



All Saints Catholic High School

Behaviour Policy (Rewards and Consequences)

"We will provide a Christian Education for all pupils based on the teachings of Jesus and the Spirit of the Gospels. The whole life of the school will be determined by the Gospel Values of Love and Justice. We will always value and care for all members of the All Saints Community according to their needs, and will affirm and nurture the development of all"

School Mission Statement

Date Reviewed: October 2025

Next Review Date: October 2027

Governors' Statement on Behaviour

All Saints Catholic High School is dedicated to ensuring that our school environment supports learning, and the wellbeing of pupils and staff, through a strong sense of community cohesion. Readiness to learn, Respectfulness to everyone, and responsibility are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, how we will reward them for adhering to the policy, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

Ethos/Rationale of Policy

All Saints believe that all pupils should be aware of the standards of behaviour that are expected of them, and take responsibility for promoting these standards. As a Catholic school, we are committed to providing the best possible education we can for the young people in our care. In order to do this, our policy on behaviour is written in the context of our mission statement and based on the Gospel values of love and justice.

It is the collective responsibility of all members of the school community to develop the spiritual, moral, social, emotional, academic and cultural potential in every student and to safeguard their physical and emotional well-being.

It is also the collective responsibility of every member of staff, teaching and support, to ensure that we do not accept behaviour that falls below the high standards we expect and which would prevent others from learning / thriving. This policy should be read in conjunction with:

- The home school agreement form.
- The Anti-Bullying Policy
- The E-Safety policy
- The Acceptable Use Policy
- The Allegations Against Staff Policy
- The SEN Policy
- The Child Protection and Safeguarding Policy
- The Complaints Policy
- The Uniform policy
- Staff Handbook (School staff only)
- DfE - 2017 statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

At All Saints Catholic High School we will undertake regular reviews of behaviour and behaviour management in order to ensure that there are rapid, measurable and continuous improvements in behaviour and behaviour management. Arbor will provide the measurable data. Year teams and department areas (alongside their SLT links) will scrutinise all available data on a daily, weekly, half termly, termly and yearly basis, implementing any necessary interventions in a timely fashion, including Friday afternoon detentions of 1 hour for persistent negative behaviour (eg 2 x C3, -6 points in a week etc) . In exceptional circumstances and with prior agreement of parents and SLT a 2 hour detention may be considered. SLT & Governors will scrutinise all available data and cases as and when required.

We believe that everyone deserves to be treated with respect and helped to achieve the very best they can. It is also our belief that there is a consequence for every action; a reward for positive actions and a sanction for negative actions. Sanctions will be meaningful, fair and commensurate with the level of infraction. In the most serious cases the Headteacher reserves the right to permanently exclude a student from All Saints CHS.

Remember:

Even if there are no reports of peer on peer abuse in school, it does not mean it is not happening, it may be the case that it is just not being reported.

School must be a safe, supportive environment for its pupils; we can only achieve this by working together and sharing information – governors, staff, pupils and parents/carers.

Schools have a legal duty to safeguard and promote the welfare of children. Staff should recognise that children are capable of abusing their peers both inside and outside of school (including online) and must challenge any form of inappropriate behaviour and take it seriously. Abusive behaviours by children should never be tolerated or passed off as ‘banter’, ‘a bit of harmless fun’ or ‘part of growing up’, as this can lead to a culture of unacceptable behaviours, an unsafe environment and could result in children accepting it as normal and not coming forward to report it.

It is important to bear in mind that some types of behaviour could be a criminal offence; for example, bullying that involves violence or assault, theft, harassment and intimidation or anything involving hate crimes. Some communications and cyber activities could also be criminal offences under the *Protection from Harassment Act 1997*, the *Malicious Communications Act 1988*, the *Communications Act 2003*, and the *Public Order Act 1986*. If staff feel that an offence has been committed, they should discuss their concerns with the DSL and assistance will be sought from the Safer Schools Police Officer.

Aims of this Policy

- To create a learning community where high ambition is the norm which expects and encourages students to take responsibility for their own actions and nurtures respect for all - the school, the community and the environment - through good manners and good self-discipline.
- To ensure that every child is treated as an individual with unique skills, talents and needs within an atmosphere which is conducive to good teaching and learning.
- To encourage parental partnership at every level.
- To create an environment where rewards and consequences are used efficiently and effectively.

Behaviour, Student Rights and Responsibilities

The highest standards of conduct and behaviour for learning are not negotiable. We expect this from our pupils at all times, whilst on our school site, on journeys to and from school, as well as representing the school at any time when off-site.

Pupils should be encouraged to see how this benefits them. Supporting this is the establishment of certain pupil rights and responsibilities, which are known and understood by all in the school community:

Pupil Rights

- Pupils have a right to be treated fairly and with respect as important members of the school community.
- Pupils have a right to work in an orderly and safe environment where they feel secure and are protected from all forms of bullying and abuse.
- Pupils have a right to receive a high quality education, which recognises different abilities and provides equal opportunities for all.
- Pupils have a right to receive regular informative advice on progress and to be given an appropriate amount of work.
- Pupils have a right to work within a clean and tidy school with appropriate facilities for themselves and their belongings.

