



Behaviour Management Policy

ISI Regulatory Code – 9A

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Policy Date: September 2022

Approved by Executive: September 2021

This Policy is for Mount St. Mary's College

Linked Policies: Anti-Bullying Policy which includes Cyberbullying

Mount St Mary's College

Educating Men and Women for Others since 1842

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AHU032016 v2.1

Page 1 of 19

Behaviour Management Policy

This policy aims to provide a consistent approach to behaviour management; to define what we consider to be unacceptable behaviour; outline how our pupils are expected to behave and covers the ways in which staff shape, manage and respond to the behaviour of pupils in order to form young men and women of conscience, competence and compassionate commitment.

INTRODUCTION

Jesuit Pupil Profile

Pupils in a Jesuit school are growing to be . . .

Grateful for their own gifts, for the gift of other people, and for the blessings of each day;

and **generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

Faith-filled in their beliefs and **hopeful** for the future.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

Mount St Mary's College, in order to bring about 'an improvement in living and learning', seeks to become a community of character. That is, one where our pupils' characters are formed through a shared set of expectations about behaviour, aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school.

Behaviour Management Policy

Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life- long learners.

We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

The school has 3 'Golden Rules' which we expect everyone to work towards at all times:

1. We conduct ourselves with **respect**: respect for ourselves, respect for others and respect for our environment.
2. We hold dear the Ignatian principles of **compassion** and **care**: we always seek to understand the difficulties others may be facing. We are sensitive to the needs of others and we try to help in any way we can.
3. We strive for the **Magis**: in all things, at all times, we have high standards in all that we do and we push ourselves to be the very best we can be - for the Greater Glory of God (**AMDG**).

The principles underline everything we do. An easy way to remember how we should be in the school day is to think:

'Ready: Respectful: Safe'

We should all be ready to learn, respectful of each other and our environment and safe in our conduct.

The Pupil Code of Conduct is in Appendix One.

This policy should be read in conjunction with the documents of:

- Anti-Bulling Policy which includes Cyberbullying
- Use of Reasonable Force Policy

Encouraging Good Behaviour

The focus of all staff at the school is on encouraging good behaviour at all times. We do this firstly by modelling such behaviour ourselves, seeking to be calm and consistent in how we behave towards

Behaviour Management Policy

our students, by recognising good behaviour when we see it and observing key routines as part of our normal way of proceeding. As we seek to inculcate virtuous behaviours in our students we are focused more upon recognition than 'reward' in a material sense as this is a better method of engraining a change in behaviour.

We are explicit in the behaviours we expect from our pupils. The most simple and memorable expression of this is in the 'Golden Rules' and all staff will refer to this when discussing behaviour with pupils. The pupil code of conduct gives precise guidance in issues such as dress, equipment for lessons etc. The Jesuit Pupil Profile expresses clearly our ambitions for our students and we focus each half term on a particular pair of virtues in order that our students understanding grows throughout their time in the school.

Staff at the school will be relentless in seeking opportunities to recognise and acknowledge students who are 'caught doing the right thing'. This will often be as simple as saying 'well done' or 'thank you for...'

Each classroom has a 'Recognition Board' on which the names of those students who have exhibited excellent behaviour will be noted each lesson. This may be followed up by a merit, an e-mail or postcard home or other forms of recognition as appropriate. We greet our students cheerfully and individually at the start of each lesson, thus establishing a positive tone at the start of every lesson for every student. In seeking the magis we are explicit in detailing excellent learning behaviours and their connection to the Jesuit Pupil Profile – this is most visible in the posters displayed in our classrooms, but is further reinforced by the behaviours we recognise and reward.

Types of Reward and Recognition

Merits: awarded by subject teachers for significant effort and top quality work or performance. Parents can see merits on the Parent Portal and when key thresholds are reached a certificate is awarded in assembly and a letter is sent home. We also hold a regular 'merit prize draw' where pupils who have received merits are entered into a raffle.

Postcards Home: teachers are encouraged to write postcards to parents praising pupils for good behaviour or good work

Heads of Line Praise: notable achievements of an academic and non-academic nature may be commended by way of a note to a pupil's head of line who can refer to the achievement in a House assembly or by directly offering congratulations to the pupil

Assemblies: where a student has achieved excellence in any aspect of life, inside or outside of school, we would seek to acknowledge this in whole school or year group assemblies as appropriate. School assemblies each Friday acknowledge sports results and performances, achievements in music and the completion of scholarship projects, for example.

Contact with Parents: all staff seek to share good news with parents as often and as quickly as possible. Merits are available to parents, but staff are encouraged to use e-mail or post-cards as a

Behaviour Management Policy

means of sharing the good news.

Arrupe Award: this award is made to those students who demonstrate initiative and leadership in showing themselves to be 'men and women for others'.

Prizes: In addition to Merit Awards, each year prizes are awarded as part of Grand Academy. This is an opportunity to recognise achievement throughout the school and across all of our activities. Please see the appendix for more details of Academy Prizes.

Addressing poor behaviour

Whenever a member of staff witnesses poor behaviour it will always be acted upon immediately by the member of staff who is present. In many instances this will simply involve a 'quiet word' reminding the pupil of how they should behave and of their previous good behaviour. If this behaviour does not change or is of a more serious level the member of staff will speak to the pupil on their own and review their behaviour, asking the following questions:

- What has happened?
- What were you thinking at the time?
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done now to make things right?
- How can we do things differently in the future?

Poor behaviour in a lesson will be addressed by the subject teacher and Academic Subject Leader in the first instance, whilst the tutor and Head of Line will be kept informed.

