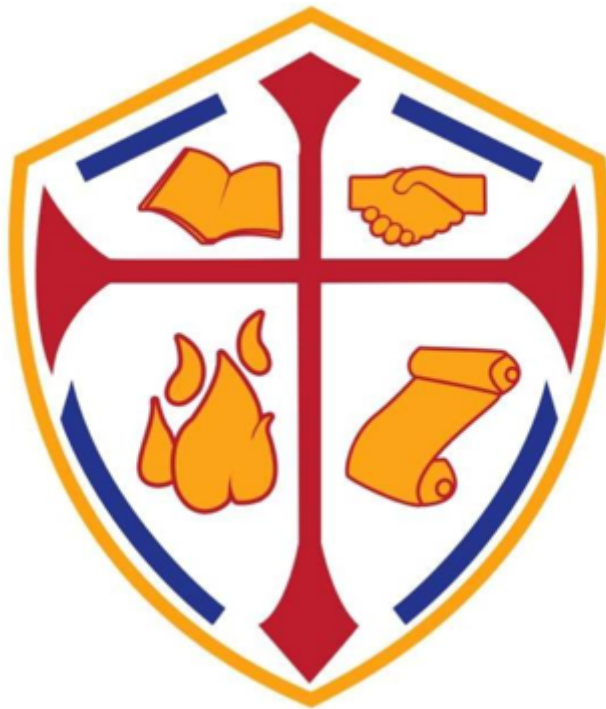




AllSaints
CATHOLIC SCHOOL

Behaviour and Rewards Policy

All Saints Catholic School



“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
(1 Cor. 12:29)

Approved by
Chair of
Governor:

Date:

Last reviewed on: July 2024

Next review due
by: September 2025



BEHAVIOUR POLICY

“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
(1 Cor. 12:29)

Rationale

All Saints Catholic School is a community that aims to live out its mission statement. We are a Catholic learning community committed to the on-going development of the entire potential of every person, achieved through a broad, balanced and relevant curriculum. We care for each other as individuals of equal worth, regardless of status, sex, race or religion and thus actively seek to promote safeguarding, justice and fairness.

We provide an atmosphere in which all can grow in our Faith, and encourage this faith by a lively relevant liturgy. We work with parent(s)/carer(s), parishes, local communities and industry to prepare our pupils for the opportunities of adulthood.

The aims of our Mission Statement permeate all aspects of our school life. The spiritual, moral, cultural, social and intellectual development of our pupils is the responsibility of all members of staff and is powerfully influenced by the ethos of the school. A Christian learning community should provide a positive and secure environment in which development can occur. Therefore, it is important that our Behaviour Policy is underpinned by a system of rewards and sanctions which is based on the underlying principles of forgiveness and respect for the uniqueness of each individual.

The aims of the School's Behaviour & Discipline Policy is:-

- To fulfil the Governors duty of care to pupils and employees.
- To promote good behaviour, self-discipline and respect and ensure that all pupils consider the impact of their actions on the school community.
- To enforce a fair and consistent approach to promoting positive behaviour for learning.
- To prevent bullying including (cyberbullying, prejudice-based and discriminatory bullying) and promote the wellbeing of all pupils.
- To ensure that staff, student and parents are aware of our policy and their role in ensuring we achieve the highest standards of behaviour
- To promote Christian values which ensure we continue to move forward as an effective community
- To promote, among pupils, self-discipline and proper regard for authority
- To promote the reputation of the school in the wider community
- To promote reflection and recognition of personhood and personal dignity

It is important that we act consistently in relation to what we expect of pupils and what we expect of staff. It is also important that we inform and involve parents/carers at the earliest opportunity.

The aim of this policy is to ensure a consistent approach by all and to establish good practice through the school. We must encourage an atmosphere of high expectations and the pursuit of excellence and at the same time, maintain a friendly, purposeful and caring atmosphere based fully on the Gospel Teachings.



In order to fulfil the school aims, all members of its community must be involved in the development and implementation of policies relating to keeping a disciplined, ordered, secure and happy learning environment. Ensuring high standards of behaviour is how we enable pupils to meet the school expectations which, in turn, enables the school aims to be fulfilled.

Guidelines

The behaviour policy does not only relate to pupil behaviour on the school premises but any misbehaviour when a pupil is:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Bringing the reputation of the school into disrepute
- Posing a threat to another pupil or a member of the public

This responsibility is delegated to and shared with all staff. Staff are therefore also expected to encourage good behaviour, respect amongst pupils for each other and to apply all rewards and sanctions reasonably and proportionately.

The school believes that in order to enable highly effective teaching and learning to take place, exemplary behaviour in all aspects of school life is necessary. We seek to do this by:

- promoting self-esteem, self-discipline, proper regard for authority and
- positive relationships based on mutual respect;
- provision of well planned, interesting and demanding lessons
- use of an appropriate range of teaching methods which are inclusive of the needs of all pupils.
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early therapeutic intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parent(s)/carer(s) and carers to develop a shared approach which involves them in the implementation of the school policy and associated procedures;
- promoting a culture of praise and encouragement
- ensuring pupils are part of a merit and reward system with termly and half termly reward trips and celebrations.

Roles and Responsibilities

The role of the Governing Body

The Governing Body is charged with a duty to set the framework for the School's Pupil Behaviour & Discipline Policy. In drawing up this statement of general principles, the Governing Body consults with the Headteacher, staff, parent(s)/carer(s) and pupils. It will ensure that this is communicated to pupils and parent(s)/carer(s), is non-discriminatory and that expectations are clear. Governors will receive information about the number and nature of exclusions and suspension. Governors will observe behaviour as part of link and other visits.