Pupil Responsibilities; with rights come responsibilities.

Closely linked to Pupil Rights are Pupil Responsibilities. The fulfilment of these responsibilities represents the overall expectations the school makes with regard to pupil behaviour:

- Pupils have a responsibility to behave well throughout the school, to treat all members of the school community with respect and to act in a way that enhances the positive reputation of the school.
- Pupils have a responsibility to follow instructions given by all members of staff, to avoid causing difficulties for others and to report incidents of bullying.
- Pupils have a responsibility to respond positively to advice given, to do homework as requested and to meet deadlines as required.
- Pupils have a responsibility to work diligently, to bring suitable equipment, to be punctual and to not disturb the work of others.
- Pupils have a responsibility to treat the school building and its facilities with respect, to avoid leaving litter and to cause no damage to the school and wider local environment.

My School Prayer

I pledge today to do my best
in reading, maths and all the rest.
I promise to obey the rules,
in my class and in our school.
I'll respect myself and others too,
I'll expect the best in all I do,
I am here to learn all I can,
To try my best and be all I am.

All Saints CHS Code of Conduct

- I will attend school and lessons on time, wearing the correct uniform and with the correct equipment for each lesson.
- I will only leave the classroom with the teacher's permission.
- I will not eat or chew in class and will only drink unflavoured water with the teacher's permission.
- I will listen to others and put my hand up to speak, waiting for the teacher's permission to do so.
- I will follow the All Saints' respect charter and all instructions given by members of staff.

Behaviour and Staff Responsibilities

As teachers and educators it is our responsibility to provide an environment for the children entrusted into our care each day, which is orderly, safe and secure. Behaviour management is the responsibility of every member of staff; teachers in their classrooms, lunchtime supervisors on the playground, everyone around the whole school campus. Good learning stems from outstanding teaching. A consistent application of our behaviour policy helps create an environment where all can succeed. In the staff handbook please read the behaviour management flow-charts for consequences and rewards (See appendix 1) which will help when considering next steps in a graduated response to behaviour management.

Class Teacher/Support Staff

Class teachers are expected to adhere to school policies and to implement strategies underpinned by the school's mission statement and values. Class teachers must insist upon, and expect from the children in their care, the highest standards of work and behaviour. In return the students can expect the same from their teachers. It is expected that staff should apply effective classroom management strategies consistently to address incidences of poor behaviour as early as possible. Where appropriate a sanction commensurate with the incident should be imposed. Very poor behaviour or persistent issues should be referred through the line-management structure firstly to KS co-ordinators (if applicable), then Heads of Department and Directors of Learning and finally to the SLT link via their weekly line-management meetings. Where an incident is deemed serious enough to log on Arbor parental contact must be made by the classroom teacher (unless an alternative communicator is agreed with SLT). For incidents that are C3 and above communication must, in the first instance, be by telephone. Actions regarding the incident must be recorded as a behaviour follow up on Arbor and once completed update as resolved.

Subject leaders, HoDs, DofLs

The classroom teacher, KS Co-ordinators, Head of Department and Director of Learning will manage behaviour in their areas. They will support staff in dealing with students exhibiting challenging behaviour. They will help create an environment where good teaching and learning happens and students feel nurtured and encouraged to take responsibility for their learning.

All departments are expected to use a range of strategies to limit the negative impact of poor behaviour and to support good teaching and learning including the **"Buddy System."** Each department must formally set up a **"Buddy System"** at the start of each academic year. This should be reviewed at least termly but also in the event of any significant change in time-table or staffing.

Where all departmental and faculty based interventions have been exhausted and it becomes necessary and appropriate, KS Co-ordinators, HoDs & DoLs will liaise with Progress Leaders and relevant members of the SLT for escalated intervention, in line with a graduated response to behaviour management.

For incidents that are at C3 level. The classroom teacher will call home to discuss the incident with the Parent/Carer. Department leads may take responsibility for C4 and SLT for C5 incidents. With any C4 or C5 log, a phone call or Parental/Carer meeting must take place.

If there is poor behaviour in one subject area and not others, a department can use a specific subject report.

SLT

Managing behaviour is the collective responsibility of everyone. Within the system based on a graduated response to behaviour management, SLT will support all members of the school community to maintain high standards of behaviour throughout the school.

For incidents that are C5 communication must, in the first instance, be by telephone and by SLT. Actions regarding the incident must be recorded as a behaviour follow up on Arbor and once completed update as resolved.

General Supervision

For more serious breaches of the All Saints Code of Conduct, or a total refusal to comply, support will be provided by General Supervision. GS is staffed principally by members of SLT and is intended as a support mechanism to allow the smooth functioning of the school, where teachers can teach and students can learn.

