



**MARICOURT
CATHOLIC
HIGH SCHOOL**
& SIXTH FORM CENTRE

BEHAVIOUR REWARDS AND SANCTIONS POLICY

Mission Statement

Our Maricourt family, with Christ at the centre, is a community of welcome, compassion and respect in which we are encouraged to discover our true purpose and empowered to achieve the extraordinary so as to be the change we want to see in our world.

INSPIRE
WITH
MARICOURT

POLICY REVIEWED: SEPT 2024
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Rationale

Good behaviour is imperative if we are to ensure a safe, calm, safe, orderly and positive environment both in and out of the classroom at Maricourt. Staff and students should be aware of what is expected and take responsibility for promoting these high standards. As a Mercy school, the Gospel values of Love, Community and Respect are at the heart of all we do; this is evident our behaviour policy and how it is applied.

Aims

- To enable each child to achieve their potential
- To foster a spirit of co-operation and a sense of concern for others
- To nurture students to display the Mercy values of compassion, courage, justice, hospitality, respect and service.
- To encourage courtesy, politeness and good manners
- Prepare each pupil for life outside of school
- Develop in all pupils a degree of understanding, tolerance and respect for others
- Be firm, friendly and fair
- To have a clear consistent approach which is shared and understood by all.
- Work with parents and others within the school and wider community to allow pupils to thrive.

Links to other documents

This policy should read in conjunction with the following documents and Maricourt policies:

- Maricourt Anti-bullying policy
- Drugs policy
- Mobile phone policy
- Complaints policy
- SEND policy
- Safeguarding and Child Protection Policy
- Wellbeing Policy for pupils and staff
- Uniform and Equipment Policy
- Attendance and punctuality policy
- Equality Policy
- Staff Code of conduct
- Education and Inspection Act
- DfE guidance 'Behaviour and Discipline in schools: advice for Headteachers and staff'
- DfE guidance 'Searching, screening and confiscation: advice for Headteachers, School staff and Governing bodies'

Responsibilities

Staff

As staff at Maricourt, it is our responsibility to promote our Gospel values and high expectations both in and out of the classroom. All members of staff have a duty to ensure that students are aware of the school rules and procedures and what constitutes normal, polite, acceptable behaviour. Where appropriate, staff will be required to impose relevant sanctions as set out in this policy in a consistent and fair manner. Similarly, staff should look to reinforce positive behaviour, through recognition and reward, wherever possible. Staff at Maricourt look to build positive relationships with students, instil routines within the classroom and utilise classroom management techniques to ensure positive behaviours. Above all, staff should model the behaviour we expect from students, demonstrating the respect we should show to one another. Staff should apply the behaviour policy in a consistent and fair manner, so that students have a safe, calm and predictable learning environment, in which expectations are clear and consistently applied.

Form tutors are the first line of pastoral support for our students and play a key role in setting the tone for the day. Our form tutors work very closely with the Progress Leaders to ensure students start the day in a positive manner, in line with our high expectations for all. Where students have not met expectations, form tutors will facilitate reflection and advise students on strategies and modifications to be successful in their learning. Form tutors will use Class Charts and attendance and punctuality data to highlight areas of success and promote areas for development through education. Whilst celebrating successes, form tutors will work with students and parent and carers at times to support behaviour through the use of a Form Tutor monitoring report.

Curriculum Leaders are responsible for the management of behaviour in their subject area. They will support staff in managing students exhibiting challenging behaviour and in recognising students who display Maricourt values within their subject. Curriculum Leaders will work within their department to arrange a “buddy system” for supporting intervention where behaviour is disrupting learning. A student may be placed with a Curriculum Leader or experienced member of staff should there be persistent disruption to a lesson. Curriculum Leaders should use positive and negative reward points data on Class Charts to identify subject teachers who may require support or who need to develop greater consistency in their management of behaviour. Progress Leaders and Curriculum Leaders will award a pastoral and subject based student of the week as well as work with parents to support any behaviours that are impacting on progress.

