

Behaviour and Rewards Policy

1.0 St Anne's Behaviour Mantra **GROW**

Our core purpose is to nurture all our students in God's image to enable them to develop into the best version of themselves. Our behaviour mantra **GROW** means we expect the highest standards of behaviour and conduct from all our students, and we will respectfully and compassionately support them in reaching these, so that they make outstanding progress in their learning and personal development. Our behaviour mantra sits within *our school vision: To become an Outstanding Catholic School in ALL we do. We believe we are here to serve the Community and improve the life chances of ALL its students.*

GROW stands for

- **G**ive Praise
- **R**espect Everyone's Dignity
- **O**ffer Intervention
- **W**ork Through and Discuss

At St Anne's, we believe that our success is achieved as a direct result of high standards and expectations. To facilitate high quality teaching and learning in a calm, safe and purposeful learning environment, we believe that good behaviour must be demonstrated in all aspects of school life, both within and outside the building. This is why St Anne's **GROW** Behaviour and Rewards Policy is rooted in our six SACRED Values:



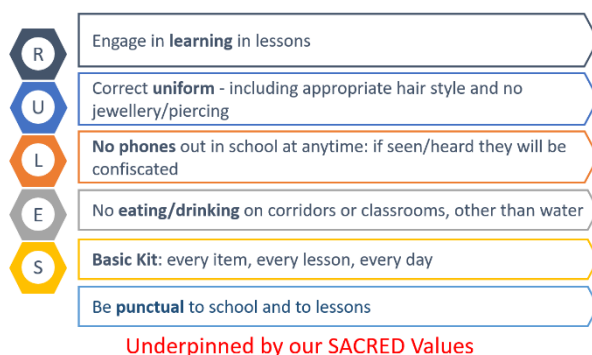
2.0 Aims of Policy

To ensure that all members of the St Anne's community:

- Embody our SACRED Values and demonstrate our SACRED Behaviours.
- Uphold our Catholic ethos and mission by adhering to the School Rules.
- Feel confident and safe in and around the school building throughout the day.
- Remember that we: students; staff; parents; governors, are always ambassadors of St. Anne's SACRED Values.
- Understand that promotion of good behaviour and high standards is at the core of our Mission and are the responsibility of everyone.
- Know that sanctions are in place where expectations fall below the expected standard.
- Know, understand and adhere to all St Anne's behaviour systems.

3.0 School Rules

St Anne's behaviour systems are underpinned by our School Rules. Whether within a lesson, at social times or during lesson changeovers, all students at St Anne's are expected to follow 6 basic School Rules:



Failure to follow these simple rules will result in a sanction

4.0 Leadership and Management

The Board of Governors and Executive Headteacher have overall responsibility for the effectiveness and implementation of this behaviour policy:

- The Deputy Head is responsible for overall leadership and management of the behaviour at St Anne's and for reviewing this policy.
- The Assistant Headteacher in charge of behaviour and attitudes is responsible for strategic direction, implementation and reviewing of all behaviour systems.
- Heads of Year are responsible for Attendance and Report monitoring and Pastoral Care for students in their year group/s.
- All staff are responsible for consistently and fairly applying the school behaviour systems and modelling St Anne's SACRED Values.

4.1 Parent/Carer Responsibilities

The unified support of both parents/carers and school is the least our students deserve. It is expected that parents/carers:

- Support the school in promoting the Sacred Values and School Rules to our students
- Encourage their child to behave and follow instructions and rules in school and at home
- Encourage their child to meet the expectations of homework and independent study/revision
- Attend Parents' Evening and Information Evenings where possible
- Accept that staff may be busy and will make requested contact at an appropriate time
- Support the school in the application of sanctions outlined in this policy

5.0 Behaviour Systems and Routines

The SACRED Values and School Rules underpin the following behaviour systems at St Anne's:

- All teachers will manage classrooms through our **GROW** mantra

- The shared Teacher Toolkit, a bank of effective classroom management strategies, underpins all teachers' practice, and brings consistency to classroom behaviour and expectations.
- Teachers reward with explicit verbal praise, Praise Points and postcards and record all rewards/behaviour incidences on Arbor, which is also our primary method of communication with parents/carers.
- The Changeover System maintains a calm, safe environment during lessons transitions.
- The Double-bell between lessons supports students with punctuality
- One-way systems of travel and standardised lesson entries/exits are supervised by staff.
- New staff are inducted by the AHT for B&A into all behaviour routines and systems.
- Sanctions are standardised to ensure they are fair and consistent.
- Staged Behaviour Reports act as layers of personalised behaviour support for students.
- SLT presence is available every lesson to promote and maintain high standards of behaviour across the school.
- The Romero Centre is used to enable students to reflect on their behaviour, and as a centre which offers bespoke and targeted behaviour intervention to support students further.
- Students who use discriminatory language will be sanctioned appropriately as this will not be tolerated at St Anne's
- Where students may require further support-we offer a range of interventions, students are referred into these via the Pastoral or SEND teams.
- The St Joseph's Centre is our SEND base and provides a safe space for SEND students. Learning Support Assistants (LSAs) also deliver timetabled bespoke support and intervention to SEND students in the St Joseph's Centre.

6.0 Detentions

- Failure to meet standards and expectations in lessons may result in a detention with the class teacher either at lunchtime or after school. Parents will be notified by Arbor.
- If a detention is missed with a class teacher, this will be upscaled to a HOD detention and parents will be notified on Arbor.
- Any HOD detentions which are missed will be upscaled to SLT detention after school
- When this has not happened successfully, the student will be placed in Romero the following day until 4.10pm
- Outside of lessons duty staff may issue a 60-minute detention where School Rules broken and these detentions will be sat the same day. When this has not happened successfully, the student will be placed in Romero the following day until 4.10pm
- A 'Restorative Conversation' will take place during the detention. All detentions are recorded on Arbor and students and parents will receive a notification of the detention

Notifying Parents of detentions: it is school policy to attempt to give fair notice for after school detentions, but St Anne's reserves the right to keep a child in detention for up to 1-hour on the same day. Parents should ensure that they are logged into their Arbor account to receive notification of their child's detentions, rewards, announcements and homework. The Headteacher reserves the right to issue no-notice detentions in specific cases.

NB. St Anne's reserves the right to keep a child in detention for up to 1-hour on the same day. Detention dates/times will only be altered when there is a clash of set detentions and/or for pre-booked medical appointments which parents have informed the school of before the detention date. Students must rearrange any after-school extra-curricular events to ensure they can serve any detentions incurred. Detentions will not be removed, and dates will not be changed on request.



6.0 Rewards at St Anne's

At St Anne's, to ensure our students become the best versions of themselves, we reward and celebrate them against our SACRED Values and for academic achievement. There are three tiers of Rewards at St Anne's.

- Class teachers reward pupils with Praise Points throughout lessons via Arbor
- Class teachers may also hand out postcards in lessons for exceptional academic achievement. For KS3, postcards may be awarded for demonstration of exceptional knowledge. For KS4, postcards may be awarded for exceptional attainment against the GCSE subject specification. Students may also be recognised within lessons for exceptional contributions with a Praise Applause for which a postcard will be awarded.
- Heads of Department ask class teachers to nominate 'Subject Stars of The Week' for consistent academic performance across that week and students are rewarded for these in assemblies.
- Termly Headteachers Awards for Excellence in Academic achievement, attitudes to learning and effort are presented in Celebration Assemblies
- Students will be required to demonstrate excellent Attendance, Punctuality and Behaviour all term to be eligible for end of terms Rewards Events at Christmas, Easter and Summer. These include free breakfast mornings, movie mornings, trips to the Pantomime at Christmas and Alton Towers or Blackpool at the end of the year. We also celebrate consistent academic excellence across a whole year through our End of Year Celebration Evenings.