- Only the Head of Department/Director of Learning may request the support of General Supervision. Other members of staff requesting assistance will be directed to the HoD/DoL. nb In case of exceptional circumstance (eg teaching outside of the main department area) or in case of emergency eg. in an extreme incident, other members of staff can call for GS.
- GS must be the priority; if you are on GS have no other duty at that time.
- This support is available for all lessons. The member of staff called upon to answer may vary; SLT will discuss GS each morning at their daily briefing.
- This support must only be used when the faculty has exhausted its own resources, including the "buddy" system.
- In the event where a double buddy has been necessary GS must be called and the child will be removed from the area; they will be isolated with the year team for an appropriate period of time.
- The intention is that students are returned to their lessons wherever possible. Where a student is removed, they may be placed with year team pastoral support or in reconciliation for a suitable period of time. At the end of this time they will be returned to lessons where regular faculty/departamental discipline procedures must be followed, except where behaviour has been so severe that it has resulted in an exclusion.
- In the event that the student has committed a serious breach of behaviour expectations SLT will intervene and take appropriate action; internal isolation, fixed period exclusion and permanent exclusion will be considered in this instance.

In the event of SLT intervention the classroom teacher and HoD/DoL must adhere to the following:

- A behaviour event must be logged on Arbor to record the incident.
- Parental contact (ideally by telephone call) must be made by the member of staff calling for GS – unless otherwise agreed by SLT.
- A faculty/departamental/year team sanction must be administered (except where an exclusion has superseded this or an alternative has been agreed with SLT).

Reconciliation Room

Reconciliation is used as an alternative to fixed term exclusions. Notwithstanding, Fixed Term Exclusions and Permanent Exclusions will still be considered in the case of more serious events or more persistent episodes of poor behaviour.

Only students placed officially in reconciliation will be in this area. Where appropriate, these students will have an alternative day. The decision to place in reconciliation will be made for each case on merit. This area is supervised at all times by school staff. A written/digital record of students present in this area will be kept. Arbor will be used to officially register these students.

Suitable work must be provided (via Google classroom) by the class teacher for students placed in reconciliation; an email will be sent requesting this work; where putting work on Google classroom has not been possible paper-based work must be made available for support staff to collect. Cooperation is requested from departments.

In very limited circumstances students who are removed from lessons using General Supervision may be accommodated in reconciliation while an alternative placement is sought. Only SLT can take the decision to place a student in reconciliation. On receipt of the official account of events, a decision will be made regarding any further action.

Form Tutors

Form tutors are to be the first point of contact within school and the person the students should be able to turn to for personalised help, guidance and support. In keeping with the aims of our mission statement of "love and justice" it is fitting that a form tutor should also take significant levels of responsibility for managing the behaviour of students in their form group, including contacting parents/carers when appropriate. Form teachers must review behaviour during afternoon registration on a Friday afternoon using Arbor.

Pupils who have been identified for a Form report by the Progress Leader will sign a behaviour contract that the pupils and parent / carer acknowledge has been put in place for the behaviour to improve. Pupils who have been placed on a form tutor report card must report at the end of the school day to get their report signed. Pupils must take the report home and have the report signed by parents/carers.

Progress Leaders

The Progress Leader is responsible for the overview, leadership and management of all activities within their year group. The Progress Leader must coordinate and initiate activities which lead to the smooth running and academic progress of the year group.

Progress leaders play a pivotal role in their year team; where students are causing concern across multiple subject areas then Progress leaders will intervene. Progress Leaders must liaise with form tutors when they are reviewing behaviour during afternoon registration on a Friday using Arbor.

Pupils who have been identified for a PL/APL report by the Progress Leader will sign a behaviour contract that the pupil and Parent/Carer must acknowledge has been put in place for the behaviour to improve.

Pupils who have been placed on a PL/APL report card must report at the end of the school day to get their report signed. Pupils must take the report home and have the report signed by parents/carers.

Progress leaders must update staff on a fortnightly basis (via central log) regarding what children are on report cards and to whom. They will co-ordinate the use of behaviour contracts (see appendix 2) at each report card stage.

Where student progress is hampered by poor behaviour, organise effective intervention and ensuring:

- Student support
- Parental contact
- Support of the KS Coordinator/Head of Department/Director of Learning
- Monitoring of the reporting system
- Intervention in cooperation with the learning support team
- Measuring the impact of such intervention

An effective Progress Leader will support the high expectations of All Saints Catholic High school by taking responsibility for:

- Managing the staff attached to the year team
- Managing pastoral issues in the year group
- Improving attendance and punctuality in the year group
- Managing and reducing levels of absence
- Administration
- Meeting the needs of students with SEN in accordance with the CoP2014
- Persistent non-completion of Homework across multiple subject areas.
- Parents' evenings
- Liaison between stakeholders
- Monitoring progress

It is the responsibility of the Progress Leader to put in place an Individual Behaviour Plan (IBP) and / or Pastoral Support Plan (PSP) when it is deemed necessary through consultation with the SLT link. These will be shared with teachers to best support the needs of the pupil. This will be placed in the Student Profile section on Arbor.

SLT

Pupils who have been placed on SLT report cards must report at the end of the school day to get their report signed. Pupils must take the report home and have the report signed by parents/carers. In the event a pupil is not successful at SLT level then the pupil may go before the school governing panel. Clear options for change will be discussed with Parents/Carers. Parents / Carers and pupils will be asked to sign a behaviour contract to say they understand what they must do to improve the behaviour.

Currently All Saints operates a system where students are awarded positive behaviour points. These points contribute towards the certificates presented to each child during the celebrating achievement assemblies at the end of each half term. Staff are encouraged to add positive behaviour logs to Arbor. Prizes and rewards are agreed with each year team with a particular focus for each year group. E.g. Year 11 prom points. (For further information on rewards see appendix 3.)

Code	Value	When to issue this	Possible rewards
R1	1	Producing an excellent piece of work Enthusiastic participation	Text message / email home.

R2	2	Prolonged effort in class Excellent piece of homework	Text message / email home Positive phone call
R3	3	100% attendance for a full half term Representing the school Sustained improvement in school Exceptional performance in a test	Text message / email home Positive phone call Certificate
R4	4	Participation in a school event Pupil of the month Prolonged excellence in a subject area	Text message / email home. Positive phone call home. Letter home Certificate
R5	5	Showing great courage in the face of adversity Showing great dedication Exceptional performance	Text message / email home. Positive phone call home. Letter home Headteacher's reward Voucher Certificate

In addition to this:

- Termly rewards are based on points achieved.
- 30-44 points earns a bronze certificate
- 45-59 points earns a silver certificate.
- 60+ points earns a gold certificate.
- Separate rewards are used to promote good attendance and punctuality.

Teaching Tools

The focus within classrooms is to always promote good progress and encourage good behaviour. We are placing the emphasis on the following:

- Pastoral teams and SLT supervise children en route to lessons.
- Teachers meet and greet students at the classroom door.
- Insist the student raises a hand to speak out in class.
- Insist upon only "One Voice" at a time in a classroom.
- No toilet breaks in the first or last 10 minutes of a lesson, unless a prior arrangement has been made due to health reasons
- Catch the students being good.
- Use the phrase "Are we ready to learn?" at the start of each lesson.

Disciplinary Sanctions:

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. All Saints Catholic High School operates using the following disciplinary:

Code	Value	When to issue this	Potential consequences/sanctions
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C1	-1	After all expected antecedents have been exhausted	Verbal warning Log on Arbor. Potential parental/carers contact
C2	-2	After behaviour has not improved following the issuing of a C1	Name on board. 15 minute detention Log on Arbor. Potential parental/carers contact
C3	-3	After behaviour has not improved following the issuing of a C2	Removal from lesson via buddy system 30 minute detention Log on Arbor. Parental/carers contact via telephone will be made.
C4	-4	If GS is required If the student fails to attend a C3 detention with the class teacher	GS called. HOD 45 minute detention Log on Arbor. Parental/carers contact will be made by telephone call.
C5	-5	When SLT detention has been issued following non-compliance with previous sanctions Placement in Reconciliation for a fixed period	Exclusion. Internal exclusion. Log on Arbor. 1 or 2 hour(s) detention Time in reconciliation Parental/carers contact by telephone. Parental meeting.

Sanctions are adapted relating to the seriousness and frequency of the behaviour; sanctions take into account the needs and individual circumstances of each child and their situation. The above list is for illustrative purposes only and is in no way intended to be exhaustive. The headteacher reserves the right to permanently exclude a student from All Saints Catholic High School.

Please see appendix 4 for further information.

Searching and Confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction, if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil with their permission to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them (in All Saints Catholic High School the Headteacher has conferred this authority unto SLT) have the power to search a pupil without the pupil's consent if they suspect they are in possession of prohibited items. Prohibited items that can be searched for without consent include:

- Knives or weapons
- Alcohol
- Illegal drugs
- "Legal highs"
- Stolen items
- E-cigarettes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Please see the Policy on Mobile Phone use for a detailed explanation.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- Causing personal injury to, or damage to the property of, any pupil (including him or herself).
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All Saints Catholic High School does not encourage the use of force and it will be used only very rarely in very special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will also be recorded by the School.

Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyber- bullying, will be disciplined by the school. This also applies to pupils who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- The effect such an action may have on the other pupils
- The extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff
- Whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity
- If it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

Detentions

Our Approach to Detentions: Supporting a Positive Learning Environment

At All Saints, we are committed to providing a safe, respectful, and effective learning environment for every student. Our behaviour policy, including the use of detentions, is a key part of this commitment. We aim to ensure fairness, consistency, and open communication with you, our partners in your child's education

1. The Legal Framework for Detentions

We want to be transparent about the school's authority. The ability to issue detentions is a statutory power granted to all schools under **Section 91 of the Education and Inspections Act 2006**.