The resulting policy will be subject to annual review.



Role of Headteacher

- To ensure the highest standards of behaviour are enforced and maintained
- To actively promote positive behaviour for learning.
- To praise and reward students and conversely apply sanctions as appropriate.
- To ensure staff model exemplar behaviour and are positive role models for the students.

Deputy Headteacher and School Leaders

- To devise, implement and review the behavioural Policies and practice of All Saints School.
- To ensure the highest standards of behaviour through praise and reward and sanctions as appropriate.
- To oversee all behavioural incidents.
- To liaise with external agencies as appropriate.
- To provide CPD as appropriate. Paying particular attention to ITT, content framework, ECF and NPQ's including the NPQLBC.
- To support and develop the pastoral team to ensure team is effective and consistent in delivering positive behaviour for learning.
- To support and work with parents to support students

Year Leaders

- To promote positive behaviour for learning across the year group.
- To praise, reward and sanction as appropriate.
- To celebrate success in assemblies/acts of worship.
- To develop positive relationships with parents
- To liaise with SENCO and Student Support to ensure all pupil needs are addressed.
- To liaise with outside agencies as appropriate.
- To provide CPD to year teams as appropriate.
- To lead assemblies/activities for their year group which enforce positive behaviour for learning.

SENDCO

- To ensure that all students with SEND are effectively developed.
- To ensure appropriate CPD for staff to address the needs of SEND students to develop positive behaviour for learning.
- To liaise with outside agencies as appropriate.
- To ensure effective communication with parents.
- To provide teaching staff with strategies to support for learning with the specific SEND students they teach.
- To celebrate success in assemblies/acts of worship.



All Staff

- To be confident in enforcing the Behaviour Policy of All Saints School and use the appropriate sanctions in line with the Policy.
- To be consistent in implementing all expectations (pupils and staff) and in applying rewards and sanctions.
- To deliver lessons that are well prepared and that pupils are provided with appropriate activities.
- To ensure that the physical well-being and safety of pupils is protected.
- To provide a good role model particularly in terms of punctuality to school and lessons, attendance and dress. All staff should be smartly dressed.
- To treat pupils with courtesy and respect.
- To praise good work and behaviour whenever possible.
- To reward merit stickers to students that fulfil the RUAH responsibilities
- To promote positive behaviour for learning through positive reinforcement and rewards.
- To inform parents and Year Leaders of any behavioural concerns.
- To carry out restorative practice with children that have gone against the RUAH responsibilities
- To apply sanctions fairly and consistently in line with School policy.
- To celebrate success in assemblies/acts of worship.

Students

- To demonstrate positive behaviour inside/outside of lessons and on the journey to and from school.
- To act as excellent ambassadors for All Saints School in keeping with our Catholic ethos of RUAH.
- Upper School students are to be positive role models for younger students.
- To abide by School rules.
- To engage in the merit system that promotes their personal well-being and dignity.
- To be respectful of each other's dignity in all actions whether in person or on social media platforms, online or using mobile telecommunications of any sort.
- To be respectful of all members of the school community students and staff in all actions whether in person or on social media platforms, online or using mobile telecommunications of any sort.
- To be respectful of each other's person, under no circumstance should a child intentionally touch another child
- To report any incidences of peer on peer abuse using the school's channels of communication and Pastoral/DSL personnel.
- To act as advocates of each other in reporting incidents of peer on peer abuse whether the incident occurred in person or on social media.
- To be honest in actions and interaction with others. To not bear false witness against students or staff either in person or on social media



Parents

- To support the school by helping to develop and maintain good behaviour and be familiar with our Behaviour Policy.
- To communicate immediately with the school if they have any concerns.
- To reinforce positive behaviour for learning with their children celebrating their successes
- To ensure that their children adhere to our School rules supporting the school with meetings to help encourage positive behaviour.
- To share in their child's success and be a part of School celebrations.
- To take part in the life of the school and its culture
- To sign and support the home school agreement

The School Code of Conduct (Appendix 2)

Our expectations of pupils in lessons, around the school and travelling to and from school have been outlined in the School Code of Conduct. All pupils and parent(s)/carer(s) are supplied with this on entry to the school and all pupils are expected to abide by it. All staff, through the induction programme are given a copy of the School's Code of Conduct.

Use of Rewards

It is very important that the positive aspects of praise and reward should have great emphasis. Good discipline is based on mutual knowledge, respect and the setting of known standards. Young people appear to respond better to systems, which recognise their difficulties and strengths. Anything, which recognises that children have achieved what has been asked of them, is desirable. We recognise that young people flourish within an atmosphere of reward and praise. The reward system at All Saints School aims to:

- Increase pupil motivation.
- Engender self-respect and confidence among all pupils.
- Encourage positive effort, progress and achievement.
- Encourage community cohesion across forms, year groups and the whole school.
- Promote positive behaviours.