Orange Slips: are a means of recording action taken when a pupil's behaviour has fallen below the standard expected. They are shared with the student's Head of Line, form tutor and parents via the parent portal.

On Report: given for being off site without permission, missing lessons, private study or activities such as games, CCF, music. It can also be used to monitor academic progress, punctuality and behavioural problems. A pupil is placed on report and is required to get the signature of each member of staff after each lesson or activity. A report also requires the signature of a parent or house-parent. The report can last for a day, a week or longer as determined by the pupil's head of line. The report must be shown to the head of line at regular intervals determined by the head of line.

Behaviour Management Policy

Types of Sanction:

- a) **Letter of apology:** given when a teacher reports an offence of the behavioural type which does not warrant a Friday evening detention. The offending pupil is required to write a letter of apology to the member of staff or pupil which might be signed by the pupil's parents. Whilst this is listed under 'sanctions' it should be noted that the letter should be an outcome of a conversation as outlined above, rather than simply an order enforced by a member of staff.
- b) **Written punishment:** pupils may be asked to write an essay reflecting on their behaviour and suggesting better choices they could make in the future. NB - this does not replace a face-to-face conversation with a teacher although it may augment it.
- c) **Exclusion from a lesson:** If there is persistent poor behaviour in a lesson it may be that the pupil is taken out of that lesson until the causes are addressed. This would be at the discretion of the Head of Faculty or the Head of Year. In this case work will always be set and the pupil will be suitably supervised. This will only ever be used as a short term measure.
- d) **Detention:** where a pupil has been disruptive or behaved poorly in a lesson the subject teacher will detain the pupil for up to 20 minutes at break or lunch time in order to offer the pupil time to reflect. Similarly a teacher may give a student a detention if work has to be completed or a retest taken.
- e) **Monday Detention:** failure to attend a lunchtime detention or repeated misbehaviour will lead to a pupil being placed in detention on Monday Evening from 4:40-5:40 with the Head of Faculty. Parents will be informed.
- f) **Friday Detention:** If a pupil does not attend a Monday night detention or persists in misbehaviour they will be detained by their Head of Year on a Friday 4:40-5:40.
- g) **Second Master's Detention:** this takes place on a Saturday morning from 9am-12:00am. Pupils may be placed in this detention by their Head of Year for failure to attend a Friday detention or for serious misbehaviour. In this time pupils may be given work or asked to undertake tasks to support the community e.g. litter picking.
- h) **Behaviour Contract:** where a student has been consistently behaving poorly, or they have been involved in a major breach of a school rule e.g. involving the use of forbidden substances, they and their parents may be asked to sign a behaviour contract which will outline the consequences of any further such breach. This would usually occur after a suspension.
- i) **Suspension and Exclusion:** a pupil may be suspended from School for a designated period of time, or excluded permanently, at the discretion of the Headmaster.

Behaviour Management Policy

The application of Recognition, Rewards and Sanctions

All staff endeavour to give reward, recognition and sanctions fairly and consistently. This means that pupils can expect to be warned, either individually or as a group, and that sanctions given will be appropriate to the offence. Where a pupil has behaved inappropriately in a lesson a teacher will always seek to have dealt with the issue before the next lesson, usually by having a restorative conversation. As adults how we react to behaviour will influence the way in which pupils respond and behave. The table below offers a stepped approach to behaviour management. It is designed to promote consistency of response. Examples of inappropriate behaviour are given a level, then linked to possible rewards and sanctions.

Ultimately, every incident is unique and the context in which it has taken place, the previous record of the pupil and the effect of their actions will be given serious consideration. The table below acts as a guide to assist in this process.

Sanctions will be applied proportionally, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children

All sanctions of Level 5 and above must be recorded on the pupil's file and in the serious sanctions log.

Behaviour Management Policy

Level	Example of behaviour	Action
One	<p>Outstanding achievement or effort</p> <ul style="list-style-type: none"> This can be for any behaviour across the range of school activities, including: academic, artistic, musical, kindness 	<ul style="list-style-type: none"> Letter sent home to celebrate achievement and pupil meets with Headmaster to discuss success End of Term or Year Special Prizes
Two	<p>Consistent positive achievement</p> <ul style="list-style-type: none"> Consistent positive achievement Exceptional effort Outstanding improvement in test or grades Consistent positive attitude Excellent organisational skills Thoughtfulness to peers 	<ul style="list-style-type: none"> Letter sent home Head's of Line Praise Award of Colours Merit Award Monthly Magis Munch
Three	<ul style="list-style-type: none"> Success in individual and group competitions at whole school level A particularly good piece of work Positive behaviour in any area of the school 	<ul style="list-style-type: none"> Merits Stickers Comments on work Use of Recognition Board

Behaviour Management Policy

Level	Example of behaviour	Action
Four	Low level negative behaviour <ul style="list-style-type: none"> • Low level negative behaviour • Lateness • Incorrect dress or equipment • Talking-out-of-turn • Off task • Poor effort/incomplete/missing homework • Rudeness • Failure to follow rules relating to the Health and Safety of all members of the community 	<ul style="list-style-type: none"> • Managed by teacher • Verbal warning • Restorative Conversation • Note in Planner, signed and dated • Letter of apology • Homework detention
Five	<ul style="list-style-type: none"> • Repeated Level Four behaviour • Verbal or physical abuse of another student • Bad Language • Damage to property • Repeated failure to follow rules relating to the Health and Safety of all members of the community 	<ul style="list-style-type: none"> • Referral to ASL, Houseparent or Head of Line • On Report • Saturday Detention
Six	<ul style="list-style-type: none"> • Verbal/physical bullying • Use or possession of forbidden substances such as cigarettes, alcohol • Theft • Persistent poor behaviour • Use of inappropriate language, such as racist, homophobic or sexist slurs • Persistent failure to follow rules relating to the Health and Safety of all members of the community 	<ul style="list-style-type: none"> • Behaviour Contract • Suspension • Community Service
Seven	Major infringement of school rules <ul style="list-style-type: none"> • Theft • Possession of drugs/alcohol/weapons • Abusive behaviour towards a member of staff • Violence • Bullying • Fighting • Sexual violence • Racist abuse • Damage to property • Persistent disruptive behaviour 	<ul style="list-style-type: none"> • Behaviour Contract • Suspension • Expulsion

Behaviour Management Policy

Code of Conduct

This community of governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules. We regard education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. The College expects the highest values and standards of behaviour inside and outside the classroom, as well as outside College and in any written or electronic communication concerning the College.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of College life. They should follow the College rules and regulations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Investigation of Disciplinary Incidents

- The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral team as soon as possible and will record the incident on C-POMS.
- All involved will be interviewed individually and asked to write an immediate account of events using the school's incident report form (see Appendix).
- Any outcomes will be recorded in C-POMS by the Head of Year or Second Master.
- Where a sanction at level 5 or above are recorded parents will be informed directly. Lower level sanctions are recorded on Orange Slips which are available to parents via the parent portal.

Measures to Combat Bullying

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-Bullying policy is on our website. The College is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, physical disability or learning difficulty.

Involvement of Parents and Guardians

Parents and guardians who accept a place for their child undertake to uphold the College policies and regulations, including this policy when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities, homework and private study.

The College is always happy to consider suggestions from parents and hopes that parents find the

Behaviour Management Policy

College responsive and open-minded.

Suspensions and Exclusions

The College policy on discipline and exclusions is set out in this policy, and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- drug abuse;
- alcohol and tobacco abuse;
- theft;
- bullying;
- physical assault/threatening behaviour;
- fighting;
- sexual harassment;
- racist or sexist abuse;
- sexual misconduct;
- damage to property;
- persistent disruptive behaviour; and/or

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

A suspension, or temporary exclusion, may only be carried out by the Second Master, who will inform the Headmaster. Parents will be informed in writing of the exclusion and the reasons. A parent or guardian may appeal against the exclusion to the Headteacher whose decision will be final.

Permanent exclusions may only be carried out by the Headmaster in consultation with at least one governor. Parents will be informed in writing of the exclusion and the reasons. A parent or guardian may appeal against the exclusion to the Chair of Governors whose decision will be final.

Physical Restraint

Like all schools, staff may have to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables College 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 any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"

Behaviour Management Policy

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the head teacher has authorised to have control or charge of pupils"

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time.

Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate which includes:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the Headmaster immediately after he/she has needed to restrain a pupil physically.

The College will always inform a parent when it has been necessary to use physical restraint and invite them to the College, so that we can, if necessary, agree a way forward for managing that individual pupil's behaviour.

Searching Pupils and their possessions

The Headmaster and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds to suspect that a pupil may have a prohibited item. Prohibited items include:

- Knives, weapons or sharp objects without a necessary and agreed school use (e.g. syringes, needles)
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of, any person.

The Headmaster and authorised staff can also search for any item banned by College rules which has been identified in the rule as an item which may be searched for. Prohibited items may also be seized.

They may also confiscate any item, however found, which they consider harmful or detrimental to College discipline.

Testing for illegal substances

If it appears that a pupil has taken an illegal substance the first action of the member of staff will be to ensure their health and welfare. Any student who displays any symptoms which may be consistent with drug taking (e.g. extreme drowsiness, confusion etc) medical assistance should be sought.

The school may choose to test a pupil for illegal substances under the following conditions:

1. Where there has been prior agreement with the parents that there will be a programme of testing their child
2. Where there are reasonable grounds for school staff to believe that a pupil has been taking illegal substances. These may include, the possession of such substances or the paraphernalia of drug taking; physical symptoms which are consistent with drug taking; being present when drugs have been used or it is reasonably believed they have been used. These grounds should be agreed by two members of staff, including either of the Second Master or the Headmaster and recorded in writing. This must also be explained to the pupil. The school will seek the permission of parents before a test is taken. The refusal to take a test may be a factor in the school's response to an incident.

Tests will be undertaken in the medical centre under the supervision of the school nurse.

Sexual Harassment and Sexual Violence

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting or 'up-skirting'.

In all cases where sexual violence has occurred the school will conduct a thorough risk assessment to inform its next action (see Appendix 3).

We seek to prevent behaviour of this sort through our PHSEE and RSE programmes, through assemblies and our pupil code of conduct. In dealing with incidents of sexual harassment, we seek to be proportionate, considered and supportive of all our pupils. Each incident will be dealt with on a case by case basis. Whilst we do not tolerate behaviour of this sort we do not seek to demonise students and alleged perpetrators will be offered support so that their behaviour can change.

Factors which will be taken into account when determining the sanction given will include the age and developmental stage of the alleged perpetrator and the nature and frequency of the behaviour.

We will always seek to listen to the views of the victim but the final decision regarding a sanction rests with the school.

Behaviour Management Policy

Sanctions will be issued depending upon the seriousness of the offence and may include:

- A verbal warning
- Apology to the victim of the behaviour
- Detention during school
- Detention after school
- Fixed term or permanent exclusion

In the case of less serious offences the issue will be recorded on an Orange Slip. Where an after school detention or exclusion is the consequence parents will be contacted directly. All incidents will be recorded on C-Poms in order that they be monitored for safeguarding purposes.

Malicious Accusations against Staff

Where a pupil is found to have made malicious accusations against College staff they are likely to have breached the College behaviour policy. The College, therefore, will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed.)

COMPLAINTS

The College hopes that parents will not feel the need to complain about the operation of its behaviour management policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the College complaints procedures are on our website. We will send you copies on request. We maintain records of complaints for three years after your child has left the College.

SCHOOL RULES AND REGULATIONS

The rules that follow are not intended so much to restrict but rather to allow our school to become in reality what it claims to be. They stem from the 'three golden rules' and are really extensions of those rules.

We should remember always to be: Ready; Respectful and Safe in our conduct.

Each section begins with a general principle that is expanded more specifically.

1. Parents and pupils have the right to be fully informed of school rules and any changes made to them.

1.1 Information about school rules will be made available to new and current pupils via their personal planners and to parents through the Information for Parents Handbook and/or Parent Mail.

1.2 Pupils and parents will be informed about any changes to school rules. Pupils will be told promptly of such changes at an assembly whilst parents will be informed of significant changes by letter or Parent Mail.

2. Parents and pupils have the right to appeal if they believe a rule or a sanction, once imposed, is unfair.

2.1 In the first instance, parents and pupils should make an appeal to the appropriate Tutor, Head of Line or member of the House staff and then, if they deem it necessary, to the Headmaster or his Deputy, as appropriate.

2.2 If pupils feel they cannot approach any of the above, they can make an appeal through any member of staff.

2.3 All parents have the right to appeal directly to the Headmaster or his Deputy on behalf of their child if they are unhappy about disciplinary decisions. The process for formal appeals is set out in the school's Behaviour Management Policy.

3. Respect for others and their property is important to all members of the school. This includes any personal property or the property of the school and the school's fabric and furnishings.

3.1 Stealing property, or borrowing without the owner's permission, either inside or outside of school is a serious breach of rules and will be dealt with severely.

3.2 Good care should be taken of school textbooks and exercise books at all times. They should neither be left around the school by their owners nor be borrowed by other pupils except with the owner's express permission.

3.3 It is forbidden to borrow anything but small sums of money from any other pupil, even

Behaviour Management Policy

with permission, as it can lead to numerous misunderstandings. Pupils who need money urgently should see their Tutor, Head of School or their Housemaster or mistress.

3.4 Pupils may only borrow school property with the express permission of a member of staff.

3.5 Graffiti is totally forbidden. Pupils will be liable for the cost of removing graffiti.

3.6 Any damage, accidental or not, should be reported to a member of staff as soon as possible by those responsible for the damage. Pupils may be charged for the cost of damage.

3.7 Each pupil is provided with a locker for the storage of personal items such as books, laptops, mobile phones etc and is responsible for the safekeeping of the key. Pupils are discouraged from bringing expensive items into school and from wearing expensive items of jewellery in school (see section 5 for the rules about the wearing of jewellery). Any expensive items which are brought into school must be insured.

3.8 Pupils must store their sports kit in the bag rooms provided. Sports bags are not to be left around the school.

4. Everyone working in the school community should show care, courtesy and compassion towards one another.

It is most important that everyone has a care for everyone else, most particularly those who are new, home-sick or unhappy or for whatever reason do not seem to fit in; they should be our special concern. Everyone should show them friendship and include them in their groups.

It is entirely appropriate to talk to a member of staff about a fellow pupil who seems unhappy. Staff members will always seek to support students in making and maintaining positive friendships.

4.1 The school is a much more pleasant place when we say 'good morning,' hold doors open for others, go to help those who are in need and say 'please' and 'thank you'.

4.2 Pupils should not drop litter or in any way create mess and, above all, the attitude that the domestic or kitchen staff will clear up is not acceptable.

4.3 Litter makes the living and learning space dirty and unpleasant. While pupils have the right to live and work in a regularly cleaned environment, everyone has a responsibility towards the tidiness of the school. If there is litter around the buildings, it should be picked up and disposed of in a litterbin.

4.4 The taking of food outside the refectory after any meal, because it creates litter and encourages waste, is not allowed. For the same reason, eating in classrooms is not allowed. The chewing of gum, in school or during school trips is not allowed, because it is difficult to remove when dropped and its removal can damage furniture and fabrics.

4.5 The tuck shops are available for the use of all pupils as designated. They should be kept tidy at all times and litter should not be dropped onto the floor or left lying around.

Behaviour Management Policy

4.6 All have a right to be treated respectfully by other pupils, regardless of age, gender, race, religion or other defining characteristic. Remarks which are racist or sexist, which disparage another's faith or which attack their person, be they made by pupils or staff are entirely unacceptable. The use of well known slurs is not acceptable.

Bullying - both physical and verbal - is the single most serious breach of rules against the community. The school's determination to deal severely with bullying is set out in its anti-bullying policy.

Similarly, any form of physical violence is forbidden.

All such behaviour will be treated as a serious breach of the College's disciplinary policy.

4.8 The teaching staff work hard for the good of the pupils and deserve respect. Consequently, staff should be addressed by using 'Miss', 'Sir' or 'Father'. All should stand when the Headmaster enters the room. It is expected that all members of the school, staff and pupils alike, behave courteously to one another.

4.9 Pupils should all be friendly and courteous towards visitors.

4.10 When on school journeys pupils act as ambassadors for the Mount and can contribute to, or detract from, its good reputation. Behaviour must, therefore, be excellent at all times. All pupils must wear either correct uniform or full school games tracksuit when traveling to and from school.

4.11 Punctuality for lessons and all other appointments is expected.

4.12 Bad language is not permitted between pupils nor directed towards members of staff.

5. School uniform is to be worn each school day. Dress should at all times be neat, clean and tidy.

1.1 All pupils from Upper Elements to Syntax should wear the school uniform. It should be worn smartly, with top button done up and shirt tucked in.

4.2 Pupils should wear a blazer, school tie, pale blue shirt, flat, black polishable shoes, a grey jumper (optional) and **either** grey trousers and sober socks or the school skirt and navy-blue tights or navy knee socks. On special occasions, students will be asked to wear 'best dress'. This means that they will wear a white shirt in place of the blue one and navy tights if wearing the school skirt.

Outside coats, when worn with the uniform should be dark and must not be decorated with large badges.

In hot weather, 'shirt sleeve order' may be declared. The blazer and tie are then not worn and the top button is undone. Shirt sleeves should be rolled to above the elbow. Pupils at such times must either be in full 'shirt sleeve order' or full uniform. Short-sleeved shirts may be worn during the first half term and the summer term.

Behaviour Management Policy

All hair should be kept neat and clean. Hair should not be so short that the scalp is visible, nor should it prevent eye contact. Hair which is longer than collar length should be kept neatly out of the face and tied back for games and practical lessons as is necessary. Facial hair is not allowed for students outside the Sixth Form. Facial hair must be neatly trimmed. Hair should be conventionally styled and coloured.

4.3 Sixth Formers are not expected to wear school uniform though formal dress is expected. The guidelines for appropriate dress are set out below.

Students should wear a suit or jacket and trousers. Skirts should be approximately knee length. Clothing should be appropriately tailored: casual styles such as leggings or 'jeggings' may not be worn. Formal shoes must be worn.

Make up, nail polish and simple jewellery may be worn but should be discreet. Nail extensions, brightly coloured nail polish and nail art are not permitted. A single pair of stud or small hoop earrings may be worn. Second piercings and/or high level piercings are not permitted. Students who arrive at school wearing additional earrings will be asked to remove them. No other visible piercings are allowed.

Games kit may only be worn in study-rooms, classrooms or the Refectory with specific permission from Heads of Year. If games kit is worn in the refectory it must be a full school tracksuit.

4.4 A variety of casual clothes is permitted outside of school hours, on outings and on 'casual days' but tatty and untidy clothing will not be allowed. Pupils may change into their sports kit prior to a games, PE or sports studies lesson when permitted to do so by a teacher. No sports shirts or vest or shorts or sports skirts may be worn without a tracksuit in the refectory at any time.

5. The formation of friendships is something to be encouraged.

It is entirely compatible with school life that individual boys and girls become good friends and begin to discover the happiness and fulfilment that comes from enjoying each other's company.

5.1 The experience of conducting a co-educational school suggests that the following are generally not helpful either to individuals or the community:

- The formation of strong relationships between pupils where there is an age gap of more than two years.
- The formation of relationships which are exclusive of others.
- Relationships of such depth that they distract individuals from their study or other school commitments.

Behaviour Management Policy

- Physical contact and other signs of affection, subject to sections 7.4 and 7.6 below.

5.2 Relationships of a sexual nature are not compatible with Christian teaching or appropriate between young people of school age.

5.3 Boys and girls' living quarters are out of bounds to members of the opposite sex except with the express permission of the House staff.

5.4 Signs of affection should not make other pupils feel awkward or embarrassed. Such signs of affection should be reserved for time outside of the normal school teaching day.

5.5 The school acknowledges that pupils have a right to privacy and the opportunity to develop in relationships appropriate to their age group in a healthy and open way.

5.6 The school also acknowledges that the pupil common rooms are there for the pupils to associate together freely. While they need adult supervision, this will be done discreetly and with tact.

6. All have a responsibility to promote their own good health and that of others.

6.1 Smoking, vaping and the possession of tobacco in whatever form are prohibited. Anyone caught smoking will be firmly dealt with. Smoking indoors is a fire risk. The possession of herbal tobacco or material for vaping is similarly not permitted.

6.2 The possession and use of drugs or similarly harmful substances threatens the well-being and quality of life of individuals and the community as a whole and is prohibited. It is so serious that it may lead to expulsion.

6.3 Similarly, the abuse of aerosols, solvents or other forbidden substances for inhaling or ingestion in order to produce a 'high' of any sort is a very serious breach of rules.

6.4 The school has a responsibility to educate its pupils in the proper use of alcohol and also to follow the law of the land. The purchase and possession of alcohol by those under the age of 18 is a serious breach of rules and will lead to suspension from school. This rule applies also to trips. There are occasions when those over 16 may be allowed to consume alcohol whilst having a meal.

6.5 Sixth Form boarders may be allowed to go to the village pub with the permission of their Houseparents. Only those over the age of 18 may purchase or consume certain alcoholic drinks there and may consume only in moderation. Spirits and Alco pops are not allowed; only beer and wine may be purchased except with the express permission of House staff, the Headmaster or his Deputy.

6.6 Day pupils and weekly boarders who have passed all parts of the relevant driving test may, as a privilege, and with the written permission of the Head of Sixth Form, bring vehicles to school, parking them at their own risk in the place allocated. Vehicles are only to be used for journeys to and from school and not during the school day. This privilege will be withdrawn if abused. Passengers may only be carried, subject to a pupil's insurance arrangements, with the express written permission of all concerned: parents and Head of Sixth Form as well as

Behaviour Management Policy

passengers. This privilege will be withdrawn, for the safety of all, if at any time vehicles are driven recklessly.

6.7 All members of the school must conduct themselves with due regard for the health and safety of themselves and everyone else at all times.

7. The school is responsible for all its pupils. Consequently the school needs to know where pupils are at all times, it has a responsibility to ensure that everyone remains within a safe distance of the school and that the privacy of all working here is protected.

The following rules are made with everyone's interests at heart and in the hope that all unnecessary accidents and misunderstandings will be avoided.

7.1 A register is taken at the start of each lesson. Pupils who arrive late or leave early for whatever reason must register at the school reception upon arrival/departure. The school requires written permission from parents before a pupil can leave the school during the school day. Other than 6th form students, all pupils must be collected from reception by their parents.

7.2 Pupils are not allowed access to boarding areas other than their own except with the express permission of the House staff concerned. Day pupils do not have access to boarding areas. Staff quarters and offices are out of bounds except with a member of staff's express permission.

7.3 The school grounds are defined as the area within the perimeter hedges of the sports fields. The sports fields are out of bounds during the school day except during games or other supervised activities. Boarders have access to the grounds including the sports fields after supper. However, in the winter months, these grounds are out of bounds once it is dark and the light-sensitive lights are on. Pupils should not be outside in the dark unless they are between buildings or have permission.

During breaks and lunchtimes pupils may use their common rooms, the astro or, when the weather allows, community lawn and the library lawn. Other areas of the College are out of bounds.

7.4 Requests for weekend exeats need to be made by parents or guardians in writing to House staff five days in advance. If a pupil wishes to stay with a friend for the weekend boarders should follow the process as set out in the boarding handbook.

7.5 Requests for absence for a dental or medical appointment need to be made in advance via reception.

7.6 Time off school is not allowed during the term except where there are mitigating circumstances. A request for absence in such cases must be sought from the Headmaster or his Deputy. The academic dates are published a year in advance in order to facilitate travel arrangements for pupils who live overseas. Convenient air flights on the day prior to the end of term are not considered a reason for asking to leave school early. In such cases, pupils should depart on the day set and stay with their guardian until the next convenient flight. This also applies to return flights.

7.7. 6th form students are expected to attend school from 8.30-4.30pm each day. Requests for

Behaviour Management Policy

absence, for example to take driving lessons, may be considered if the pupil's academic and behavioural record supports such a request. However, it is expected that school events held during school time will take priority over outside commitments.

7.7 Upper Elements to Syntax day pupils not taking part in an after school activity should study under supervision until they are either collected by parents or the school buses depart from the Chapel Entrance. 6th form students may study in the 6th form centre.

8. All pupils are expected to make every effort with their studies and to give themselves fully to the life of the school.

8.1 If a lesson is to be knowingly missed, the teacher should be informed beforehand and the work completed immediately afterwards. Planners need to be signed accordingly.

8.2 Pupils should always feel free to approach all teachers with their worries and difficulties in study.

8.3 The pupil planner/homework diary is a great help in organising work; it should be taken to every class and kept up to date. Day pupils should have their diary signed each week by a parent; boarders should similarly have their diary signed by House staff. Tutors will check the diary on a weekly basis.

8.4 All work should have AMDG written in the title.

8.5 Phones may not be used inside the school buildings. The possession of a mobile phone in school, whilst permitted, is entirely at a pupil's own risk. They should not be left switched on during lessons and studies, in the Chapel, in the library or in the refectory. Failure to abide by this rule will lead to the confiscation of the phone and further to a pupil not being allowed to bring a phone into school. Sixth form students are allowed to use phones for the purposes of study in their study room. Pupils are not allowed to take mobile phones into the examination room even if they are switched off.

8.6 The possession of a laptop in school, whilst permitted, is entirely at a pupil's own risk. Any laptop brought into school must be insured.

RULES FOR USE OF ICT

These rules are taken from the school's Acceptable Use Policy which is published on the College website.

Access to the Mount Trust IT systems is controlled by the use of Usernames and passwords and/or pin numbers. All Usernames and passwords are to be uniquely assigned to named users and

Behaviour Management Policy

consequently, users are accountable for all actions on the Mount Trust's IT systems.

Users must not:

- Allow anyone else to use their user ID/password or pin numbers.
- Leave their user accounts logged in at an unattended and unlocked computer
- Use someone else's user ID and password or pin to access Mount Trusts IT systems
- Leave their password or pin unprotected (for example writing it down).
- Perform any unauthorised changes to Mount Trusts IT systems or information.
- Attempt to access data that they are not authorised to use or access.
- Exceed the limits of their authorisation or specific business need to interrogate the system or data.
- Connect any non-Mount Trust unauthorised device to the Mount Trust network or IT systems.
(Please read the BYOD Policy)
- Store Mount Trust data on any non-authorised Mount Trust equipment.
- Give or transfer Mount Trust data or software to any person or organisation outside Mount Trust without the authority of Mount Trust.

Use of the Mount Trust internet services is intended for educational use. Personal use is permitted where such use does not affect the individual's performance, is not detrimental to Mount Trust in any way, not in breach of any term and condition in the parent contract and does not place the individual or Mount Trust in breach of statutory or other legal obligations. The IT department have implemented a centralised firewall to block most known unwanted applications from all devices that connect to the Trust's network.

All users are accountable for their actions when using any internet services.

Users must not:

- Use the internet or email for the purposes of harassment or abuse.
- Use profanity, obscenities, or derogatory remarks in communications.
- Access, download, send or receive any data (including images), which Mount Trust considers offensive in any way, including sexually explicit, discriminatory, defamatory or libellous material.
- Use the internet or email to make personal gains or conduct a personal business.
- Use the internet or email to gamble.
- Use the email systems in a way that could affect its reliability or effectiveness, for example distributing chain letters or spam.
- Place any information on the Internet that relates to Mount Trust, alter any information about it, or express any opinion about Mount Trust, unless they are specifically authorised to do this.
- Send unprotected sensitive or confidential information externally.
- Forward Mount Trust mail to personal (non-Mount Trust) email accounts (for example a personal Hotmail account).
- Make official commitments through the internet or email on behalf of Mount Trust unless authorised to do so.
- Download copyrighted material such as music media (MP3) files, film and video files (**not an exhaustive list**) without appropriate approval.
- In any way infringe any copyright, database rights, trademarks or other intellectual property.
- Download any software from the internet without prior approval of the IT Department.
- Connect Mount Trust devices to the internet using non-standard connections.

Software

Users must only use software that is authorised by Mount Trust on the Mount Trust computers. Authorised software must be used in accordance with the software supplier's licensing agreements. All software on Mount Trust computers must be approved and installed by the Mount Trust IT department.

Behaviour Management Policy

Users must not:

- Store personal files such as music, video, photographs or games on Mount Trust IT equipment.

Viruses

The IT department has implemented centralised, automated virus detection and virus software updates within the Mount Trust. All Trust computers have antivirus software installed to detect and remove any virus automatically.

Users must not:

- Remove or disable anti-virus software.
- Attempt to remove virus-infected files or clean up an infection, other than by the use of approved Mount Trust anti-virus software and procedures.

Monitoring and Filtering

All data that is created and stored on Mount Trust computers is the property of Mount Trust and there is no official provision for individual data privacy, however wherever possible Mount Trust will avoid opening personal emails. IT system logging will take place where appropriate, and investigations will be commenced where reasonable suspicion exists of a breach of this or any other policy. Mount Trust has the right (under certain conditions) to monitor activity on its systems, including internet and email use, in order to ensure systems security and effective operation, and to protect against misuse.

Any monitoring will be carried out in accordance with audited, controlled internal processes, the UK Data Protection Act 1998, the Regulation of Investigatory Powers Act 2000 and the Telecommunications (Lawful Business Practice Interception of Communications) Regulations 2000.

This policy must be read in conjunction with:

- Computer Misuse Act 1990
- Data Protection Act 1998
- BYOD (Bring Your Own Device) Policy
- Social Media Acceptable Use Policy

The College allows users to access the Guest wireless network using their personal device (laptop, smart phone or tablet). This element of the Mount Trust's ICT provision is a privilege extended to individuals and as such there are rules associated with this Bring Your Own Device policy that, if misused or abused, will result in that privilege being taken away

Terms of Use

The College provides wireless connectivity as a guest service and offers no guarantees that any use of the wireless connection is in any way secure or that any privacy can be protected when using this wireless connection.

Use of the College's wireless network is entirely at the risk of the user and the Trust is not responsible for any loss of any information that may arise from the use of the wireless connection.

All users using the College's networks are bound by the College's ICT Acceptable Use Policy.

When a device connects to the wireless network, all users will have filtered internet access.

Use of the device in lesson time is entirely at the discretion of the teacher. If the teacher asks you not to use your device then you must follow those instructions.

The use of a personal device is not to be a distraction in any way to teachers or students. Personal devices must not disrupt class or Private Study areas in any way.

Users shall make no attempts to circumvent the Mount Trust's network security. This includes setting up proxies and downloading programs to bypass security.

The College has the right to take action against anyone involved in incidents of inappropriate

Behaviour Management Policy

behaviour, that are covered in this policy and other policies such as the Anti-Bullying and Cyber-Bullying Policy, whether on or off the Trusts premises.

Any failure to comply with this policy, will be subject to disciplinary action. This may include loss of access to the College's network / internet, detentions, suspensions, contact with parents and in the event of illegal activities, involvement of the police.

The College reserves the right to search the content of any mobile or devices on their premises where there is a reasonable suspicion that it may contain inappropriate material including, but not limited to, those which promote pornography, gambling, violence, bullying or discrimination of any form.

Behaviour Management Policy

Sanctions for Boarders: Appendix Two

LEVEL	POSSIBLE OFFENCE	ACTION BY	GUIDELINE SANCTIONS	Person responsible	Who to inform	How is this information shared
1	<ul style="list-style-type: none"> • Lateness for curfew or registrations • Disruption in studies • Disobedience in the House • Unacceptable uniform and actions • Poor use of co-curricular time. • Unkindness or unpleasantness 	Member of Staff	<ul style="list-style-type: none"> • Verbal reprimand • Loss of privileges such as access to the tuck shop. • Early reporting – Pupil is report to duty staff at 07:00 in uniform prepared for the day. • Early bedtime – Pupil is required to be in bed or in rooms earlier than routine timings. • House Community Service – Pupil is required to help the community through work for the good and betterment of the boarding house. • House confinement 	MoS	N/A	House Diary Behaviour management log
2	<ul style="list-style-type: none"> • Repetition of Level 1 • Disruption during bedtime • Inappropriate use of technology • Failure to comply with basic house rules/expectations • Use of offensive or inappropriate language to others (not inc. staff). • Failure to “sign in and out” • Accidental damage to school property 	Deputy Houseparent or Houseparent	<ul style="list-style-type: none"> • House Community Service 2 - 3 days • Withdrawal of technology – phone, laptop and ICT usage • Loss of privileges 2 - 3 days • House gating (Maximum 3 days) • House confinement 2 - 3 days • Early curfew 2 - 3 nights • Early bedtime 2 - 3 nights 	Deputy Houseparent or Houseparent	Houseparent Head of Line Teachers	House diary Behaviour management log Communication to parents
3	<ul style="list-style-type: none"> • Repetition of level 1 and 2 • Damage to school property • Rudeness to staff • Fighting or any inappropriate actions • Smoking • Use of Alcohol • Gambling • Breaking curfew or bounds • Importing contraband • Theft 	Houseparent and HOB	<ul style="list-style-type: none"> • House gating (Maximum 14 days) • Pay for damage • House confinement (7 days) • Loss of privileges (7 days) • Isolation • Individual action plan 	Houseparent	Duty staff Houseparent Second Master -	House diary Behaviour management log Communication to parents

Behaviour Management Policy

4	<ul style="list-style-type: none"> • Repetition of level 1, 2 and 3 • Malicious damage of property • Fraud • Sexual activity • Use of legally permissible and/or hard core pornography • Behaviour where a pupil is physically or verbally intimidated (bullying, physical violence, racism, sexism, homophobia, debedding, deabgging, cyber bullying) • Extreme violence • Bringing the school into disrepute • Drug related incidents • Improper use of telephone or computers to record, manipulate or transmit improper images • Improper use of electronic technology to send intimidating, threatening or otherwise improper messages and/or images • Computer hacking and attempts to penetrate the firewall and security devices protecting the College intranet • Illicit use of a car by a student or illicit travel by a pupil in a car driven by 	<p>Houseparent t and Second Master</p>	<ul style="list-style-type: none"> • Payment of damage • Internal suspension • Fixed term Exclusion • Boarding Internal Exclusion • Fixed term Exclusion from boarding • Permanent Exclusion from boarding • Permanent Exclusion 	<p>Second Master (Pastoral) and Headmaster</p>	<p>Houseparent HOY SLT</p>	<p>House diary Behaviour management log Communicati on to parents</p>
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Behaviour Management Policy

	<p>another student or by an OB</p> <ul style="list-style-type: none">• Possession or use of Ouija board, or other paraphernalia or activities associated with the occult.• Serious indiscretions and Improper behaviour towards others• Any other illegal activity• Any incident which endangers the health and safety of staff and/or pupils					
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Appendix 3

Risk assessment – Peer on Peer Abuse

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
<p>Details of the incident</p> <p>Record details of the incident from the point of view of both children</p>	<ul style="list-style-type: none"> • How serious is the incident? Was it a crime? • Were there any other victims? [If yes, add extra columns for each other child] • Do we need to make arrangements to limit contact between the children involved, other than keeping them a reasonable distance apart on school premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? • Did the incident take place within an intimate relationship between the children? • Are there any related issues, including links to child sexual exploitation and child criminal exploitation? 			<p>Use this column to record additional information that may be relevant</p> <p>For example, previous, unrelated behaviour incidents</p>	

Behaviour Management Policy

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Social risks	<ul style="list-style-type: none"> • Do the children share a peer group? Are people in their friend group likely to take sides? • Do they both attend your school? • Do other people know about the incident? Do those people understand: <ul style="list-style-type: none"> ○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing ○ The importance of confidentiality ○ If, and how, they may need to be involved in any further investigations • Are they likely to be the subject of gossip, bullying or further harassment? • Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? • Do they risk being alienated from their friend group(s) as a result of this incident? 				
Physical risks	<ul style="list-style-type: none"> • Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff? • Is either party at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited? 				

Behaviour Management Policy

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Environmental risks	<ul style="list-style-type: none"> • Do they live in a home where violence or abuse has occurred? • Do they live in or near an area or location known to police to be high risk for sexual harassment or assault? • Are they active on social media? If so, how? Do they know how to protect themselves from online grooming? • What activities do they take part in outside of school? • Are parents clear about: <ul style="list-style-type: none"> ○ How the school (and partner agencies) are handling the incident? ○ Confidentiality? ○ The conduct expected of them while an investigation is ongoing? 				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g, "Updated lunchtime arrangements"	E.g, "Feedback from Child A"	

Appendix 4

AMDG

Incident Statement Sheet

Your Name	Year Group	Date of Incident	Time of Incident

Please only write what you yourself saw and heard. Do not refer to what others have told you happened. Remember the importance of being truthful.

Where did the incident take place?

Who was involved in the incident?

Who witnessed the incident?

What happened during the incident?

Appendix 5 Academy Prizes

Academy Prizes are awarded in order to recognise excellence.

Subject prizes are awarded by the relevant Head of Faculty. They are awarded to a student who has produced excellent work throughout the year and who has performed exceptionally well in assessments. Faculties nominate two students for each award so that consideration can be given to ensuring as many students as possible receive recognition whilst appropriately recognising those who have achieved over a range of subject areas.

The Gill Award for Noteable Improvement in Work is awarded by the Head of Year after consultation with form tutors and Heads of Faculty. It is awarded to a student who has made excellent academic progress over the course of the year.

The Parents' Association Prize for Endeavour is awarded to a student who has shown initiative, sustained effort or who has overcome significant barriers in order to achieve excellence.

The Mount Association School Prize is awarded to a pupil who has epitomised the 'golden rules' most thoroughly in their behaviour throughout the year.

The Community Service Prize is awarded to a student who has given outstanding service either to the school community or to a group outside of the school community.

The Headmaster's Prize is awarded by the Headmaster to the Rhetorician who he feels has best exemplified the magis and the ideals of service expressed in the Jesuit motto 'Men and Women for others'

Behaviour Management Policy

What led up to the incident?

Why do you think it happened?

Any other information you think may be helpful?

What do you think should happen now?