8.0 Punctuality to school

- School starts at 8:40am. Students need to be on site by 8:38am in order to get to line-up for 8:40am. Therefore, the student gate will close at 8:38am. If students arrive after this time they will be marked as late to school and required to attend a lunchtime detention.
- Students who are persistently late to school will be supported through interventions and parental meetings in the first instance
- Sanctions, such as after school detentions, or Romero Extended Day will be issued if supportive measures do not have the desired impact

9.0 Punctuality to lessons

We promote and monitor our students' punctuality through the Changeover System

- As per the School Rules, students must arrive to all lessons on time. We operate a double-bell as part of our Changeover System where all staff are present and visible on corridors between bells during lesson transitions to support students with their punctuality to lessons.
- Any students who arrive to lessons late without an appropriate reason will be issued with a behaviour point on Arbor recorded as a 'Late to lesson'. Teachers must communicate to students when they have issued a late mark. Each 'Late to lesson' equals a 15-minute detention – upto a total of one hour – which will be sat on the same day.

10.0 Removal from lesson

- SLT On Call ensures that one member of SLT is visible and walking the corridors each period throughout the week as an extra layer of support to maintain our calm climate during lessons.
- If a staff member calls for support, the staff member on On Call will attend. A restorative conversation will initially take place quietly at the door between the student and the teacher, with a view to



successfully reintegrating the student into the lesson. Removal is a last resort and will only happen, as informed by *DFE Guidance for Schools 2024*, where a student's behaviour has broken one of these three thresholds:

- Unsafe behaviour/throwing items.
- Verbal abuse/threatening behaviour towards another.
- Persistently stopping the learning of the entire class/lesson.
- If a child is removed, they will be placed in Romero, and the Intervention Manager will talk through with them on arrival, or at the first available opportunity, how their actions led to a removal
- All students who are removed from lessons will complete a Restorative Conversation with the teacher on the same day to restore and repair the relationship
- Students removed P4 or P5 will be in Romero the following morning until lunchtime.

11.0 Be prepared with Basic Kit

In order for students to attend school each day ready for learning, they must bring with them their 'Basic Kit' which is one of our School Rules. This is an expectation of every item, every lesson, every day. Failure to come to school with a full basic kit will result in negative behaviour points and possible detentions. Students can replenish Basic Kit items in the Main Hall and during Form Time each morning. Staff will make a note of the items purchased and the student's Arbor account will be debited by this amount. Basic Kit consists of:

- School bag
- 2 Pens (black or blue)
- 1 green pen
- St Anne's Notebook
- Reading Book
- Pencil
- Rubber
- Ruler
- Pencil case
- Calculator (Casio Scientific)

Basic kit is checked by Heads of Year and Form Tutors each morning. Sanctions may be put in place for students who repeatedly do not bring equipment to school

If a student arrives without a school bag, they will be asked to go home to collect one, or may be placed in Romero if this is a regular occurrence

12.0 Behaviour Reports

Some students may require a higher level of support to ensure their behaviour demonstrates the SACRED Values and is consistently within the school rules. Students therefore may be placed on a Behaviour Report. Pastoral staff will place students on report, this decision is discussed at Daily Check-In and informed by students' behaviour recorded on Arbor. Relevant staff will then contact parents/carers and monitor the report and the child's behaviour for two weeks.

- Stage 1 Report to Form Tutor.
- Stage 2 Report to Head of Year or after failing Stage 1 report
- Stage 3 Report to Pastoral Manager or after failing Stage 2 Report
- Stage 4 Report to Assistant Headteacher or after failing Stage 3 Report
- Stage 5 Report to the Deputy Headteacher where a student's behaviour is severely disrupting learning across school or after failing Stage 4 Report.
- Stage 6 Report to Headteacher where a student's behaviour puts their place at St Anne's at risk.



- Positive Behaviour Report may be used by Heads of Year/Form Tutors to shift a student's focus from poor behaviour to academic success.

13.0 Behaviour Support

At St Anne's, we have high expectations for all our students. The Pastoral and Behaviour Teams work closely with the St Joseph's Centre, our SEND provision, in order to provide more bespoke support for students who require help to regulate and modify their behaviour. A range of interventions and support measures will be provided through a graduated response. These may include, but are not limited to, the following:

- Pupil Passports – a student-led document created in conjunction with parents/carers and the SEND Team detailing strategies to best support the learning and behaviour of students in lesson – this is attached to the student's name on the register on Arbor and used by teachers to inform their classroom practice.
- LSA (Learning Support Assistant) support in lesson.
- Positive Report Card.
- Reasonable and informed adjustments with regards sanctions.
- A range of interventions in Romero.
- Speech and Language intervention.
- Turn The Page Counselling referral.
- Educational Psychologist and/or CAMHS referrals
- External referrals such as MOSIAC, SRE Team, Secondary Jigsaw etc

14.0 School Uniform

We place great emphasis on the personal presentation of our students and uniform is an integral part of the custom and character of the school. Correct Uniform, including appropriate hair style and no jewellery/piercing is one of St Anne's School Rules.

Students are expected to wear full school uniform at all times and ensure they adhere to uniform guidelines set out below:

- It is compulsory that only those items stipulated within the official school uniform are permissible to be worn by our students.
- Any students wishing to wear a head covering for religious reasons may do so. The colour must be black or blue.
- The uniform policy applies to students attending off-site provision (including trips) and out of hours' activities unless parents/carers are advised otherwise.
- Outdoor coats *MUST* be removed *before* entering the school building. Any coats worn inside the building will be confiscated and can be collected from the front office at the end of the day.
- Sports 'hoodies', 'zip-ups' or similar items are not considered to be an outdoor coat or an item of the school uniform and therefore must be removed and put in bags at the front gate before entering school site.
- Students are not permitted to attend school with any form of pattern shaved into their hair or eyebrows. Extreme haircuts and unnatural colourings to their hair are also not permitted.
- Students must wear tailored black trousers or a pleated black skirt.
- School skirts should be of a suitable length and not 'rolled up'.
- Students must wear black tights with a skirt.
- Bows may be worn as a hair clip but these must be a small, black bow – no coloured or large bows



- Socks must be thin, black ankle socks worn under the tights where students are wearing a skirt.
- Students are permitted to wear a wristwatch but other jewellery items are NOT permitted.
- Smart watches are not allowed due to their increased functionality and will be confiscated.
- If students arrive to school wearing banned items of jewellery, they will have them immediately confiscated and this will be placed in the safe and will only be returned to an adult at school Reception between 8am and 4pm.
- Students displaying make-up/fake tan etc will be asked to remove it and Heads of Year will contact home to ensure this does not happen again.
- If students refuse to remove make-up/fake tan/eyelashes a sanction will be applied for breaking St Anne's school uniform rule.
- All shoes must be black in colour and a 'proper' shoe and not a trainer. See images for acceptable footwear. Trainers are not allowed to be worn whilst on school site, other than when playing sports at break or lunch time. They must never be worn during lesson time except in PE Practical sessions.
- Adaptations will be made to the uniform expectations for students with supporting medical evidence through consultation with SEND and the Pastoral Team



15.0 Mobile Phones, Smart Devices and Headphones

Mobile Phones, Smart Devices (including watches) and headphones are **prohibited** in school. We understand many parents/carers wish for their child to have a mobile phone on the way to and from school for their personal safety. If this is the case, the phone should be switched off and be placed in a pocket or bag before arriving on the school site.

If mobile phones, smart devices or headphones are seen or heard by a member of staff then they will be confiscated with immediate effect and will only be returned to an adult at school Reception between 8am and 4pm. Reception will be closed outside of these times. If staff become aware that a student has used their phone during the day, then it will be confiscated.

If a student refuses to hand over the item then a sanction will be applied for defiance and refusing to follow St Anne's School Rules.

16.0 Prohibited Items

Any banned items that are confiscated will be placed in the safe at school reception and can be collected by a parent/carer only at any time between 8.30am and 4pm (3.30pm on Friday). Items will not be returned to students.

The school does not take responsibility for any lost or stolen 'banned' items brought into school. Students may be sanctioned with a detention, Romero, suspension, or even Permanent Exclusion depending on the banned item brought into school. Students who refuse to comply with handing over prohibited items will receive a sanction. Banned items include but are not limited to:

- Phones
- Smart watches and devices
- Fizzy drinks or energy drinks
- Sharp objects
- Large quantities of food/drink (where we suspect this is being sold to others)
- Objects which emit light/heat, e.g. lighters
- Vapes or any smoking items
- Any drug paraphernalia
- Weapons or anything which is designed or capable of causing injury

St Anne's has a zero tolerance towards any weapons being brought into its premises. Any child who is suspected of having brought a weapon on to school premises will have their belongings searched. Students who have brought any type of weapon onto school premises are likely to be permanently excluded.

We educate our students about the dangers of drugs through our PSHE Curriculum. Any form of drugs, cigarettes, vapes and any associated paraphernalia or dangerous items are banned from school. If a student endangers the welfare of others by bringing drugs or dangerous items onto our school site or if a student is found to be supplying or distributing illegal substances and/or any items deemed to be drug paraphernalia, they are likely to be permanently excluded and the police informed. Students are reminded about this rule throughout the year. Any concerns, that staff and/or parents have regarding students using drugs outside of school will be referred to the Safeguarding team and, where appropriate Drugs and Alcohol Team (MOSIAC)

17.0 Suspensions

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities (2023).

Suspensions will be issued in response to a serious breach or persistent breaches of the school's behaviour policy and/or rules. Only the Headteacher can authorise a suspension and this will be based on the evidence collated by the relevant Head of Year.

St Anne's has a standardised process and criteria to ensure any decision to suspend has been rigorously checked against this criteria to ensure fairness and equality. Once issued, the parent/carer is informed of the suspension via phone call as well as a letter being sent home with details of the sanction. The student will not be allowed to attend school for a period of between 0.5 -5 days which will be specified in the call home and relevant documentation. The student and parent/carer must attend a reintegration meeting before the student can return to timetabled lessons. The reintegration process is explained further in the below section.

If a student is returning from suspension, a reintegration meeting must take place before the student can return to their normal school timetable. If a student has multiple suspensions in one academic year, there is an escalation in which staff member conducts the reintegration meeting beginning with the student's Head of Year and rising to the Headteacher, if necessary.

To support students returning from suspension, there will be Pastoral and/or Behaviour support measures, specific to the student, implemented to make the reintegration as successful as possible and in order to reduce the possibility of further suspension. Behaviour Report, referral to the Romero Centre for an internal behaviour intervention or possible referral to external agencies where school and parent/carer agree this is in the best interests of the child are examples of the support offered. There may also be other adjustments made to staff practice, especially for students



with SEND or other needs, which will be communicated to teaching staff following the reintegration meeting in order to further support the student's return to school.

Students who are repeatedly suspended may be required to sign a Behaviour Contract to support them. These students will also be referred to Stockport PEx Prevention Programme to re engage them in school. Students who are at risk of PEx will have specific targets and interventions to reduce the risk of further repeated suspensions and mitigate any potential permanent exclusion.

18.0 Off Site Direction and Step Out

A Step Out to another school may be used to support children and give them time to reset. These are coordinated by the AHT Behaviour and can be from 1-5 days. St Anne's works with 4 local schools for Step Outs. Students education provision is continued during the Step Out to ensure there are not gaps in learning on return.

An Off Site Directions is where a student attends a different mainstream school with the same borough for an agreed period, of time usually one-half term. This is with a view, where this time attending another school is successful, to a permanent transfer. St Anne's may initiate the process of a Off Site Direction where the learning, attainment and behaviour of a student is severely suffering at our school and all interventions and support measures have been unable to support the student in successfully integrating into the school community here at St Anne's. Off Site Direction will only be initiated if this is in the best interests of the child.

St Anne's use Off Site Directions inline with the Stockport LA processes and DFE suspension and permanent exclusion guidance.

19.0 Behaviour Outside of school premises

While wearing St Anne's school uniform and displaying our school logo off-site and in the community, whether this be on a school trip, a sports fixture, a residential trip or simply travelling to and from school, we expect our students to demonstrate our SACRED Values. Where we receive reports of student conduct falling below these expectations in the community, we will define this as bringing the school reputation into disrepute. We will address this behaviour accordingly and will sanction appropriately for this behaviour where appropriate. We expect the same standards of conduct regarding students' use of their mobile phones and social media platforms. Using their phone to capture or harass a member of the public is a serious offence and we will sanction appropriately. More details about expectations around social media use are detailed in the section below.

20.0 Misuse of Social Media

Students are regularly educated through the PSHE Curriculum and reminded and informed through assemblies about acceptable use of social media and their responsibilities while online and accessing it. Therefore, it is assumed that any student who is responsible for any type of misuse of social media is fully aware of their actions, even though they may have carried it out when at home or not on a school day. As a school, we will sanction appropriately where our students' use of social media falls below our expectations of brings the school reputation into disrepute. We have a 'Tell Us' page which can be found via a link on the school website where students can report any misuse of social media that they have either been a victim of or they have been witness to. Misuse of social media includes:

- Cyberbullying
- Sexting
- Verbal abuse or sharing of images of any students and/or staff online
- 'Liking' any image or post which causes distress
- Posting any image/message which causes distress



- Posting any image of a person without their knowledge and/or consent
- Posting images and comments which demonstrate or endorse illegal and/or inappropriate activity

21.0 Permanent Exclusion

Permanent exclusions will only be used as a last resort, in response to a serious breach or persistent poor behaviour and defiance of the school rules. They are issued because allowing the student to remain in school after the incident would seriously harm the education or welfare of the student or others in the school.

- If a child is at risk of permanent exclusion for persistent breaches of the school's behaviour policy, this will be raised with their parents/carers during meetings or contact home. Options of support to avoid a permanent exclusion will be discussed at these meetings, however when these have been exhausted or when these are no longer suitable then a permanent exclusion may be issued.
- A serious breach of our behaviour policy may involve, drugs, fighting, banned substances/items (including fireworks) and or weapons. This list is not conclusive.

22.0 Use of reasonable force, restrictive interventions, seclusion, searching and screening

- The school recognises that at times there are circumstances when it is appropriate for staff in schools to use reasonable force, restrictive intervention or seclusion to safeguard children. There are also times when the Headteacher or those members of staff authorised by them may have to search or screen pupils to search for illegal items or those prohibited under the schools rules.
- Members of staff have the power to use restrictive interventions, which may also include the use of reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- Seclusion will be used by the school as a safety measure to protect others from harm where a pupil is experiencing high levels of emotional or behavioural dysregulation.
- The school will ensure that the relevant training has been attended to ensure all aspects mentioned in this part of the policy used appropriately. All incidents of reasonable force, searching and screening will be Recorded in line with school processes under Reporting Significant Incidents process. This will be reported to parents/carers in a timely manner and by the close of school that day.
- Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force staff will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs, or medical conditions.
- Staff shall exercise these powers in line with the Department for Education's guidance and the Emmaus CAT behaviour policy
- [Searching, screening and confiscation.](#)
 - [Use of reasonable force and other restrictive interventions guidance](#)
- The school expects that staff should limit the use of the above, in most situations, will seek to minimise the use through prevention and de-escalation. The school seeks to minimise the use of restrictive interventions

Definitions



- The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances'.
- The term 'restrictive intervention' means to prevent, restrict or subdue movement of the body or part of the body of a pupil. Restrictive intervention can involve no physical contact with a pupil.
- The term 'seclusion' means a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. Seclusion should not be confused with removal from the classroom which is a disciplinary intervention used in response to deliberate or wilful misbehaviour.

23.0 Malicious Allegations

Any allegation of wrongdoing will be investigated using the 'Managing Allegations of Staff' policy. If a student is found to have made a malicious allegation against a member of staff, then the parents/carers of the students will be invited to a meeting to discuss the details leading up to it. Isolation in the Romero Centre or suspensions will be used as sanctions for malicious allegations, however where staff agree, restorative meetings will take place. Decisions will be made by the Headteacher once they have considered issues of severity, previous similar behaviours and safeguarding.