In the daily life of the school staff seek to recognise achievement in the following ways:-

Rewards (Appendix 3 and Appendix 7)

- Annual summer reward trips linked to Merit awarding.
- Termly reward celebrations linked to Merit rewarding.
- Regular use of words of encouragement and praise.
- Encouragement via prompt and positive marking of work.
- Displaying pupil work in classrooms and corridors.
- Postcards/letters home.
- Certificates home.
- Head teacher's awards.
- Positive phone calls home.
- Positive referrals



- Presentation of Sporting achievements: Cups and Trophies presented at Upper/Lower school assemblies.
- Annual celebration of Pupil Achievement and Effort in the presence of parent(s)/carer(s) and Governors
- Presentation of St. Francis and St. Clare Medals to Year 12 pupils for community-based project work.
- The procedures arising from this policy will be developed by the Head Teacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parent(s)/carer(s).

Restorative practice: (Appendix 9)

At All Saints School when children fail to meet the RUAH responsibilities (Appendix 8) they are escalated along the Steps for Correction (appendix 7). During any correction meetings, students and teachers will engage with a restorative justice meeting. The restorative practice questions will be answered and used to ensure that there is not a repeat of the negative behaviours.

All sanctions used are as a deterrent and a result of inappropriate action. Restorative justice meetings support the student to ensure there is not a repeat of this inappropriate behaviour.

Use of Sanctions

When expectations are not met we use the term “inappropriate behaviour” to describe such situations. The school works hard to ensure that its response to inappropriate behaviour is consistent and in proportion to the level of seriousness. Sanctions will be applied when inappropriate behaviour is observed.

It is important to set up a clearly established procedure structured in such a way as to maximise the effectiveness of staff support. This structure exists primarily to support the work of pupil and teachers in the classroom. However, sanctions can be imposed if pupil's behaviour is unacceptable elsewhere under the charge of the teacher, including school visits or for misbehaviour outside of school which brings our school community into disrepute.

The fundamental principles underlying the sanctions structure:

- The decision to punish a pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of a member of staff
- The punishment must not breach any other legislation and must be reasonable and proportionate in all circumstances
- It is the primary responsibility of staff to deal with discipline themselves in the first instance.
- The structure must consist of clearly defined stages known to pupils and followed by staff so that pupils know where they stand at each stage and effective use can be made of the pastoral staffing structure.
- Clear communication between staff and with parent(s)/carer(s) is vital at all stages, so that all relevant parties are fully informed and can work together for the benefit of the pupil.
- It is important to maintain written documentation at each stage as a permanent record in the pupil journal or file.
- To promote attitudes and behaviour in keeping with principles of the school.
- To give structured support, where required, to enable the pupil to follow the rules and procedures of the school.



Sanctions used:

- Verbal warning
- Class teacher/curriculum leader detention (correction),
- Phone calls home
- Removal from playground at break times
- detention (correction)s – before school, break time, lunch, after school, weekend and holiday.
- Letter home
- On call
- Placed on report

The following can only be authorised by the Headteacher

- Placed in the Internal Exclusion Unit (IEU) as an alternative to Suspension
- Suspension
- Permanent exclusion

SEND Students:

All Saints School will consider whether reasonable adjustments are needed in response to any disability of the student when concluding an investigation and deciding the nature of the sanction.

We will take into consideration the underlying causes for the behaviour and consider additional support where needed.

On Call

Senior staff will attend a lesson to support the teacher. They will facilitate a restorative conversation and in the first instance support the teacher with behaviour management. Should the incident be a STEP 4 (Appendix 8) correction the student will be removed from the lesson and placed with the Head of Department or Key Stage Lead.

Pupils removed from lessons will have their parents contacted and receive a 1-hour detention (correction) after school that day. A record will be made on their file. All On-Calls will be referred to the Head of year through a negative referral.

The Internal Exclusion Unit (IEU)

Pupils are placed in our unit for serious breaches of the school's behavioural expectations. Only the Headteacher will place a pupil in the IEU. The time will be from 3 days up to and including 15 days. This sanction is applied for an incident where a suspension could have occurred. It is used to 'include' rather than 'exclude' if possible.

The use of the IEU is:

- a) as a planned intervention for behavioural or pastoral reasons
- b) as a final preventative measure to support pupils at risk of exclusion or Suspension.



The underlying ambition is to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit used will be aligned to the culture of the whole school and compatible with the school's behaviour policy

Direct a pupil off site for the purpose of improving their behaviour

In the extreme case that these sanctions do not have a positive effect schools the governing body and governors have the power to refer a student off site with the purpose of improving their behaviour. This power is granted under Section 29A of the Education Act 2002. Parents should be notified with two days' notice of the need to attend an alternative provision.

Suspension or Exclusion

A Headteacher may exclude a pupil (suspension) for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any suspension it is the parent(s)/carer(s) responsibility to provide care and supervision for their child. After the 5th day the school must make provision for the pupil. The School has procedures in place to ensure that parent(s)/carers(s) are kept fully informed throughout this process and that any vulnerable child remains safe.

Suspension

- a) Only the Headteacher may use this sanction
- b) If over 5 days in aggregate, in any one term, alternative provision can be made to educate the pupil off site. This provision must begin no later than the sixth day of the exclusion.

Schools do not have to arrange alternative education for:

- Pupils above compulsory school age
- Pupils in their final year of compulsory education who do not have any further public examination.

Only the Headteacher can arrange this provision.

1. Permanent - Only the Headteacher (or named Acting Head if Head is absent or unavailable) may use this sanction.

Length of Suspension

The period of suspension is between 1 and 45 days. However, the most usual period would be between 1 and 5 days. If any pupil is excluded for more than 5 days in any term (in aggregate as well as total), they and their parents/carers may be invited to interview by the Governors.