- **No Parental Consent Required:** The law is clear that schools have the legal power to issue detentions (including break, lunch, and after-school) **without needing your consent**. This framework is designed to ensure the school's behaviour policy is consistently upheld to benefit all pupils.
- **Parents Cannot Veto:** While we understand detentions can be inconvenient, the law **does not grant parents the legal right to refuse** a lawful detention or demand an alternative punishment. This system is in place to ensure the school's authority is not undermined.

2. Notice and Timing

The requirement for a 24-hour notice for detentions has been removed from the law. This allows us to respond to and address behavioural issues more immediately.

- **Same-Day Detentions:** We can now set a detention, notify you, and hold it on **the same day**, including after-school detentions.

3. Commitment to Fairness and Safety: Three Legal Safeguards

A detention issued at All Saints must always meet three key legal safeguards to ensure it is fair and safe for your child:

Safeguard	What it Means in Practice
A. It is Reasonable	The detention must be proportionate to the behaviour. We do not issue excessive detentions for minor issues. It is lawful to keep a pupil back for issues like disruption, refusal to work, lateness, rudeness, or any breach of our published behaviour policy.
B. It is Known in Advance	The behaviour that led to the detention must be clearly covered in our published behaviour policy . This ensures students are aware of the expectations and potential consequences, and it is why we work hard to communicate our policy clearly.
C. It is Safe	We must ensure that the pupil can get home safely and that no safeguarding concerns are compromised. This is a crucial threshold. For example, a serious risk for a very young child walking a long distance in the dark would be a concern. This safeguard does not relate to parental inconvenience (such as work patterns, transport, or clubs).

4. Regarding Safety and Parental Removal

The only legal reason a detention can be stopped is a genuine, documented **safeguarding risk**.

- **If a Parent Attempts to Remove a Child:** If a parent attempts to remove a child during a lawful detention, the school has the right to refuse. The child is still in the school's custody, and any attempt to remove them without authorization could potentially be considered a safeguarding breach. We will always act reasonably, but we are not legally obliged to release the pupil until the detention is complete.

At All Saints: Our Promise

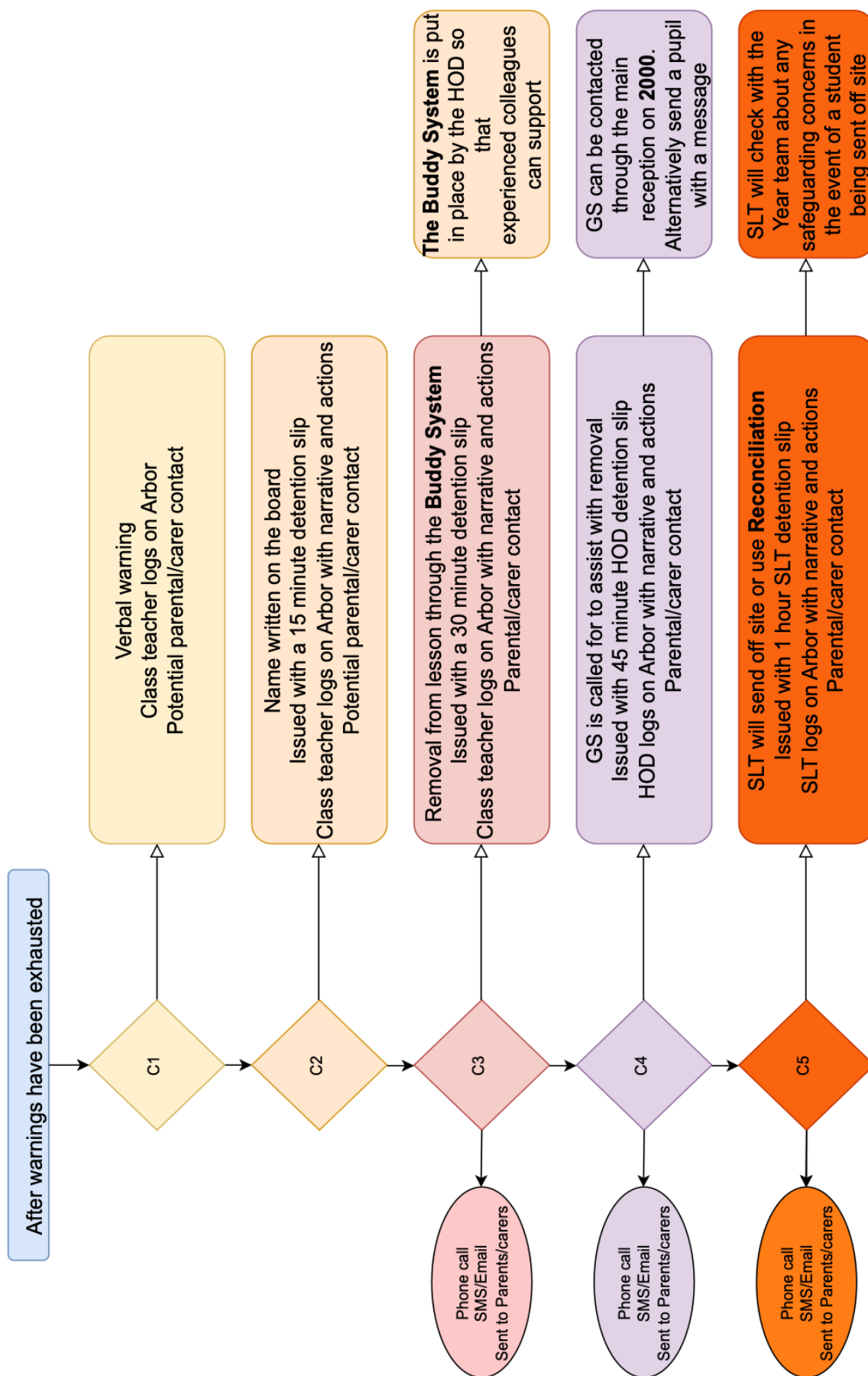
We are fully entitled to keep a pupil back after school, even on the same day, without requiring your consent, provided their behaviour violated our published policy and their journey home is safe.

- **We are not required to provide taxis, rearrange detentions to suit parental schedules, or negotiate the sanction.** Our focus is on maintaining a clear, consistent boundary that supports a positive educational climate for everyone.

We appreciate your understanding and support in upholding our high standards of behaviour.

ALL SAINTS CATHOLIC HIGH SCHOOL BEHAVIOUR FLOW CHART (Staff)

At All Saints we're committed to restorative justice; this means reflecting on how our pupils' behaviour affects others, and putting things right when they make mistakes. We expect all pupils to be ready to learn: at the right time, in the right place, with the right equipment to learn, with the right attitude, and behaving in a way that ensures others can learn too. Staff at All Saints should follow the appropriate sanctions below:

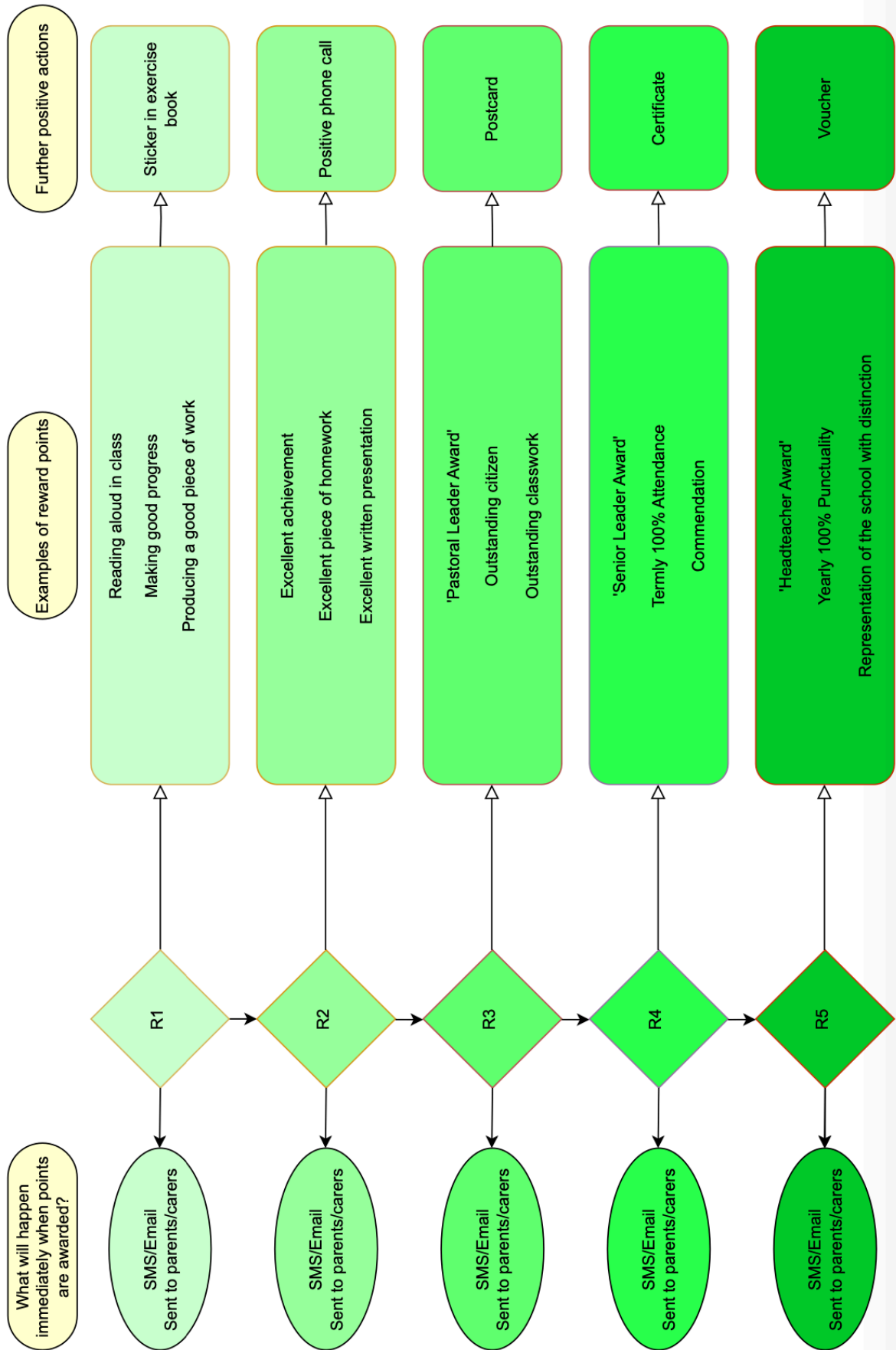




ALL SAINTS CATHOLIC HIGH SCHOOL REWARDS FLOW CHART



At All Saints we're committed to rewarding our pupils when they get things right. We expect all pupils to be Ready to Learn: at the right time, in the right place, with the right equipment to learn, with the right attitude, and behaving in a way that ensures others can learn too. Staff at All Saints should reward pupils when they meet criteria as outlined below. This is not a full list of rewards and staff can reward pupils for any action they feel merits a reward point.





Behaviour Contract (Placement on Report)

Name:..... Date:.....

As a school we encourage our pupils to be responsible for their own behaviour and to develop self control whereby they are able to adapt to the learning environment here at All Saints.

We expect every student to behave in a way that reflects the school's mission statement:

We will provide a Christian education for all pupils based on the teachings of Jesus and the spirit of the Gospel. The whole life of the school will be determined by the Gospel values of love and justice. We will always value and care for all members of the All Saints community according to their needs and will affirm and nurture the development of all. We believe this can only truly be realised in partnership with parents, the parishes and the wider community.

You are being presented with this behaviour contract as a result of a number of incidents that we find unacceptable. These are not just impacting on your education but also your peers. We won't allow our pupils to have their education interrupted by poor behaviour. We will not allow our staff to have their valuable time wasted with having to repeatedly stop learning to challenge disruptive behaviour.

Due to your poor behaviour choices you will now be presented with a behaviour contract. It is your responsibility to adhere to the specific targets you have been set. You will now be placed on a report card. It is the expectation that Parents/Carers sign the reports card each night. You must also report to the designated member of staff that you have been assigned. The targets you have been asked to work on are as follows:

(1) _____.

(2) _____.

(3) _____.

..... understands that if they cannot behave at All Saints, one of the above options will be instigated.

As a result of the meeting between:

..... **Pupil**

..... **Parents/Carers**

..... **All Saints Staff / Governors**

It was agreed that: will abide by the rules below that we expect of every pupil at All Saints:

- Pupils have a responsibility to behave well throughout the school, to treat all members of the school community with respect and to act in a way that enhances the positive reputation of the school.
- Pupils have a responsibility to follow instructions given by all members of staff, to avoid causing difficulties for others and to report incidents of bullying.
- Pupils have a responsibility to respond positively to advice given, to do homework as requested and to meet deadlines as required.
- Pupils have a responsibility to work diligently, to bring suitable equipment, to be punctual and to not disturb the work of others.
- Pupils have a responsibility to treat the school building and its facilities with respect, to avoid leaving litter and to cause no damage to the school and wider local environment.

Sign below to accept the conditions outlined above.

Pupil: Date:

Parent/Carer: Date:

Staff: Date:



Behaviour Contract (Governors Panel)

Name:..... Date:.....

As a school we encourage our pupils to be responsible for their own behaviour and to develop self control whereby they are able to adapt to the learning environment here at All Saints.

We expect every student to behave in a way that reflects the school's mission statement:

We will provide a Christian education for all pupils based on the teachings of Jesus and the spirit of the Gospel. The whole life of the school will be determined by the Gospel values of love and justice. We will always value and care for all members of the All Saints community according to their needs and will affirm and nurture the development of all. We believe this can only truly be realised in partnership with parents, the parishes and the wider community.

You are being presented with this behaviour contract as a result of a number of incidents that we find unacceptable. These are not just impacting on your education but also your peers. We won't allow our pupils to have their education interrupted by poor behaviour. We will not allow our staff to have their valuable time wasted with having to repeatedly stop learning to challenge disruptive behaviour.

Due to your poor behaviour choices you will now be presented with a behaviour contract and should you not abide by the contract you may have:

1. **A Managed move to another school / academy**
2. **A placement at an offsite provider**
3. **Permanent exclusion**

..... understands that if they cannot behave at All Saints, one of the above options will be instigated.

As a result of the meeting between:

..... Pupil

..... Parents/Carers

..... All Saints Staff / Governors

It was agreed that: will abide by the rules below that we expect of every pupil at All Saints:

- Pupils have a responsibility to behave well throughout the school, to treat all members of the school community with respect and to act in a way that enhances the positive reputation of the school.
- Pupils have a responsibility to follow instructions given by all members of staff, to avoid causing difficulties for others and to report incidents of bullying.
- Pupils have a responsibility to respond positively to advice given, to do homework as requested and to meet deadlines as required.
- Pupils have a responsibility to work diligently, to bring suitable equipment, to be punctual and to not disturb the work of others.
- Pupils have a responsibility to treat the school building and its facilities with respect, to avoid leaving litter and to cause no damage to the school and wider local environment.

