Mrs Parker (Stone House) Student must see Ho6th before end of day to explain behaviour and receive a note to be given to Mrs Romano/Mrs Parker to release phone	Student is warned of consequences of repeat behaviour
Stage 2	Student is found using a mobile phone in the main school building or in a lesson on a second occasion	Teacher takes phone from student and passes it to Mrs Romano (main site) or Mrs Parker (Stone House) Student must see Ho6th before end of day to explain behaviour and receive a note to be given to Mrs Romano/Mrs Parker to release phone Ho6th sends warning letter home	
Stage 3	Student is found using a mobile phone in the main school building or in a lesson on a third occasion	Teacher takes phone from student and passes it to Mrs Romano (main site) or Mrs Parker (Stone House) Ho6th arranges meeting with parents to discuss student's place in the Sixth Form	
Stage 4	Student is found using a mobile phone in the main school building or in a lesson on a 4th occasion	Teacher takes phone from student and passes it to Mrs Romano or Mrs Parker Ho6th meets with RM to decide on action (including possible exclusion)	

SCHOOL UNIFORM

GIRLS' UNIFORM YEARS 7 – 9 (AGES 11-14) KEYSTAGE 3

Blazer	School blazer
Blouse	White, non-patterned, plain style (not casual). A plain white T-shirt or vest may be worn under the blouse. Coloured or patterned T-shirts are not allowed. During the Summer term an open neck blouse may be worn.
Tie	School House tie, unless the permission of the Headteacher has been given for an alternative tie - eg County Sports tie. Top buttons and ties must be properly done up.
Skirt	Grey viscose / polyester as supplied by SMART Uniform (Newcastle), Clive Mark Schoolwear or National Schoolwear. It must come to the bottom of the knee. The skirt should have a front vent.
Pullover	If worn must be school regulation pullover (grey with black + red stripe).
Tights/Socks	Winter – black, non-patterned tights. Summer – white ankle socks
Shoes	Plain, black leather or leather type, lace up or slip-ons, not suede. Heels must not exceed 5cm and should not be narrow. Laces must be black. Trainers may be worn at lunchtimes only.
Top Coat	If worn must be plain dark colour conventional in style (no logos). The coat must be long enough to cover the blazer.
Scarf	If worn, must be a school scarf.
Hair	Hair should be conventionally cut and well groomed. If it is longer than collar length it must be neatly tied back, away from the face. Hair bands, slides, etc. must be red, black or brown. No fashion accessories are allowed. Hair must not be artificially coloured.
Jewellery	With the exception of one small stud in each lobe, no jewellery may be worn eg no rings, earrings, necklaces or wristbands. Watches may be worn but NO web enabled watches.
Make-up	Make-up or nail varnish must not be worn.
PE / Games	Black polo shirt (with St Joseph's College Badge embroidered on LHS, initial and surname on RHS, St Joseph's College on the back.) Red games' skirt (badged) Black shorts (Two-tone stripes) Hockey socks (black with red tops) Trainers (predominantly white, no garish colours — not boots) Black hooded top - (with St Joseph's College Badge embroidered on LHS, initial and surname on RHS, St Joseph's College on the back.) School tracksuit trousers (black, with SJC embroidered under waistband)

Please note the following uniform regulations, which apply to boys and girls.

1. The Headteacher reserves the right to send a pupil home if she/he is not in appropriate uniform.
2. Pupils are expected to wear their uniform correctly to and from school. Whilst in uniform pupils are to follow school rules.
3. School uniform is to be worn when representing the school.
4. Pupils should wear their blazers inside the school building and on their journey to and from school. Top coats and scarves should not be worn inside the building.
5. Permission must be obtained from the Headteacher if a pupil needs to change out of uniform before leaving school.
6. Uniform is supplied by SMART Uniform (Newcastle), Clive Mark Schoolwear (Newcastle) and National Schoolwear (Hanley).