Offences for Which Suspension May be Given Include:

The following list is not meant to be preclusive, but is a guide:

- Continuous disruptive behaviour



- Rudeness/Poor behaviour, aggressive/confrontational behaviour
- Behaviour which is likely to disrupt the learning of others
- Behaviour which is considered unsafe, whether it be towards themselves or others
- Deliberate damage of school property or property of others
- Bullying
- Peer on Peer physical or sexual abuse
- Bringing into school prohibited items
- Using or offering the use of Prohibited items in school

Offences for Which Permanent Exclusion May be Given:

Permanent exclusion will be considered for serious or persistent breaches of the school rules. This may relate to a first- or one-off offence:

- Persistent defiant behaviour
- Violence (actual or threatened) towards another pupil/staff/visitor
- The possession or selling or being under the influence of illegal substances or substances described as 'legal highs'
- Dealing and or sharing illegal substances
- The possession or supplying of Vapes, cigarettes, alcohol or prescription medication to others
- Possession carrying/use of an offensive weapon (or replica) or object modified to be an offensive weapon
- Deliberate damage to property
- Being in possession of materials that cause injury/damage/offence to self and others
- Malicious or false allegations against students, staff or the school.
- Sexual misconduct, harassment or assault in person or on social media platforms, online or using mobile telecommunications of any sort.
- Theft of personal or private property
- Inappropriate use of social media or any form of mobile, online technology
- Bringing the school or the school community into disrepute either in person or through social media platforms
- Setting off or possession of fireworks
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves only occur when it is in the pupil's best interests.

Power to Search Pupils without Parental Consent



If a member of staff has a suspicion that a pupil has in their possession an item prohibited according to the school rules the matter should be reported immediately to the Headteacher, Deputy Headteacher or available member of the Senior Leadership Team in order to safeguard the safety and well being of all members of the school community.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Legal highs
- Stolen items
- Tobacco ,cigarette paper, matches or a lighter
- Vapes
- Fireworks
- Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Mobile phones are not permitted to be seen at All Saints School. If seen they will be confiscated and held in the safe until a parent is able to collect it (usually the next working day at the discretion of a senior member of staff). Students may bring them to school but must be switched off at the school gates and remain away from sight at all times.

All Saints has a zero-tolerance to knives and bladed weapons. Any student that brings a knife or bladed weapon into school or is found to be carrying one on the way to or from school will always be permanently excluded.

All Saints School has a zero-tolerance of sexual violence and sexual harassment between all persons, children and adults. Incidents of these whether through social media or in person will be dealt with in an appropriate manner and escalated to the appropriate agency/body (Police and social care).

The Headteacher, Deputy Headteacher or member of the Senior Leadership Team, has the power to search a pupil without the consent of the parent or carer.

If possible, the search should be undertaken in conjunction with the school police liaison officer. However, if they are unavailable the search must be undertaken with 2 members of staff present. In the instance of a male pupil, at least one member of staff must be male; in the case of a female pupil at least one member of staff must be female.

Weapons, knives and items of extreme or child pornography must be handed over to the police. Other items will be returned to parent(s)/carer(s) if and when it is deemed appropriate.

The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Police Involvement:

If an act of misbehaving seems likely to constitute a violation of the criminal law, the Headteacher may make a decision on the evidence available to her to involve the police Liaison Officer / Safer Schools Police Officer. The police and the courts may make decisions based on somewhat different criteria that that of the school.



***IT MUST BE NOTED THAT SCHOOL AND POLICE ACTION ARE
INDEPENDENT OF EACH OTHER***

Please note that with regard to exclusions or suspensions the school will follow the appropriate Government guidance, which is inclusive of a right of appeal.

Use of the Internet

Refer to Code of Conduct for ICT, E-Safety and Anti Bullying policy.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy. (Appendix -6 Creating a climate for Teaching and Learning – guidance for staff)

Involvement of External Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

- Counselling is available through school
- **MARF** referral process helps to identify needs and access support from outside agencies.

In addition the School has developed a wide range of pastoral/academic initiatives to support pupils with regard to their behaviour and achievement. These include:-

- Action and advice by Year Leaders and subject teachers
- Learning Mentors
- Group Mentoring
- **BCCS Counselling**
- Implementation of pupil improvement projects
- Learning Support evenings for pupils and their parent(s)/carer(s)
- Early help interventions utilising external agencies

What the law allows:

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality,



special educational needs and human rights) and it is reasonable in all the circumstances

In considering whether a sanction is reasonable in all circumstances, we consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment by school staff is illegal in all circumstances.

Behaviour outside of school premises:

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

All Saints will sanction students in line with the school policy and respond to non-criminal and criminal events and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school.

We work closely with and collaborate with local authorities to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct, will include sanctions for misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. There will be a consistent approach to handling incidents and all staff will challenge all inappropriate language and behaviour between pupils.

Victims will be reassured that they will be:

- supported, kept safe,
- are being taken seriously, regardless of how long it has taken them to come forward.
- are not creating a problem
- are doing the right thing
- should not feel ashamed for making a report or their experience minimised



Abuse that occurs online or outside of the school is treated equally seriously. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious will be dealt with under disciplinary procedures.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.

These initial investigations are fully documented, and the school will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, the school will ensure any further action they take does not interfere with any police action taken.

The school will retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Monitoring and Evaluation:

This policy has been approved by the Governing Body of the school and will be reviewed annually. A termly report will be presented to the Governing Body on the application, effectiveness, fairness and consistency of the policy.