Progress Leader Teams are responsible for wider behaviour management across the curriculum. Through leadership of form tutors, assemblies and communication with students and parents, they set out the high expectations we hold at Maricourt. Where a student’s behaviour falls short of these expectations over multiple subjects, or outside the classroom, Progress Leaders will co-ordinate interventions, working

with students, parents and staff with the aim of improving behaviour. The Progress Leader will put in place a Behaviour Support Plan for any student when necessary if behaviour concerns persist. Students may also be classed as a behaviour concern if they consistently fall short of living by the Mercy Value of respecting others including both staff and peers. Progress Leaders will utilise Provision Map to support both the student and the class teacher. This will provide the classroom teacher and wider support staff with strategies that will promote positive outcomes.

Curriculum: Each week a whole school assembly takes place for **all** year groups Over the course of the academic year we ensure all year groups have assemblies on important 'At Risk Behaviours'. Assemblies for example include; Online safety, online bullying, child on child abuse, combating violence, cyber bullying, respect, harassment, discriminative behaviours and the law. PSHE provision and supplementary partnership interventions, ensures there is a robust curriculum which aims to educate students on safeguarding principles such as sexual harassment, knife crime, criminal exploitation, conduct in the community, mental health, knife crime, RSE and drugs, vaping and alcohol. A full overview of provision can be found on the PSHE subject page of our website as well as the wellbeing area of our website.

All staff at Maricourt promote equality and pupils understanding of protected characteristics in accordance with the Equality Act 2010. Progress Leaders have specific responsibilities and are trained to support our students to ensure we advance equality of opportunity, foster good relations between students and eliminate discrimination, harassment and victimisation. School leaders will take swift action towards any student who goes against promoting equality, and whilst the curriculum promotes a respectful ethos, if anyone fails short of expectations in this area this will be dealt with as a matter of urgency and sanctions will be imposed.

Behaviour trends are closely monitored to inform education areas of need and external partnerships and specialists are fully utilised to support the curriculum.

Prayer and Liturgy: Students are led weekly in whole school and year group prayer and liturgy, to reflect on spiritual and moral values and develop a sense of community and belonging through the love of Jesus. The celebration of Catholic liturgies and prayers are an integral part in enabling the school community to experience the presence of God and develop a mature spiritual life

SLT

Maricourt has a graduated response for behaviour management. SLT will support staff where behaviour continues to be of a concern despite interventions in line with this policy.

Students:

Expectations at Maricourt are high but can be summarised simply:

- Work to the best of your ability

- Show respect: to each other; to yourself; to staff; to the community and treat all with dignity.

Work to the best of your ability:

- Arrive to school and lessons on time ready to learn in full school uniform
- Bring the correct equipment and books in a school bag every day
- Complete all work set to the best of your ability
- Complete all homework set on time
- Take pride in your work
- Use each day to grow and develop your knowledge and understanding of different subjects
- Contribute to school life
- Be resilient and ambitious in your approach to everything
- Embrace the school ethos and live out the Mercy Values daily

Show respect:

- Act with courtesy and manners to adults and peers
- Act with honesty, integrity and compassion
- Respect others' ideas and views
- Wear school uniform correctly both in and out of school
- Follow instructions from staff promptly without argument
- Stand when staff enter the classroom
- Show consideration for others when walking around school, especially between lessons.
- Enter and exit classrooms and other venues around school in an orderly manner.
- Stay to one side when travelling between sites to allow the safe flow through the gates
- Stay to one side when walking along corridors (no running)
- Have a strong sense of moral justice and call out when others are not respectful

Represent Maricourt and its community in everything you do.

As a student you are entitled to be treated with dignity and respect by others; work in an environment safe from bullying, harassment or discrimination and be allowed to grow.

Parents/Carers:

Maricourt aims to work with parents to ensure the best outcomes for their children and to promote the Catholic ethos and Gospel values of our school. As part of this partnership we would ask parents to:

- support students' organisation including punctuality to school with the correct equipment and a ready to learn attitude.
- ensure students meet uniform standards and expectations consistently

- support high expectations for attendance and recognise good attendance has direct links with academic progress and personal development.
- support students in completing homework
- communicate with school any issues that may be impacting their child
- be respectful to school staff when working together to support young people
- regularly check Class Charts and discuss rewards, consequences, attendance, homework and announcements with students.

so that we may offer support

- use the formal communication methods or apps to help monitor the performance of students. This includes the use of Class Charts, My Ed, e-mail and phone calls.
- Parents should understand that staff are always at hand to encourage and nurture students to be the best they can be and live a fulfilled life. Parents should model respect, tolerance and patience towards all staff.