If cannot agree to these conditions and / or fails to comply with these, All Saints will have no choice but to instigate other provision as detailed above.

Like any other pupil will be expected to follow the school values and behaviours at all times. There is no place at All Saints for pupils who cannot follow these consistently as to behave in the way that has placed the learning and / or health and safety of other students and staff at risk.

In order to be permitted to re-join All Saints, **must** agree to sign this contract and adopt the behaviours listed above. The contract will be reviewed one week from now.

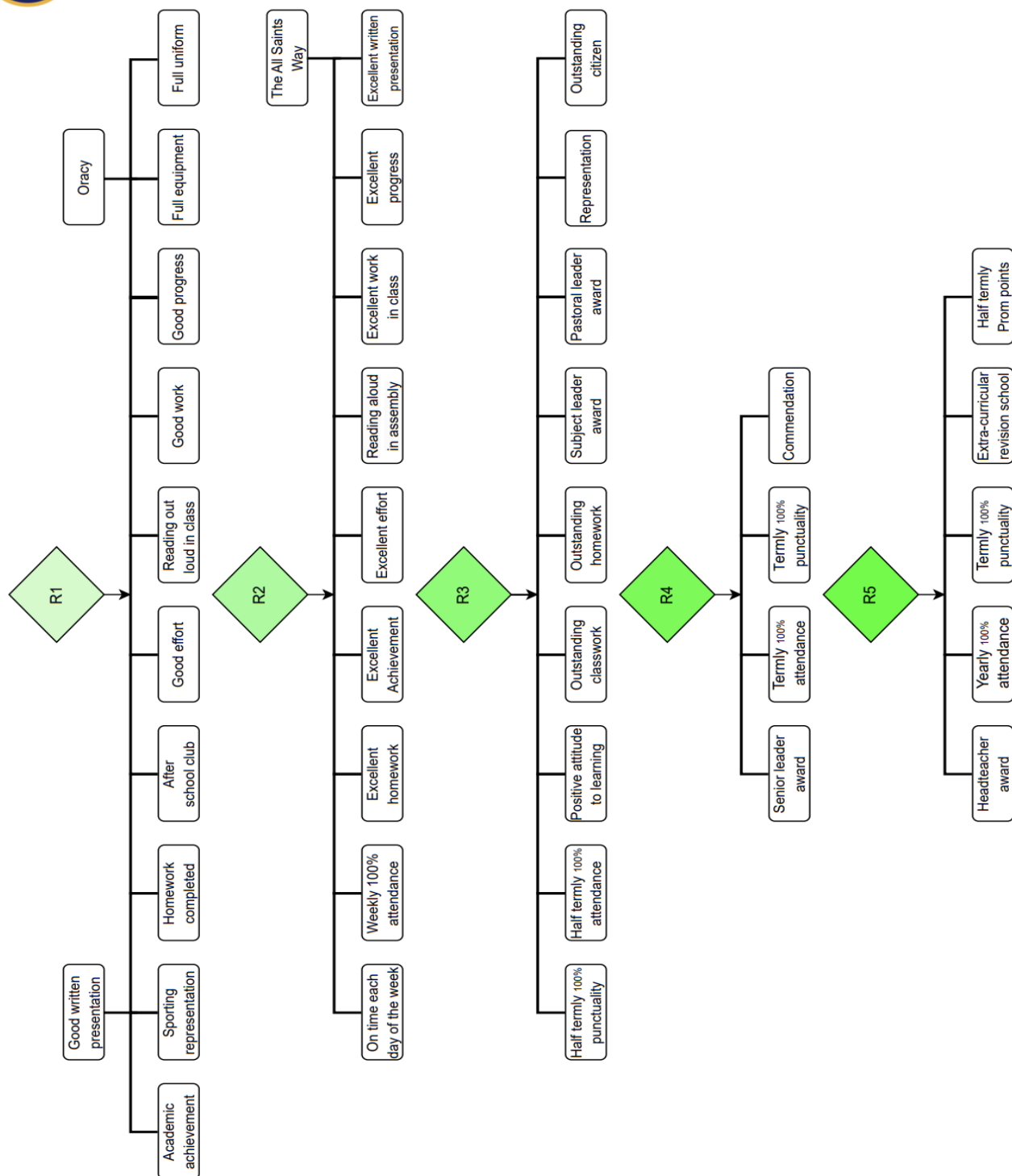
Sign below to accept the conditions outlined above.

Pupil: Date:

Parent/Carer: Date:

Staff: Date:

What we reward at All Saints

What we reward at All Saints

What we give consequences for at All Saints



What we give consequences for at All Saints