We will consult staff, parent(s)/carer(s) and pupils with regard to the School's policy on behaviour and discipline.

The school analyses data to ensure that all actions and sanctions are monitored and objectively analysed. Behaviour data will be monitored weekly by pastoral staff and half termly detailed analysis provided for governors reviews.

Sources of information come under the following

- Behaviour incident data, including on removal from the classroom;
- **Data from Pastoral Support Plans (PSP) Damascus Report & Pastoral Team Reports.**
- Attendance, permanent exclusion and suspension data;
- Use of IEU (Internal Exclusion Unit), off-site directions and managed moves;
- Incidents of searching, screening and confiscation;
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

Related Policies and Links

- Safeguarding Policy and Child Protection Policy
- Anti Bullying Policy
- Single Equality Duty Policy
- Use of Drugs Policy
- Home School Agreement
- Teaching and Learning Policy
- Attendance Policy
- ICT Code of Conduct



AllSaints
CATHOLIC SCHOOL

- E-Safety Policy
- Allegations Against Members of Staff Policy
- Sexting Policy
- [Working together to safeguard children 2023](#)
- [KCSIE Keeping Children Safe In Education 2024](#)

Conclusion

This policy has been developed to ensure the inclusion of all pupils and staff with due regard to SEND, Most Able, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those pupils who are subject to a Child Protection Plan. This policy also ensures that due regard is given to staff in respect of their maternity /paternity entitlement. All Saints School values the worth of every individual and the contribution they make to the school community as a whole.

A copy of our School Rules and Procedures are available [on our website or on request](#).

(The School can also make arrangements for this document and related documents to be reproduced in different formats if required. Once again please contact the School with regard to any such requests).



AllSaints
CATHOLIC SCHOOL

Appendix 1 - HOME SCHOOL AGREEMENT



OUR SCHOOL MISSION STATEMENT

We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness.

(1 Cor. 12-29)

All Saints is the most recently formed Catholic Secondary School in the Diocese of Brentwood. The product of the amalgamation, in September 1989, of Bishop Ward Boys' School and the Sacred Heart Girls' School. Through our curriculum and community life we seek to meet the needs of the whole person. We offer to all the challenges of building up and living in a Catholic Christian Community in which all members are equally valued. At the heart of our mission is a commitment to the service of young people, a commitment which will empower them to play their full part in society. All members of the community have an overriding responsibility to support and promote this central purpose so as to enhance the quality of our community life.

AIMS:

- The first aim of All Saints Catholic School must be to lead children to responsible freedom, to enable the expression of human uniqueness.
- We must provide opportunities for pupils and staff to experience, express, celebrate and live out their faith.
- We must provide a "setting in which pupils can experience their dignity as person before they know its definition".



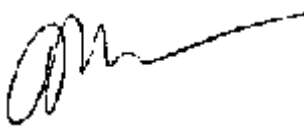
THE SCHOOL'S EDUCATIONAL RESPONSIBILITIES

***We acknowledge our responsibility to support parent(s)/carer(s) in their task of nurturing their children towards human wholeness within a Christian Community
Therefore we will:-***

- Provide a caring and Christian community in which every pupil is helped to develop spiritually, morally and emotionally as well as academically.
- Provide a broad, balanced education with high quality teaching and support, both academic and pastorally and based on high expectations.
- Inform you when and if there is a problem with your child's attendance, punctuality, uniform and equipment for use in class.
- Inform you of any concerns regarding your child's work or behaviour.
- Impose detention (correction)s at our discretion.

**A 30-minute detention (correction) may be given without prior notice.
If a detention (correction) is longer than 30 minutes, prior notice will be given.**

- Prepare a full and comprehensive Report each year and arrange a parent(s)/carer(s)' evening to discuss your child's progress.
- Set, mark and monitor homework in accordance with the homework timetable and provide facilities, both before and after school, for children to do homework.
- Provide further study support facilities at key points in your child's education.
- Keep you fully informed about school activities through school newsletters, the school website & Clarion Call about special events or conveying specific information.
- Respond to any complaint received within a reasonable time, usually 3 working days.

SIGNED: 

(FOR AND ON BEHALF OF THE GOVERNING BODY)



PUPILS' RESPONSIBILITIES

I acknowledge the different and unique talents which God has given me and my responsibility to use them wisely.

I agree to:-

Name of Pupil (in capital letters)

- Show respect for the prayer life and religious worship of our School community.
- **To make a positive contribution to the All Saints Community.**
- Comply with reasonable requests and instructions from all members of staff who are implementing school policy
- Attend school regularly and punctually.
- Arrive at all my lessons punctually with the appropriate equipment for each subject.
- Always act in a manner that protects the health & safety of both myself and others.
- Understand that all pupils have a right to learn, and therefore disruptive behaviour in lessons cannot be tolerated.
- Work hard in order to meet all course requirements and deadlines, and complete homework on time.
- Be aware of both the spirit and the details of the school rules, and behave in a responsible way both in school and when travelling to and from school.
- Wear the full and correct school uniform both in and when travelling to and from school.
- Be aware that to bring any substance or implement which would be seen as an offensive weapon, and could cause harm to myself or others, onto the school premises, would result in a permanent exclusion.
- Be aware that any form of bullying, including cyber bullying, or the harassment or attempted intimidation of any member of staff will not be tolerated at All Saints Catholic School
- Be aware that rudeness of any kind, including the use of bad language, directed to any member **of our community will not be tolerated.**
- Treat all members of the school, visitors to the school and members of the local community with respect.
- Respect other people's property, privacy and family life so as not to hurt or offend them by anything I say or do.
- Share responsibility for the school environment by looking after school property, books and materials, and help our school to remain free from litter.
- Inform an appropriate adult if any problems arise.