Rewards and consequences:

Rewards & recognition:

Where students consistently demonstrate the Mercy Values, we expect at Maricourt, and embody our ethos of community this will be highlighted and recognised.

Positive reinforcement of behaviours can also have a substantial impact of improving overall behaviour. At Maricourt we put emphasis on the use of recognition to highlight good behaviour and attitudes. Staff may utilise:

- Verbal praise & recognition
- Issuing of positive rewards points on Class Charts, examples include; but not limited to R1 -R5, Mercy Values, literacy, volunteering and extra-curricular.
- Public praise in assemblies or classrooms
- Letter/postcard or phone calls home
- Certificates
- Referral to senior staff for praise
- Award badges (form captains, wellbeing badges, anti-bullying ambassadors)
- Prizes
- Opportunity to attend reward trips and prom.
- Opportunities to represent the school in a variety of events/activities and competitions

Please see appendix 1 which shows how our reward system works. The Class Charts platform will also give you an indication of the various positive achievements in which we can reward students. We also reward students for demonstrating our Mercy Values as well as their contribution to school life, participation in extra-curricular activities and volunteering.

Consequences:

Where students fall short of Maricourt's values and high expectations, it is necessary to put in place consequences to highlight behaviour that we deem undesirable. Maricourt operates a graduated system on consequences giving the opportunity for students to act on feedback and warnings and moderate their own behaviour.

Consequences of failing to demonstrate expected behaviours include:

- Verbal warnings
- Verbal reprimands
- Issuing of behaviour points on Class Charts
- Contacting parents
- Detentions after school up to 1 hour
- Detentions within the school day (lunch time etc)
- Removal from lessons (C3)
- A full day in Reset if students do not rectify behaviour at C3 (C4). Note: C4 Reset may not take place immediately, this can be arranged on a day which seems appropriate.
- Removal to the reset room

Consequences if referred to Progress Leaders include:

- Removal to the reset room for fixed number of periods or days
- Withdrawal of privileges e.g. Reward trips
- Parent/carer contacted
- Report systems such as punctuality monitoring, conduct monitoring, Form Tutor report card or a personal support programme (PSP). A PSP has four stages, with '4-week review period' involving pupil and parent(s). However, if poor behaviour persists or serious behaviour issues occur the review stage maybe reduced. The PSP stages go from A-D. If a student gets to the end of the PSP stages this will result in a meeting with school governors.
- Behaviour Support Plans will be carefully put together by pastoral staff for students with next step interventions, in order to support them in making positive changes.
- Provision Map will be used to provide strategies that will promote positive outcomes for students.

Consequences if referred to SLT include:

- Removal to the reset room for a fixed number of periods or days
- Formal SLT Warning
- Detentions
- Parent/carer contact or meetings

Consequences if referred to the Headteacher include:

- Fixed term suspensions
- Permanent exclusions

- Referral to the Governors' Disciplinary Committee
- In extreme circumstances the Headteacher reserves the right to send a student home

Please see appendix 2 at the end of this document shows how our consequence points system operates.

Privileges:

It is a privilege to represent Maricourt through our school teams and on trips. Students whose behaviour falls below the high expectations at Maricourt will have this privilege withdrawn. This includes being prepared for school in the correct uniform and having the necessary equipment. It is important that students recognise that students need to be a role model when representing the school.

Mobile Phones:

Mobile phones are not allowed to be used on the school premises. This includes when moving between campuses. If a student is seen to have a mobile phone, or it is heard, this will be confiscated. This includes the use of any audio devices/accessories, such as air pods or speakers. Parents can contact school if they have a message they need to get to students. Students can speak to pastoral support if they need to contact home. Students who have a device or accessory confiscated will be allowed to collect them at the end of the school day from the Pastoral Assistants. Refusal to hand over a mobile phone or audio devices/accessories will result in a fixed period of lessons in the reset room, and behaviour points will be issued.

Reset:

Should a student fail to modify their behaviour following warnings and interventions C1-3, a student will receive a 'Reset Referral' and will complete 5 periods working in the reset room under supervision (adjustments for SEND students are further on in this documentation).

The reset room is intended to remove students from lessons in order to allow class learning to continue without further disruption. Detentions can be issued in addition by the Curriculum Leader (C4) Progress Leader (C5) for students who are sent to the Reset room. Following referrals staff should encourage students to reflect on, and modify, their behaviour, discussing strategies to reduce the likelihood of reoccurrence. If a student(s) receives a number of C4 or C5 referrals to the reset room then Progress Leaders will arrange for a parental meeting to take place to discuss persistent poor behaviour in lessons or around school site. Patterns or deterioration in behaviours will be overseen by the Progress Leader and Senior Leadership Teams.

Students will complete work in Reset using Edclass, an online learning resource. This ensures students are able to access high quality self-directed work during this period. Students will usually start their session in Reset by completing a 'repair' lesson on this online platform.

Searching Pupils:

The Headteacher, SLT and Progress Leaders can search pupils with their consent for any item, and without their consent, where they suspect the pupil has a prohibited item. These powers are detailed in The Department for Education guidance document entitled 'Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies.' The document is available to download from the DFE website.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes/e-cigarette
- Vapes

Students are not allowed to sell confectionary/drinks or snacks in school. If a student is caught doing so, all items will be confiscated and the student will spend a day in the Reset Room.

Restorative support:

Parents may be invited into school at any time to discuss their child's behaviour but an invitation will be made if the child has received repeated consequence points and has not improved their behaviour. A large emphasis is placed on restorative work with pupils, providing a support network to reform behaviour. This can include: focused work and mentoring from the form tutor, Progress Leader or Learning Mentors, support from the SEND department, emotional health support through counselling, Early Help plans and Behaviour Support Plans and further agency support. Students may be referred to undertake programmes delivered by one of our external partnerships or specialists. A Behaviour Support Plan will allow for a graduated approach and allow for contributions from all parties involved in supporting the improvement of behaviour.

Pupils' conduct outside of Maricourt:

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Under this policy the Headteacher may discipline a pupil for any misbehaviour off the school premises witnessed by a staff member or reported to the school when the pupil is:

- taking part in any school-organised or school-related activity or travelling to or from school
- wearing the school uniform;
- in some other way identifiable as a pupil at the school.

This may also include misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- takes away the right of others to feel safe e.g. inappropriate use of social media (in which case it may be appropriate to involve the Police);
- could adversely affect the reputation of the school.

Restraint:

The DfE has set out guidance on reasonable force in school. This would usually be used either to control or restrain. The legal right to use force in certain circumstances comes from the Education and Inspections Act 2006. Reasonable force is allowed to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school

All instances will be recorded and the Headteacher will be informed

Suspensions from School:

We **do not** want any pupil to be permanently excluded from Maricourt. Where pupils make mistakes in their behaviour they are encouraged and supported to reflect and take responsibility. A range of interventions such as Learning Mentors and outside agencies are used by the school to support students when behaviour has deteriorated.

Suspensions may be considered, however if improvements are not made.

Examples of this include:

- persistently poor behaviour for which internal suspensions have been ineffective
- failure of a behaviour contract such as a PSP (Pastoral Support Programme)
- violence or verbal aggression will normally result in suspension from school;
- Discriminative abuse and bullying
- the use or supplying of illegal substances in school, or on the way to or from school will not be tolerated
- as part of a graduated response, a pupil may be suspended for one or more fixed periods or permanently excluded
- if further evidence comes to light a fixed period suspension may be extended or a permanent exclusion may be considered.

Maricourt has the authority to direct a pupil offsite for education to improve their behaviour.

All exclusions will be followed by a reintegration meeting with a parent/carer to assess the child's readiness for school and any support which may be required moving forward. Failure of a child being brought to a reintegration meeting by a

parent/carer will result in the student attending Reset until the reintegration meeting can occur. This is to allow for a supportive understanding of expectations and to minimise the chance of the behaviour reoccurring.

Monitoring and Logging of Behaviour and Rewards

All staff are responsible for logging consequences and rewards. We strive for a culture which accepts that behaviour is the responsibility of everyone involved and that the rewards and consequences policy is followed with consistency. As previously stated SLT will arrange for progress leaders to receive a weekly overview of behaviour and reward points. This will allow progress leaders to observe patterns in behaviour and address such behaviours and allow for appropriate interventions.

Progress leaders will cascade information to form tutors who will discuss with their form class each week. Our aim is to remind students that effective monitoring is taking place to support learning, but also to celebrate good behaviour and reward points issued by staff.

In the first instance a form tutor may issue a form report card to monitor early signs of behaviour deterioration.

At Maricourt we understand the crucial role that parents and carers play in the behaviour policy as it enables us to build a positive flow of communication that is centred around the pupil. We keep accurate records of conversations and meetings with parents.

SEND

We will make reasonable adjustments so that rewards and consequences allow for equality. This may require diversion from the original behaviour and consequences policy, to allow for flexibility and consideration of the additional needs a student may have. The school will still ensure there are clear boundaries and that social norms apply. If a student has a special educational need which results in expectations being more difficult to achieve, leigh way will be applied. For example, if a student has ADHD then levels of impulsivity must be considered. This will also mean that the number of lesson's in reset will be amended or spread out with sensory breaks provided.

Students who would find it more difficult to spend time in Reset due to SEND, should receive one less lesson subject to appropriate behaviour. Alternatively, the time spent in Reset may be spread over a number of days. Teachers would be required to meet the needs set out in the student support plans before applying the behaviour policy.

Although reasonable adjustments will be made the same high expectations will still be upheld, and all students will be reminded on how they should be conducting themselves to ensure the learning environment is positive. This will prevent a culture of being 'let off' and professional judgement should be used and strategies applied.

In the same sense there should be flexibility with rewards to allow an equal platform for achievement.

SEND students will still follow the same sanctions and reporting initiatives set above, including the use of the Personal Support Programme (PSP). Provision Map will be used to provide strategies for staff to use in order to promote understanding and promote positive outcomes from students, both in the classroom and around school.

Fire Alarm

A maximum sanction will be applied to any student who sets off the fire alarm. This is a safety issue and puts the school community at risk as well as disrupting the learning of the whole school. Suspensions will be imposed along with extended supervision in the Reset Room. The matter may also be referred to the Fire and Rescue Service and a fine be imposed. In all instances parents or carers will be invited into school to discuss the seriousness of this matter.

Safer Schools Officer

We will work closely with our Safer Schools Officer to promote the safety of our school community. This will include sharing information with Merseyside Police when necessary. We will also include the Safer Schools Officer in restorative and education interventions following suspensions or behaviour which fails to promote equality or behaviour which jeopardises the safety of others.

Conduct online

Students must consider their behaviour online, especially if this concerns the school or other pupils in it. If behaviour online can jeopardise the learning, safety or wellbeing of themselves or others, then the same level of consequence will be applied and relevant sanctions be imposed. (See anti bullying policy). Our school community will not tolerate poor behaviour online. We want an environment where both staff and pupils are safe from abuse, threats, violence, impersonation, harassment or defamation of character. Repeated attempts to impose unwanted communication is harassment. Defamation of character will be classed as anything that damages the reputation of someone. The above can cause high levels of anxiety and distress and in some cases will be classed as a criminal offence. If such behaviours occur the school will follow an investigation and a relevant sanction will be imposed.

Harassment

Harassment is misconduct of a physical, verbal or non-verbal nature, which is unwanted, relates to a protected characteristic and affects an individual's dignity. This behaviour is offensive to the person involved, causing them to feel threatened, humiliated or patronised. Harassment can be either sexual or non-sexual and nature and can be either intentional or unintentional. This would normally be more than one incident. The key feature is that it is likely to be viewed as harassment if the incident is perceived to be harassment by the victim, whether or not that was the intention of the perpetrator.

Harassment may take many forms and *may* include:

- Distribution of physical or digital resources
- Abusive communication including gestures, comments on social media, text messages
- Verbal abuse such as name calling, abusive 'jokes' or aggression
- Physical contact and unnecessary/unwanted touching
- Threatening behaviour

Harassment is taken seriously at Maricourt. As such we, use a range of approaches following investigations on harassment. These include both education and consequences. As with all serious behaviours, parental support is key to ensuring improvements. We may also turn to support from external agencies including our Safer Schools Officer

Further information on Harassment and bullying can be found in Maricourt's anti-bullying policy

Truancy

If a student truants contact home will be made at the earliest opportunity and students will be required to make up this time through a 60 minute after school detention. Parents will also be notified through Class Charts.

Centralised Detentions

Centralised detentions will automatically be applied for various behaviours.

Detention types

1. 30 minute afterschool detention
2. 60 minutes afterschool detention
3. Reset missed detention (P3-6) *This will occur the next school day*

Missed form (U code)	30-minute detention (same day)
Late to form/line up	30-minute detention (same day)
Persistent late to lesson (3x lates in a week)	30-minute detention (next day)
Homework (2x incomplete in a week)	30-minute detention (next day)
Uniform (2x uniform in a week)	30-minute detention (next day)
Equipment (2x no equipment in a week)	30-minute detention (next day)
Truancy	60-minute detention (Same day unless P4/5)
Defiance	30-minute detention (Same day unless P4/5)
C3	30-minute detention (Same day unless P4/5)
C4	60-minute detention (Same day unless P4/5)

Missed Detentions

- Missed 30 minutes after school detentions -escalates to 60 minutes after school.
- Missed 60 minutes after school detentions - RESET missed detention (period 4-6).
- **School Uniform and equipment**

Any student who fails to follow school uniform and equipment expectations, is ultimately failing to follow our school rules. This will result in graduated sanctions being issued as outlined above. The full uniform and equipment requirements can be found on our school website.

[Maricourt Catholic High School & Sixth Form Centre - Uniform and Equipment](#)

Appendix 1: Rewards

Issued by Class Teacher

R1 (+ 1 points)

Examples

Excellent piece of classwork

Excellent piece of homework

Excellent effort in class/homework

Excellent attitude in class.

Excellent contribution in lessons

REWARDS:

Automatic e-mail home to parents when '4' are received in one week.

R2 (+ 3 points)

Examples:

Outstanding piece of classwork

Outstanding piece of homework

Outstanding effort or attitude

Outstanding contribution to lessons

REWARDS:

Automatic e-mail home to parents when 2 are received in one week

R3 (+6 points)

Examples :

Prolonged excellent effort

Prolonged excellent attitude in a subject

Consistently produces excellent classwork over time.

Consistently producing excellent homework over time.

Outstanding assessment

REWARDS:

Automatic e-mail home to parents each time an R3 is received.

Issued by PL/CL's and SLT

R4 – (+8 points)
Weekly award

Awarded to:

Curriculum Leader/subject area
'Student of the week'

Awarded via classroom, with public praise.

REWARDS:

Automatic e-mail home each time an R4 is received. With subject. CLs to log weekly

R5 – (+ 10 points)
Weekly Award

Awarded to:

Highest reward points scorer (R1 -R3) in each year group.

**Headteacher reward
Call home from
Progress Leader**

REWARDS:

Automatic e-mail home each time an R5 is received.

Appendix 2: Consequences

C1 (-1 behaviour points)

- Shouting out]
- Distracting the teacher or others
- Little or no effort
- Not following instructions
- Poor attitude
- Poor behavior or defiance

C2 (-2 behaviour points)

- Shouting out
- Ddistracting the teacher or others
- Lttle or no effort
- Not following instructions
- Poor attitude
- Poor behaviour or defiance

C3 (-3 behaviour points)

- Persistent shouting out
- Persistently distracting the teacher and/ or others
- Persistently applying little or no effort
- Rrefusal to follow instructions
- Poor attitude
- Defiance
-
- **Red on call will be automatic**

C4 (-4 behaviour points)

Continuing to display behavior's below:

- Continued distraction
- Continued lack of respect
- Refusal to work
- Continued poor attitude/behaviour

Reason logged on Class Charts by the Reset manager follow up refection/intervention

C5 Progress Leader/SLT referral

Example behaviours:

- Extreme behaviour
- Refusal to cooperate
- Persistent defiance.
- Damage to school property
- Unsafe behaviour

Reason logged on Class Charts by the Reset manager with follow up refection/intervention

Consequences:

-Formal warning issued to the student

-Automatic e-mail home to parents when 5 are received in one week

-Accumulation will lead to Form Tutor Report

Consequences:

-Further warning issued to the student

-Automatic e-mail home to parents when 3 are received in one week

-Accumulation will lead to Form Tutor Report

Consequences

-Removal from classroom to another classroom (a teacher can allow a return to the classroom if deemed appropriate).

-Centralised detention issued

-Automatic e-mail home to parents as soon as a C3 is given

- Subject teacher communication home

Consequences:

-Red on call to take to the Reset Room.

- Centralised Detention issued
- CL to contact home
- Red on call alert SLT or pastoral support will be called for.*
- Automatic e-mail home (End of the day)*

Consequences:

-Reset Room

-Detention

-SLT involvement when necessary

-Automatic e-mail home (End of the day)

Appendix 3: Additional Rewards and Consequences.

Maricourt High School is a caring community and the school recognises this and rewards the students accordingly. Reward points will be issued by staff to students for the following:

Kindness	+2
Compassion	+2
Respect	+2
Justice (call it out)	+2
Integrity	+2
Leadership	+2
Contribution to school Life/Service	+2
Volunteering	+2
Hospitality	+2
Courage	+2
Resilience	+2
Responded positively to feedback	+2
Reading Book	+1
Brilliant Vocabulary	+1
Pride in your Work/Book	+2
Extra- Curricular	+2
Improved Attendance	+1
100% Attendance	+2
Extra Revision	+2
Role Model/Outstanding	+5
Headteacher Award	+6

Additional consequences

Behaviour	Negative Points
Late to lesson	-1
Late to AM Reg	-1
Equipment	-1
Uniform Infringement	-1
No homework submitted	-1
Jewellery	-1
Chewing	-1
Incomplete work	-1
Homework Issue	-1
No ingredients	-2
No/incorrect PE Kit	-2
Missed Detention	-2
Left without permission	-2
Disruption on corridors	-2

Swearing	-2
Defiance	-2
Spitting	-2
Mobile Phone/ Air pods	-2
Talking during an assembly	-2
Misuse of equipment and resources	-3
Damage to computers	-3
Disruptive during an exam	-4

Any member of staff can also log serious behaviours which would automatically update the Progress Leader or Assistant Progress Leader (via email), who will then act upon the matter. This will ensure the behaviours have a further follow up sanction.

Sanctions will be issued by Progress Leader Teams and SLT for the below behaviours:

Behaviour	Negative points
Disrespect to staff	-3
Dangerous Behaviour	-3
Fighting	-5
Filming a fight	-4
Promoting/encouraging a fight	-4
Violent behaviour	-4
Threatening behaviour	-4
Disruption around site	-4
Damage to property	-3
Vandalism	-3
Disrespect to peers	-3
Obscene gesture	-2
Transport/community poor conduct	-4
Smoking or Vaping	-4
Poor conduct online/phone	-4
Buying and Selling	-4
Weapon in school	-8 (Automatic DSL alert)
Theft	-4
Substance abuse	-4 (Automatic DSL alert)
Truancy	-4
Removed from RESET	-6
RESET missed detentions	-6
Fire Alarm	-8

Discriminatory Behaviour (Pastoral Teams and SLT only)

Any member of staff should report any discriminatory behaviours, through the Progress Leader Team or SLT. This will allow for a sanction consultation to take place between Progress Leader Teams and SLT. Class Charts logs will automatically inform the Progress Leader Team of any such discriminatory behaviours.

Discriminatory behaviours and safety breaches
Disability Language
Derogatory Language
Racist Language
Bi/Trans/Homophobic Language
Sexist Language
Disability Abuse
Derogatory Abuse
Racist Abuse
Bi/Trans/Homophobic Abuse
Sexist Abuse
Harassment
Sexual Harassment
Bullying- general
Cyberbullying
Fire Alarm

(Important notice: The above can result in the termly reward being revoked regardless of net points)

All incidents above will involve a follow up interview with the school's Safer School's Officer along with an appropriate sanction.

Students need a minimum of a 75% positive behaviour ratio to attend reward trips and other privileges.

Appendix 4: Behaviour Monitoring Stages