SCHOOL UNIFORM

BOYS' UNIFORM YEARS 7 – 9 (AGES 11-14) KEYSTAGE 3

Blazer	School blazer
Shirt	White, non-patterned, plain style (not casual). A plain white T-shirt or vest may be worn under the shirt. Coloured or patterned T-shirts are not allowed.
Tie	School House tie, unless the permission of the Headteacher has been given for an alternative tie - eg County Sports tie. Top buttons and ties must be properly done up.
Trousers	Charcoal grey, plain style, polyester/wool blend, neither too narrow nor too baggy as supplied by SMART Uniform (Newcastle), Clive Mark Schoolwear or National Schoolwear. (Red edging on LHS pocket)
Pullover	If worn must be school regulation pullover (grey with black + red stripe).
Socks	Grey or black. White or patterned socks must not be worn.
Shoes	Plain, black leather or leather type, lace up or slip-ons, not suede. Laces must be black. Boots may not be worn. Trainers may be worn at lunchtimes only.
Top Coat	If worn must be plain dark colour conventional in style (no logos), and long enough to cover the blazer.
Scarf	If worn must be a School scarf.
Hair	Hair should be conventionally cut, well groomed and neither too short (Grade 4 clippers), nor too long. For guidance, it should be above the collar in length and not covering the forehead and brushed away from the face. Hair must not be artificially coloured. Hair gel or wax is not acceptable.
Jewellery	No jewellery may be worn eg no rings, earrings, necklaces or wristbands. Watches may be worn NO web enabled watches.
PE / Games	Rugby shirt reversible black/red Black / red / white striped shorts Rugby socks, black with red tops Rugby / Football boots Black T-shirt (optional) Black/red/white PE Singlet (initial and surname embroidered on RHS) Black shorts School tracksuit jacket (Optional - with St Joseph's College Badge embroidered on LHS, initial and surname on RHS, St Joseph's College on the back.) School tracksuit bottoms (black, with SJC embroidered under waistband) White socks + Trainers (predominantly white, no garish colours — not boots)

Please note the following uniform regulations, which apply to boys and girls.

1. The Headteacher reserves the right to send a pupil home if she/he is not in appropriate uniform.
2. Pupils are expected to wear their uniform correctly to and from school. Whilst in uniform pupils are to follow school rules.
3. School uniform is to be worn when representing the school.
4. Pupils should wear their blazers inside the school building and on their journey to and from school. Top coats and scarves should not be worn inside the building.
5. Permission must be obtained from the Headteacher if a pupil needs to change out of uniform before leaving school.
6. Uniform is supplied by SMART Uniform (Newcastle), Clive Mark Schoolwear (Newcastle) and National Schoolwear (Hanley).

SCHOOL UNIFORM

GIRLS' UNIFORM YEARS 10-11 (AGES 14-16) – KEYSTAGE 4

Blazer	School blazer
Blouse	White, non patterned, plain style (not casual). A plain white T-shirt or vest may be worn under the blouse. Coloured or patterned T-shirts are not allowed. During the Summer term an open neck blouse may be worn.
Tie	School tie, unless the permission of the Headteacher has been given for an alternative tie - eg County Sports tie. Top buttons and ties must be properly done up.
Skirt	Grey viscose / polyester as supplied by SMART Uniform (Newcastle), Clive Mark Schoolwear or National Schoolwear. It must come to the bottom of the knee. The skirt should have a front vent.
Pullover	If worn must be school regulation pullover (black with red stripe).
Tights	Winter - black tights. Summer - flesh or black, none patterned, tights.
Shoes	Plain, black leather or leather type, lace up or slip-ons, not suede. Heels must not exceed 5cm and should not be narrow. Laces must be black. Trainers may be worn at lunchtimes only.
Top Coat	If worn must be plain dark colour conventional in style (no logos). The coat must be long enough to cover the blazer.
Scarf	If worn must be a school scarf.
Hair	Hair should be conventionally cut and well groomed. If it is longer than collar length it must be neatly tied back, away from the face. Hair bands, slides, etc. must be red, black or brown. No fashion accessories are allowed. Hair must not be artificially coloured.
Jewellery	With the exception of one small stud in each lobe, no jewellery may be worn eg no rings, earrings, necklaces or wristbands. Watches may be worn NO web enabled watches.
Make-up	Make-up or nail varnish must not be worn.
Games	Black polo shirt (with St Joseph's College Badge embroidered on LHS, initial and surname on RHS, St Joseph's College on the back.) Black shorts (Two-tone stripes) Hockey socks (black with red tops) Trainers (predominantly white, no garish colours — not boots) Black hooded top - (with St Joseph's College Badge embroidered on LHS, initial and surname on RHS, St Joseph's College on the back.)

Please note the following uniform regulations, which apply to boys and girls.

1. The Headteacher reserves the right to send a pupil home if she/he is not in appropriate uniform.
2. Pupils are expected to wear their uniform correctly to and from school. Whilst in uniform pupils are to follow school rules.
3. School uniform is to be worn when representing the school.
4. Pupils should wear their blazers inside the school building and on their journey to and from school. Top coats and scarves should not be worn inside the building.
5. Permission must be obtained from the Headteacher if a pupil needs to change out of uniform before leaving school.
6. Uniform is supplied by SMART Uniform (Newcastle), Clive Mark Schoolwear (Newcastle) and National Schoolwear (Hanley).

SCHOOL UNIFORM

BOYS' UNIFORM YEARS 10-11 (AGES 14-16) KEYSTAGE 4

Blazer	School blazer
Shirt	White, non-patterned, plain style (not casual). A plain white T-shirt or vest may be worn under the shirt. Coloured or patterned T-shirts are not allowed.
Tie	School tie, unless the permission of the Headteacher has been given for an alternative tie - eg County Sports tie. Top buttons and ties must be properly done up.
Trousers	Charcoal grey, plain style, polyester/wool blend, neither too narrow nor too baggy as supplied by SMART Uniform (Newcastle), Clive Mark Schoolwear or National Schoolwear. (Red edging on LHS pocket)
Pullover	If worn must be school regulation pullover (black with red stripe).
Socks	Grey or black. White or patterned socks must not be worn.
Shoes	Plain, black leather or leather type, lace up or slip-ons, not suede. Laces must be black. Boots may not be worn. Trainers may be worn at lunchtimes only.
Top Coat	If worn must be plain dark colour conventional in style (no logos), and long enough to cover the blazer.
Scarf	If worn must be a School scarf.
Hair	Hair should be conventionally cut, well groomed and neither too short (Grade 4 clippers), nor too long. For guidance, it should be above the collar in length and not covering the forehead and brushed away from the face. Hair must not be artificially coloured. Hair gel or wax is not acceptable.
Jewellery	No jewellery may be worn eg no rings, earrings, necklaces or wristbands. Watches may be worn NO web enabled watches.
Games Kit	Rugby shirt reversible black/red Black / red / white striped shorts Rugby socks, black with red tops Rugby / Football boots Black T-shirt (optional) Black/red/white PE Singlet (initial and surname embroidered on RHS) Black shorts School tracksuit jacket (Optional - with St Joseph's College Badge embroidered on LHS, initial and surname on RHS, St Joseph's College on the back.) School tracksuit bottoms (black, with SJC embroidered under waistband) White socks + Trainers (predominantly white, no garish colours — not boots)

Please note the following uniform regulations, which apply to boys and girls.

1. The Headteacher reserves the right to send a pupil home if she/he is not in appropriate uniform.
2. Pupils are expected to wear their uniform correctly to and from school. Whilst in uniform pupils are to follow school rules.
3. School uniform is to be worn when representing the school.
4. Pupils should wear their blazers inside the school building and on their journey to and from school. Top coats and scarves should not be worn inside the building.
5. Permission must be obtained from the Headteacher if a pupil needs to change out of uniform before leaving school.
6. Uniform is supplied by SMART Uniform (Newcastle), Clive Mark Schoolwear (Newcastle) and National Schoolwear (Hanley).

SCHOOL UNIFORM

SIXTH FORM CODE OF DRESS

These Sixth Form guidelines are based on how a **professional man or woman** would be expected to dress for his or her work. In other words, the student should be **smart, well presented and business like**.

Given the importance of these guidelines, please contact the school if you have any doubts as to whether an item is acceptable.

Suit: Boys and girls must wear a **plain conventional** tailored black suit (no pinstripes). Girls' skirts must come to the knee. Full length trouser suits may be worn.

Shirt/Blouse: Boys: Plain white with collar. Girls: A plain white blouse with short or long sleeves and collar. Girls' blouses **must not** be low cut or reveal midriff or underwear.

Ties: Male students should wear Sixth Form ties, which are available from SMART Uniform (Newcastle), Clive Mark Schoolwear, (Newcastle), National Schoolwear (Hanley). Female students are not to wear ties.

Jumpers: Optional, plain black V neck to reveal tie for boys. Blouse must be worn underneath V neck jumper for girls – No cardigans. Jumpers **must not** be zip-up, or hooded tops - No logos.

Shoes: Black shoes - not boots and simple in style - formal not fashion. Trainers **must not** be worn other than for games activities.

Coats: Outdoor coats may be of any colour/style but they must be smart and practical. Denim or leather jackets **must not** be worn. Coats **must not** be worn indoors.

NOTES: **Hair:** Hair must be smart and well presented. **No obvious colours or highlights**. Boys' hair should look like that of a young professional - ie it should not go over the collar or obscure the face. Boys should be clean shaven.

Make-up: Girls may wear discreet make-up

Scarves: Scarves must be black, but must not be worn around school.

Jewellery: Only plain, simple and discreet jewellery is allowed. No coloured beads allowed.

Belts: No fashion belts permitted

Piercings: The only permitted piercing is one in each ear lobe for girls.

Appendix 1
HOME – SCHOOL AGREEMENT

We are a Catholic School in the tradition of The Christian Brothers, and therefore the education that we offer is imbued with the vision of life and mankind that is found in the Gospel and the teaching of The Church

We strive to:

- Create a framework of learning for our students, based on the understand of their differing needs and by providing opportunities – both curricular and extra curricular – for the development of the whole person
- Create a well ordered community, where freedom of the individual is balanced with the rights of others
- Establish relationships within and beyond the classroom which emphasises mutual respect, service and the God-given dignity of every individual
- Work in partnership with Parents/Guardians in support of their children

ST JOSEPH’S COLLEGE:

The School is committed to:

- Ensuring that your child achieves his/her full potential as a valued member of the School Community
- Caring for your child’s safety and happiness
- Providing a balanced curriculum and meet the individual needs of your child
- Nurture your child’s spiritual growth
- Keep you regularly informed and consulted about general School matters, and your child’s progress in particular
- Achieving high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Work with you to solve any problems which could harm your child’s progress at School
- Be open and welcoming at all times, and offer opportunities for you to become involved in the daily life of the School

Signed: (Form Tutor)

Date:

PARENTS / GUARDIANS:

I / We are committed to:

- See that our child goes to school regularly, on time, in the correct uniform and properly equipped
- Ensuring that, as far as possible, our child will not have a holiday during term time
- Telephone School in cases of extended absences – more than 2 days – and will send in an absence note to the Form Tutor in the first day back
- Keep School informed of any concerns or problems which might affect our child’s work or behaviour
- Support the School polices and guidelines for behaviour
- Support our child in homework and other opportunities for home learning
- Check and sign our child’s Planner each week
- Attend Parents Evening, and discussions regarding our child’s progress
- Be available to support extra curricular activities when appropriate
- Be fully supportive of the Religious Life of the School

Signed: (Parent / Guardian)

Date:

THE STUDENT:

I am committed to:

- Attend School regularly, on time, in the correct uniform and with all the equipment I need
- Do all my classwork and homework as well as I can
- Follow the School Rules on Conduct, Behaviour and Internet use
- Keep the School free from litter, and respect personal and community property
- Show respect for all other members of the School Community and Visitors
- Play an active part in the extra curricular life of the School, and be available if selected for a team
- Obey all instructions given by Staff or Prefects to aid the smooth running of the School
- Take part in all religious activities as required

Signed: (student)

Please Print: :

Date:

Appendix 2
USE OF PLANNERS

Planners are an excellent means by which Staff can monitor student progress. Form Tutors should reinforce the rules for the use of Planners, and ensure that students are adhering to them.

Planners should be checked weekly:

Negative Comments:

- If more than three negative comments in a week, the Form Tutor should speak to the student and see their Planner daily – refer to Behaviour Policy and Sanctions Procedures
- If there is a further instance of three bad comments in a week, then the matter should be referred to the Head of Year/Key Stage Co-ordinator who will then contact home regarding the matter and monitor the student over the next few weeks
- If the problem persists, Parents/Guardians will be invited to a meeting with the Form Tutor, Head of Year/Key Stage Co-ordinator and the student

Misuse of Planner:

- Tutors should place in Detention students who continuously fail to complete their Planner, or who do not bring their Planner into School on more than three occasions. If the matter does not improve then the student should be referred to his/her Head of Year/Key Stage Co-ordinator who will then contact home
- If it is a case of a Planner not being signed by a Parent/Guardian, then Form Tutors should send a letter home asking that the Planner be signed, with a reminder that it should be signed every week – standard letter in Admin Office
- Form Tutors should record details of Planner monitoring on the Planner Record Card which should be kept in the Register. Head of Year/Key Stage Co-ordinator should monitor these Cards weekly to ensure that they are being regularly completed

Copies of all letters sent or minutes of telephone calls made/action taken should be recorded on Memo and placed in the student's file

GUIDELINES FOR THE COMPLETION OF PLANNERS:

- ❖ Planners must be taken to all lessons and placed on desks at the beginning of the lesson
- ❖ The subject should be placed in the left hand column
- ❖ Details of homework should include a brief description of the work set and the page and question number, if applicable
- ❖ The date the work is due should be recorded in the correct column
- ❖ If no homework has been set, then this should be indicated
- ❖ Absence for any day should be indicated in the Planner
- ❖ The time spent on each homework should be noted
- ❖ Planners must be signed and dated by a Parent/Guardian at the end of every week
- ❖ Merit stickers are to be placed at the bottom of the right-hand box
- ❖ All school letters sent home should be recorded on the day in the Planner and signed for by Parent/Guardian upon receipt

In the case of a "forgotten" Planner, a "Temporary Planner" is to be issued by the Form Tutor or through the key stage offices – this should then be attached to the Planner on its return to school

PASTORAL DETENTION FORM (PDR)

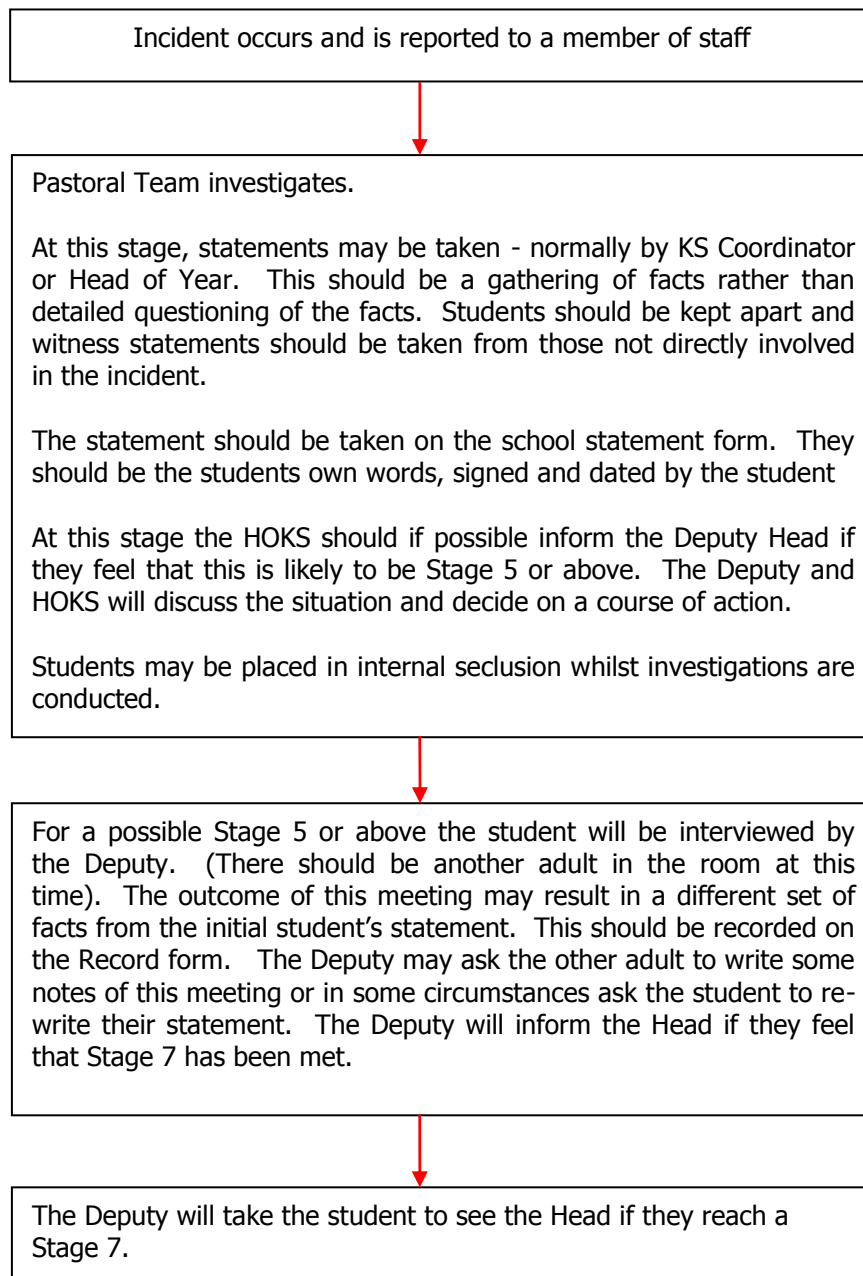
**PASTORAL DETENTIONS FOR KEYSTAGE 3 + KEYSTAGE 4 TAKE PLACE ON TUESDAY LUNCHTIME
12.35PM TO 13.05PM IN PE1 STUDENTS ARE SUPERVISED BY PASTORAL LEADERS**

Teacher:	
Student Name + Form:	
Date:	
<p>Details Of The Incident: Please be thorough when completing this Section A Pastoral Detention is a Stage 4 Sanction and therefore a letter is sent home from the Head of Year. Parents often telephone requesting further information. To enable the Pastoral Team to confidently answer any questions, a clear picture is needed of what actually happened</p>	
Has the student had a Dept Detention?	YES / NO
Write a comment in the Student Planner and the date of the Pastoral Detention	<p>For Example: During English today, ?????'s behaviour resulted in a referral to the Head of Year for disciplinary reasons. He/she will receive a Pastoral Detention on Wednesday</p>
Subject Leader Informed:	YES / NO
Send the completed PDR to Head of Year	

When HoY receives the PDR:

When the Sanction is agreed, HoY send PDR to Jenny Adams who will generate a letter
The rota will be co-ordinated by Cath Machin, who have the student overview

STUDENT INTERVIEW PROCEDURE/POLICY



It should be noted that:

- The investigation should be commenced as quickly as possible where a student is being kept apart from his/her year
- The student should have access to toilet breaks, water and lunch if applicable
- Parents/ Guardians should be contacted at the end of the investigation or at the end of the day which ever comes first
- Students should not try to contact home before the investigation is fully carried out
- In case of absence, different staff may have to play different roles or more than one role. In the Sixth form The Head of Sixth Form will play the role of Deputy Headteacher.

STUDENT INTERVIEW / STATEMENT FORM

Name:

Form:

Date:

Students Involved:

Description Of Event:

Please be as detailed as you can.

Only write down what you actually witnessed – eg what you saw or heard)

Student Signature:

Time:

Date:

In the presence of:

(Staff Signature)