SIGNED PUPIL:

DATE:



PARENTAL RESPONSIBILITIES

We acknowledge that we as parent(s)/carer(s) are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at school.

I/We agree to:

- Be fully supportive of the Catholic Ethos of the school as manifested in its aims, values, standards and teaching and in the School Mission Statement.
- Be supportive of staff who are implementing school policies
- Ensure that my child attends regularly on time, with all the necessary equipment including the school diary.
- Ensure that my child is aware of the consequences of bringing any substances or implements onto the school premises which could cause harm to themselves and others.
- Ensure my child attends school each day wearing full school uniform.
- **Ensure that my child leaves the area promptly and quietly at end of the school day.**
***The play area immediately outside the gate is strictly out of bounds for all pupils.**
- In case of absence inform the school that same day, and provide an absence note explaining the precise reason for absence.
- Not to arrange holidays during school time.
- Keep the school informed of any concerns or problems that might affect "his/her work or behaviour".
- Use of sanctions, including detention (correction)s, where necessary.
- Support my child in homework, in accordance with the whole school policy on homework.
- Attend Parent(s)/carer(s)' Evenings and any other meetings called to discuss my child's progress or behaviour.
- Share fully with my child's life in school, especially through the school journal which I will check regularly and sign every week.
- Inform the school by telephone or letter of any complaint and allow for a reasonable time for a response. When these situations arise, always to give the school the benefit of the doubt.

SIGNED
PARENT/GUARDIAN

DATE:



Appendix 2 - CODE OF CONDUCT

The one rule for all of us in school is 'Everyone will act with courtesy and consideration to others at all times, and support the Catholic values of our school community'.

This means that:

- You always try to understand other people's point of view.
- In class you make it as easy as possible for everyone to learn and for the teacher to teach. (This means arriving on time with everything you need for that lesson, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times.)
- You treat all members of the school community and visitors as you wish to be treated yourself. You must recognise that all forms of bullying are unacceptable and will not be tolerated.
- You recognise that the use of bad language, including homophobic taunts is unacceptable within our school community and will incur sanctions
- You move gently and quietly about school. (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things.) In crowded areas please keep to the left.
- You always act in a manner that protects the health & safety of both yourself and others.
- You always speak politely to everyone (even if you feel bad- tempered!) and use a low voice. (Shouting is always discourteous.)
- You keep the school clean and tidy so that it is a welcoming place we can all be proud of. (This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work.)
- You will always wear the correct school uniform
- Travelling to and from school, or on school you always remember that you must behave in a manner that does not bring the reputation of the school into disrepute.
- You must always remember that All Saints is a non-violent Christian community which works to promote the Gospel principles of care and concern for our neighbours. This means you should always show regard for the welfare of others and never do anything that may cause harm or injury.



Appendix 3 - All Saints Reward System

As a school community we are one when we reflect on celebrating success.

In the spirit of respect, we value people. For Christians, respect comes from people's dignity as children of God. In All Saints School we value all pupils and have designed a Reward policy to recognise those who:

- Uphold the School Ethos
- Excel in their studies
- Excel in their effort
- Show great progress
- Develop their skills (Literacy, Numeracy)
- Show a love for others

Merit stickers are awarded in partnership with mystickers.co.uk

Each merit has a unique numerical code which the receiving pupil then logs on their individual online account.

Each Department has their own Merit as do non-teaching staff and Departments/School Areas e.g. Dinner Ladies and Duke of Edinburgh Club. There are also merits for: Headteacher, SLT, Heads of Department and Heads of Year.

Merit Sticker Points transfer directly from MyStickers to our MIS Software Bromcom.

Staff can also record (and reward positive behaviour) by recording directly on to Bromcom.

A student's total behaviour score is available to view on Bromcom live.

Over the course of a term, these points enter each pupil into a Form, Year and Individual league table.

At the end of each half term and term, our top achievers and merit loggers receive numerous awards and recognition.

This takes the form of:

- Headteacher certificate
- Head of Year certificate
- Prize Winning Lunch Parties
- Queue jumps
- Assembly testimony
- The Annual Top 50 Year Group Trip to an Adventure Park e.g. Adventure Island, Southend

The merit system allows staff and leaders to:

- Identify under-performing / over performing cohorts
- Intervene if necessary for vulnerable cohorts with appropriate evaluations and measures
- Pass on congratulations
- Celebrate success
- Make positive parental contact

The Merit system encompasses all year groups (KS3, 4, 5) and is under termly review in accord with pupil voice and whole school policies.



Appendix 4 - Guidance for staff in Setting detentions (corrections)

All Saints Catholic School



STAFF GUIDANCE FOR detention (correction)

- detentions (corrections) should only be set in line with the School Behaviour Policy.
- A 30 minute detention (correction) may be given without prior notice. If a detention (correction) is longer than 30 minutes, prior notice will be given.

Conducting a detention (correction)

Safeguarding

- The teacher conducting the detention (correction) must be satisfied that, for after school detention (correction), there is parental knowledge of the detention (correction) **if the detention is to last longer than 30 minutes.**
- Ensure the pupil being detained is able to make their way home safely.
- Members of staff should follow the safeguarding guidance and ensure that detentions (corrections) are held in an appropriate room with other adults in the vicinity. (It may be necessary to move rooms to a more public area.) This will ensure that other adults are in the vicinity and that no member of staff is alone with a pupil in an isolated area.

Conduct in Room

- Silence throughout the detention (correction).
- Pupils must sit at individual desks, facing forwards at all times.
- The atmosphere should remain formal throughout the detention (correction).
- Pupils must be supervised at all times.



Appendix 5 - Creating a Climate for good behaviour for Teaching and Learning –

Guidance to Support Staff

If guidance, structure and behaviour are consistent in lessons pupils will know their boundaries and so will you.

Classroom Expectations

- Ensure that your classroom is prepared by having the lesson objective and starter on the board. If this is what the pupils expect on arrival, the lesson should start smoothly.
- Pupils arriving at different times will enter into a calm, inviting working environment. There should be a seating plan in place for every teaching group.
- Pupils will then prepare themselves to learn by taking out correct equipment
- As pupils arrive greet them by name, taking every opportunity to recognise where an individual may need extra support.
- When appropriate, take the formal register – start the main body of your lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- Registers should be taken in every lesson.
- Ensure that all pupils are catered for through differentiated tasks and that they understand these tasks clearly. Where pupils are successfully engaged, off task behavioural difficulties, inconsistencies should be dramatically reduced.
- Encouragement, praise and empowering the pupil should be used whenever possible.
- Assess and reward where appropriate making sure that all targets set are encouraging. Avoid the words “but” and “however” in summative comments.
- Use positive language always pointing out what they should be doing and not what they shouldn't
- During the plenary use “Assessment for Learning” strategies when reviewing the objectives of the lesson.
- When setting homework, support all pupils by making sure that they record it clearly in their journals and that they understand the task.
- In the unlikely event of a pupil having to leave your lesson make sure they have a note in their journal.
- Once pupils are packed away and standing behind chairs, finish your lesson with a positive comment.
- Dismiss your pupils in the same manner as you greeted them by standing in the corridor, encourage them to move to their next lesson promptly.
- In exceptional circumstances, ensure that you send a pupil who may have been kept behind, with a note in their journal to their following teacher. If a pupil does arrive late allow them to start work before dealing with the lateness.
- Shouting is not supported as an effective method of pupil management.
- Pupils displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a pupil may then feel that they have no way of backing down and the situation can only escalate. Staff should model mutual respect and work on the principle that the pupil has made a mistake rather than they are a 'bad pupil'.

To counter this try:

- Doing the unexpected – stay calm and tactically ignore their behaviour. When the pupil is calm discuss and resolve the situation.
- Discreetly, at eye level, give the pupil choices as to where the situation can go. Always give them the opportunity to correct their behaviour.
- Offer positive alternatives to misbehaviour.




AllSaints
CATHOLIC SCHOOL


- Remember:
- Always tackle the behaviour and not the pupil
- Provide opportunities for pupils to correct own behaviour
- This guidance should be read in conjunction with the Teaching and Learning Policy



Appendix 6- High Standards of BFL: these are displayed in all classrooms.

Step	Affirmation	Achievement
 Praise		<p>Staff are encouraged to affirm the good behaviour of students. By doing so, we encourage young people to strive to do that which is morally good and develop the correct learning behaviours.</p> <p>Our mission statement outlines that our desire is for all who come to All Saints to 'progress in a spirit of togetherness'.</p> <p><i>A right to teach, a right to learn.</i></p>
4	RUAH special commendation	<p>The student has embodied RUAH, heroic virtue, the values of the Gospel and the values of their house saint over an entire academic year. As such, they have made, themselves, their parents and the entire school community proud.</p> <p>These model students receive the Head teacher's special commendation and their parents are invited to share in their child's success.</p>
3	RUAH commendation & Parent Contacted	<p>A. The student has modelled RUAH in some exceptional way or over a sustained period of time. Referred to Head of Department who will send a written letter to the child's family.</p> <p>The RUAH commendation is a special award given to students who have gained many achievement points over a half-term or term.</p>
2	RUAH points and a referral <small>Awarded for positive behaviours over a sustained period of time. Accompanied by a telephone call home.</small>	<p>A. R. Consistently models respect of self and others. B. U. Consistently shows good effort and resilience at a given tasks. C. U. Produced exceptional work or homework. Going far beyond expectations. D. A. Shows student leadership and support of others. E. A. Shows student leadership in caring for our school environment. F. H. The student has consistently shown talent or supported the development of another's skills or talents. G. In some other way, the student has consistently modelled RUAH and behaviours in-line with our school ethos</p>
1	RUAH point <small>Regularly awarded. Minimum one per lesson.</small>	<p>A. R. Models respect of self and others. B. R. Shows good effort and resilience at a given task. C. U. Models responsibility, preparedness and readiness to learn. D. U. Produced excellent work at a given task. E. A. Helpful and thoughtful towards others. Kindness. F. H. Conveys the joy of the Gospel through polite and warm mannerisms. G. H. Shown skill, talent and creativity at a given task. H. In some other way, the student has modelled RUAH and behaviours in-line with our school ethos</p>



Step	Correction	Behaviour
 Warning		<p>Staff <i>may</i> wish to give students a warning prior to any of the steps in this behaviour structure. Although not always appropriate giving students the chance to self-correct their behaviour prior to taking the steps is recommended.</p> <p>If poor behaviour is repeated, a longer correction can be given and no warning is necessary. In situations where behaviour is not described below, a teacher can use their judgment to determine the length of the correction required.</p> <p style="text-align: center;"><i>A right to teach, a right to learn.</i></p>
1	<u>15 minute</u> correction	<ul style="list-style-type: none"> A. Poor conduct in line up or in corridor B. Late to lesson C. Poorly presented school uniform – coats in doors etc. D. Poorly equipped – no book, no pen etc. E. Speaking in lesson without permission F. Calling out in class G. Lack of effort H. Eating food in lesson or chewing gum
2	<u>30 minute</u> correction	<ul style="list-style-type: none"> A. Failing to attend a Step 1 correction B. Repeating behaviour previously warned about in Step 1 C. Failing to produce homework without good reason D. Mobile phone seen or heard in lesson – confiscated immediately. E. Offensive or inappropriate language F. Other disruption to learning
3	<u>60 minute</u> correction & Parent Contacted	<ul style="list-style-type: none"> A. Failing to attend a Step 2 correction B. Repeating behaviour previously warned about in Step 2 C. Student defiance – refusal to follow direct instructions D. Serious disruption to learning E. Disrespecting a member of staff or fellow student F. Damage to school property
4	Referred to a Senior Member of Department or On-Call	<p>If a student is not responding to class teacher strategies & in instances of serious behaviour concerns, students may be sent to a senior member of the department or a call for Senior Leadership support can be made via the office (ON-CALL). Parent communication is now mandatory and Pastoral team intervention is required. Class teachers must fill in a referral form detailing the incident.</p>



Appendix 7 RUAH responsibilities



OUR RUAH RESPONSIBILITY



Respect

- We respect every **person's innate human** dignity as we are all created in the image and likeness of God and as such, we are one in Christ.
- We respect one another by **communicating politely** with all staff and students. This includes respecting personal space.
- Our school **uniform** is to be worn with respect and **dignity** and in compliance with our school rules, this shows that we are part of a **school community**.
- We respect our **school building and environment**, our corridor culture is to be **calm** and **purposeful**, no gum is to be chewed at school and food is to be eaten in the canteen with rubbish disposed of responsibly.
- We extend our respectful **behaviour** to our **community**, on buses in shops etc.

Understanding

- We understand everyone's **right to learn** and achieve; we don't distract from or disturb our own learning or that of others.
- We understand each other's **right to focus** on learning and education: mobile phones and other personal electronic devices should not be seen or heard in school.
- We understand that we achieve our best when we **work together**: Governors-Teachers-Students and Parents.
- All work to be completed to a **high standard** keeping love of God and neighbour always in mind.
- **Resilience** and **hard work** should be a characteristic of all in our learning community.
- Arriving **prepared** and **equipped** to learn in all situations.

Affection



- We show one another affection by **treating each other** in the way **we would like to be treated**.
- We are **helpful** and **thoughtful** to everyone we encounter.
- We **listen** to one another with attentiveness and care. We show affection by our **support** for one another.
- Our kindness comes across in the things that we **say** and **do**. We extend the **love of Christ** to all, even when we are correcting one another.
- We **do not bully**, use **bad language** or make **unkind comments**, we appreciate the **diversity** of all of God's children.

Humour

- We maintain a **positive outlook**; we learn from our mistakes and learn to be resilient and confident.
- We work on **managing our emotions** and we are considerate about how we make **others feel**.
- Conveying the **joy** of the Gospel to all by **smiling** and **greeting** each other warmly.
- The school is a learning environment, we can learn even when we play and **positive encouragement** is an important part of that.
- We develop a social understanding which celebrates the unique, God given **talents** of all.



Appendix 8 – Restorative justice approach

 *'We are one in Christ'* 

RUAH RESTORATIVE PRACTICE

Six Key Questions

What has happened?


What were you thinking at the time?

Who was affected?

How were they affected?

What needs to be done to put things right?


What do you need to do differently in the future?




Respect - Understanding - Affection - Humour



Appendix 9 Restorative practice reflection sheet



'We are one in Christ'



RESTORATIVE REFLECTION SHEET

Date _____

Student Name _____
Student Form Group _____

What has happened? *Just give the facts. Be as truthful and honest as possible, it always makes things easier.*

What were you thinking at the time?

Who was affected? *Try to think of as many people as possible that were affected, including yourself.*

How were they affected?

What needs to be done to put things right? *This is where we can begin to think of solutions.*

What do you need to do differently in the future? *This is where we resolve to try harder next time - Consider RUAH*

In future... _____

For Teacher Use - Was the situation resolved after this restorative conversation?

Yes entirely Partially No - Further Action Required

What resolutions were made after this conversation?

Signed _____



Appendix 10 Positive referral form

POSITIVE REFERRAL

Name of Student: _____ Form Group: _____

Staff Referring/Department: _____ Date: _____

Please tick/circle most appropriate:

• <i>RUAH in practice</i>		• <i>Teamwork</i>	
• <i>Outstanding homework</i>		• <i>Honesty</i>	
• <i>Outstanding classwork</i>		• <i>Attitude to learning</i>	
• <i>Leadership</i>		• <i>After school clubs/ interventions</i>	
• <i>Positive change</i>		• <i>Good role model</i>	
• <i>Effort</i>		• <i>Citizenship</i>	
• <i>Sportsmanship</i>		• <i>Other</i>	

Staff comments:

Signed: