



Behaviour and Rewards Policy

All Saints Catholic School



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

**Approved by
Chair of
Governor:**

Date:

Last reviewed on: July 2026

**Next review due
by:** September 2027



BEHAVIOUR POLICY

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

(1 Cor. 12:29)

Introduction

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

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

This policy outlines the high behavioural standards we expect from all our pupils and the support and interventions used to address poor behaviour, and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the School's, Pastoral, Rule & Procedures, SEND, Anti-bullying, ESafety, Uniform regulations and safeguarding policies, all of which can be found on the website. It will be reviewed annually.

This Behaviour Policy has been developed with regard to the **Department for Education Behaviour in Schools Guidance (2024)**, which supports schools in promoting and maintaining high standards of behaviour. The school is committed to creating a calm, safe and respectful environment in which all pupils can learn, and this policy reflects the principles of consistency, fairness and inclusion set out in the guidance.

Aims and Objectives

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

The aims of the School's Behaviour & Rewards Policy are:-

- To fulfil the Governors duty of care to pupils and employees.
- To promote good behaviour, self-discipline and respect and ensure that all pupils consider the impact of their actions on the school community.
- To enforce a fair and consistent approach to promoting positive behaviour for learning.
- To prevent bullying including (cyberbullying, prejudice-based and discriminatory bullying) and promote the wellbeing of all pupils.



- To ensure that staff, student and parents are aware of our policy and their role in ensuring we achieve the highest standards of behaviour
- To promote Christian values which ensure we continue to move forward as an effective community
- To promote, among pupils, self-discipline and proper regard for authority
- To promote the reputation of the school in the wider community
- To promote reflection and recognition of personhood and personal dignity

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

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

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

Application of Policy

The behaviour policy not only relate to pupil behaviour on the school premises but also to behaviour that takes place outside of school premises, where it is reasonable to apply sanctions. Conduct outside the school premises, including online conduct, will include sanctions for example for misbehaviour:

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

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

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

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school staff will consider:



- Whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform, or is in some other way identifiable as a pupil at the school at the time of the poor behaviour.
- The severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, and whether the behaviour poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school and/or diocese.

Roles and Responsibilities

All members of the School community are expected to follow this policy and specific roles, responsibilities and expectations are set out in detail below:

Role of the Governing Body

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

The resulting policy will be subject to annual review.

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Governors play a vital, independent role in reviewing decisions to permanently exclude a pupil, ensuring that each case is scrutinised fairly, lawfully, and transparently, that statutory guidance has been followed, and that the decision is in the best interests of the pupil and the wider school community.

Governors have a crucial oversight role in reviewing decisions to direct a pupil to off-site provision, ensuring that any off-site direction is lawful, proportionate, time-limited, and in the pupil's best interests, and in keeping all such placements under regular review to assure themselves that the provision remains suitable, safe, and effective, and that the pupil's reintegration or next steps are actively planned and monitored.

Governors provide strategic oversight of the use of managed moves, assuring themselves that any managed move is voluntary, in the pupil's best interests, agreed with parents and receiving schools, used as an alternative to exclusion where appropriate, and kept under review to ensure it is effective, time-limited, and does not disadvantage the pupil's education or safeguarding.



Role of Headteacher

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

School Leaders

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

Year Leaders

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

SENDCO

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



All Staff

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

Students

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



Parents

Parents play an important role in ensuring good behaviour from their children. School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The school recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the virtual school head for looked-after children, regarding students' behaviour, when necessary. Parents are expected to:

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

The School Code of Conduct (Appendix 2)

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

Use of Rewards

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

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

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



Rewards (Appendix 3 and Appendix 7)

- Annual summer reward trips linked to Merit awarding.
- Termly reward celebrations linked to Merit rewarding.
- Regular use of words of encouragement and praise.
- Encouragement via prompt and positive marking of work.
- Displaying pupil work in classrooms and corridors.
- Postcards/letters home.
- Certificates home.
- Head teacher's awards.
- Positive phone calls home.
- Positive referrals
- Presentation of Sporting achievements: Cups and Trophies presented at Upper/Lower school assemblies.
- Annual celebration of Pupil Achievement and Effort in the presence of parent(s)/carer(s) and Governors
- Presentation of St. Francis and St. Clare Medals to Year 12 pupils for community-based project work.
- The procedures arising from this policy will be developed by the Head Teacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parent(s)/carer(s).

Restorative practice: (Appendix 9)

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

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

Use of Sanctions

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

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

The fundamental principles underlying the sanctions structure:



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

Pupils with special educational needs and/or disabilities:

In the context of this policy, a child is considered to have SEND if they:

- Have difficulties in learning which are significantly greater than the majority of other pupils of the same age.
- Have a disability which prevents or limits them from accessing the curriculum.
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The school acknowledges that persistent disruptive behaviour may indicate the presence of additional or emerging needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The school will not assume that because a pupil has SEND it must have affected their behaviour on a particular occasion — this is a question of judgement for the school on the facts of the situation.

An individual behaviour plan and/or a pastoral support plan and/or Pupil Passport will be used for children with SEND whose condition causes them to display challenging behaviour, and advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed. The school will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these



As well as considering whether reasonable adjustments are needed in response to any disability of the student when deciding the nature of the sanction, the school will also consider whether the behaviour gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

Involvement of External Agencies

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

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

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

- Action and advice by Year Leaders, Form Tutors and subject teachers
- Learning Mentors / Group Mentoring
- BCCS Counselling
- Education Mental Health Practitioners (EMHP)
- Damascus Report
- Implementation of Pastoral Support Plans
- Parent information evenings for pupils and their parent(s)/carer(s)
- Early help interventions utilising external agencies

Sanctions used:

The School uses a range of sanctions in response to incidents of poor behaviour. The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. Sanctions used include:

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

The following can only be authorised by the Headteacher

- Placed in the Damascus Suite as an alternative to Suspension
- Suspension OR Permanent exclusion
- Off-site direction



On Call

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

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

The Damascus Suite

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

The use of the Damascus Suite is:

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

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

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

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

Suspension or Exclusion

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

Suspension

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



Schools do not have to arrange alternative education for:

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

Only the Headteacher can arrange this provision.

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

Length of Suspension

The length of a suspension may range from one day up to a maximum of 45 school days in any one academic year, although suspensions are most commonly for a short, fixed period. Where a pupil is suspended for more than five school days in a term (whether consecutively or cumulatively), the school will ensure that suitable full-time education is arranged from the sixth school day in accordance with statutory requirements.

The Governing Body will review a suspension where required to do so under statutory guidance, including where a suspension would result in the pupil being suspended for more than 15 school days in a term, where the suspension would result in a pupil missing a public examination or national curriculum test, or where a parent/carers makes representations requesting a review following a suspension of between 6 and 15 school days in a term. Parents/carers will be informed of their right to make representations to the Governing Body and of the circumstances in which a review meeting must or may take place.

Offences for Which Suspension May be Given Include:

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

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



Offences for Which Permanent Exclusion May be Given:

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

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

NB - Permanent exclusion may be considered for vaping-related incidents where one or more of the following apply:

- Repeated breaches of the school's vaping prohibition despite prior sanctions and support
- Supplying, sharing, or coercing others to use vaping devices
- Vaping devices suspected or found to contain illegal substances
- Refusal to comply with reasonable instructions, searches or confiscation
- Behaviour that places others at risk or brings the school or wider community into serious disrepute

Each case will be considered on its individual merits, taking into account safeguarding responsibilities, proportionality, the pupil's circumstances, and the impact on the wider school community.

Managed moves

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

Bullying

The school is committed to providing a safe, respectful and inclusive environment in which all pupils can learn and thrive. The school takes all reasonable steps to safeguard the safety and wellbeing of pupils and staff and recognises that bullying, in any form, can have a serious and lasting impact.

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally harms another individual or group either physically or emotionally. Bullying can take many forms, including but not limited to physical, verbal, social or psychological bullying, and may be motivated by prejudice related to protected characteristics such as disability, race, religion, sex, sexual orientation or gender identity. The school recognises that bullying can occur both on and off the school premises, including **online or through electronic communication (cyberbullying)**, and will take appropriate action where bullying behaviour affects the wellbeing or safety of pupils.

All incidents of bullying will be taken seriously, investigated promptly and addressed in a manner that is proportionate, fair and focused on safeguarding those involved. The school will work with pupils, parents/carers and, where appropriate, external agencies to prevent bullying, support those affected and promote positive behaviour.

Full details of the school's approach to preventing, reporting and responding to bullying are set out in the Anti-Bullying Policy, which should be read alongside this Behaviour Policy.

Vaping, E-cigarettes and Nicotine Products

The possession, use, or supply of vaping devices, e-cigarettes, nicotine products or related paraphernalia is strictly prohibited on the school site, during school-related activities, and when pupils are identifiable as members of the school community. This applies equally to all members of the school community, including pupils, staff, visitors and contractors, and across all areas of the school site, including outdoor spaces, school transport and school trips.

Any vaping device, e-cigarette or related item found in a pupil's possession will be permanently confiscated and disposed of in line with Department for Education and Local Authority guidance. The school recognises that vaping presents significant health, safeguarding and wellbeing concerns for young people. As such, incidents involving vaping



will be addressed firmly, consistently and proportionately, with a clear emphasis on safeguarding, education.

Where a pupil is found to be in possession of, or using, a vaping device, the school will:

- Inform the Designated Safeguarding Lead (DSL)
- Contact parents/carers promptly
- Consider whether the incident indicates wider health, wellbeing or safeguarding concerns
- Apply an appropriate sanction in line with this Behaviour Policy
- Consider offering education, support or referral to appropriate external services.

The school's primary aim in responding to vaping incidents is to maintain a safe learning environment, uphold high expectations, and support pupils to make healthy and responsible choices.

The school's position in relation to vaping is informed by growing national concern about the substances contained within vaping devices. Research from the University of Bath (2025) indicates that approximately one in four confiscated vapes may contain illegal or harmful substances, including synthetic cannabinoids such as Spice. As the school does not have the capacity to test vaping devices to determine their contents, any vape found in a pupil's possession will be treated as a potential safeguarding risk. The school will therefore take appropriate steps to safeguard all pupils, which may include confiscation, investigation, parental contact and further action in line with this Behaviour Policy.

Search, seizure and confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Headteacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened; this includes the individual needs or learning difficulties of pupils with special educational needs (SEN), and making reasonable adjustments that may be required where a pupil has a disability.

The Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained which safeguards the welfare of all pupils and staff, with support from the designated safeguarding lead (or deputy). The Headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not cooperating, so that these trained staff can support and advise other members of staff if this situation arises.

Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the Schoolrules, or are evidence in relation to an offence, and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction, so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards



the rights of other pupils to be educated. Where appropriate, a member of staff may retain or dispose of a pupil's property as a punishment and is protected from liability for damage to or loss of any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the Schoolrules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place, and give them the opportunity to ask any questions. If the pupil refuses to give permission, the School may impose a sanction for failing to follow a reasonable instruction.

The Headteacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk, without delay. Prohibited items that can be searched for without consent include:

Prohibited items include:

- Knives and weapons
- Alcohol, Illegal drugs or Vapes
- Legal highs
- Stolen items
- Tobacco ,cigarette paper, matches or a lighter
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

All Saints considers possession of knives and bladed weapons as a serious breach of the behaviour policy and sanctions are to be expected as outlined previously. Any student that brings a knife or bladed weapon into school or is found to be carrying one on the way to or from school will always be permanently excluded.

Weapons, knives and items of extreme or child pornography must be handed over to the police. Other items will be returned to parent(s)/carer(s) if and when it is deemed appropriate. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the Schoolrules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do



not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff. When conducting a search, pupils must not be required to remove any clothing other than outer clothing. Outer clothing is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).

Strip searches (a search involving the removal of more than outer clothing) on School premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, School staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the academy, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and School Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- The date, time and location of the search.
- Which pupil was searched.
- Who conducted the search and any other adults or pupils present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

Suspected criminal behaviour/ Police Involvement:

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

These initial investigations are fully documented, and the school will make every effort to preserve any relevant evidence. If an act of misbehaving seems likely to constitute a violation of the criminal law, the Headteacher may make a decision on the evidence available to her to involve the police Liaison Officer / Safer Schools Police Officer. The police and the courts may make decisions based on somewhat different criteria than that of the school.

Once a decision is made to report the incident to police, the school will ensure any further action they take does not interfere with any police action taken. The school will retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. **IT MUST BE NOTED THAT SCHOOL AND POLICE ACTION ARE INDEPENDENT OF EACH OTHER**



Use of the Internet

The school recognises the important role that the internet and digital technologies play in supporting teaching, learning and communication. The school is committed to ensuring that these technologies are used safely, responsibly and appropriately, and that pupils are protected from harm when accessing online content and services.

All pupils, staff and other users are expected to comply with the standards of behaviour and acceptable use set out in the **Code of Conduct**, **ICT User Agreement**, **E-Safety Policy** and **Anti-Bullying Policy**. These documents outline expectations for appropriate online behaviour, including the respectful use of social media, protection of personal information and the prevention of cyberbullying or other harmful conduct.

In line with statutory safeguarding guidance, the school operates appropriate **filtering and monitoring systems** to help protect pupils from harmful or inappropriate online material and to identify potential safeguarding concerns. Any concerns identified will be addressed in accordance with the school's safeguarding procedures.

The school recognises that online behaviour outside of school may impact pupil wellbeing or the wider school community. Where this occurs, the school may take appropriate action in line with this Behaviour Policy and related safeguarding policies. Misuse of digital technologies may result in disciplinary action where appropriate.

Artificial Intelligence (AI)

The school recognises that Artificial Intelligence (AI) technologies are becoming increasingly common and may, when used appropriately, support learning. However, pupils must use AI responsibly, honestly and in accordance with the instructions given by their teacher.

Unless expressly authorised by the teacher, work submitted by pupils must be their own. Pupils must not present work produced wholly or substantially by AI as their own. This includes homework, coursework, classwork, assessments or any other piece of work completed for school.

Examples of unacceptable use include, but are not limited to:

- submitting AI-generated work as the pupil's own;
- using AI to complete homework or assessments where independent work has been required;
- Using AI, or any AI-enabled or internet-connected device, during tests, examinations or controlled assessments unless specifically authorised by the teacher, school or awarding body.
- using AI to generate inappropriate, abusive, harmful or misleading content relating to members of the school community;
- using AI to facilitate bullying, harassment, impersonation or academic dishonesty.

Appropriate use of AI, where authorised by staff, may include:

- generating revision questions;
- checking understanding of a topic;



- receiving explanations of difficult concepts;
- supporting planning, research or proofreading where this forms part of the learning process and the pupil's own thinking remains evident.

Homework submitted by pupils should represent their own understanding, effort and academic integrity. Where AI has been used with the permission of the teacher, pupils may be required to explain, justify or demonstrate their understanding of the work submitted.

The unauthorised use of AI during any examination, assessment or controlled task will be treated as academic malpractice and dealt with in accordance with the regulations of the relevant awarding body, including the Joint Council for Qualifications (JCQ), in addition to this Behaviour Policy.

Any misuse of AI may be treated as academic malpractice or a breach of this Behaviour Policy and may result in disciplinary sanctions.

AI-Enabled Wearable Technology

The school recognises that Artificial Intelligence and internet-enabled technology are increasingly available through wearable devices, including smartwatches, smart glasses (such as Meta Smart Glasses), smart earbuds and similar devices.

Unless specifically authorised by a member of staff for educational purposes, pupils must not use or attempt to use such devices during lessons, assessments or examinations.

During internal and external examinations, assessments and controlled tasks, pupils must not bring into the examination room any unauthorised electronic or AI-enabled wearable device, including smartwatches, smart glasses or any device capable of recording, transmitting, receiving information or accessing the internet. Such items must be removed or handed in before the assessment begins, in accordance with school and Joint Council for Qualifications (JCQ) regulations.

Possession or use of any unauthorised AI-enabled or internet-connected device during an examination or assessment may be treated as examination malpractice and may result in disciplinary sanctions and referral to the relevant awarding body where appropriate.



Child-on-child sexual violence and sexual harassment

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

Victims will be reassured that they will be:

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

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

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

Mobile Phones and electronic devices

Mobile Phones are not allowed at All Saints School. At All Saints, we are committed to maintaining a focused, respectful, and safe learning environment for all students. As such, mobile phones, iPods, and all electronic equipment are strictly prohibited during the school day. These items must not be seen, used, or heard on school premises at any time.

If any student is seen with such a device, it will be confiscated immediately, placed in the school safe, and made available for parental collection the following school day. Please note that all electronic items are brought into school at the owner's own risk.

NB: Sixth Form students in Years 12 and 13 may, with the prior permission of the Head of Sixth Form, bring and use personal electronic devices, including mobile phones and laptops, solely within the Independent Learning Centre (ILC). Such devices must not be used elsewhere on the school site.

Year 7 & 8 - Complete Smartphone Ban

In line with a borough-wide initiative, smartphones are completely banned for all Year 7 or 8 students. No student in Year 7 or 8 should possess a smartphone under any circumstances. If a Year 7 or 8 student is found with a smartphone, the device will be confiscated and held securely in the school safe for one full week.

This policy reflects growing concerns about the negative impacts of smartphone and social media use on young people's mental health, wellbeing, and academic focus. All parents of prospective Year 7 students will have received detailed information regarding this policy during the summer term prior to September entry.



The smartphone ban will be progressively extended to include all future Year 7 intakes, with the aim of creating a smartphone-free school environment as these cohorts move through the school.

****Please see Appendix 10 for a copy of the letter sent home to all prospective year 7 parents in June of 2025 and Appendix 11 for all prospective year 7 parents in May of 2026.***

Alternatives for Safety and Communication: If you feel it is necessary for your child to carry a mobile phone for safety or communication purposes, we recommend providing a basic mobile phone without internet access (commonly known as a 'brick' phone). Additionally, a GPS tracking device such as an AirTag can offer peace of mind and enable parents to track their child's location. Both items can typically be purchased for under £50 combined.

Related Policies and Links

- Safeguarding Policy and Child Protection Policy
- Anti Bullying Policy
- Single Equality Duty Policy
- Use of Drugs Policy
- Home School Agreement
- Teaching and Learning Policy
- Attendance Policy
- ICT Code of Conduct
- E-Safety Policy
- Allegations Against Members of Staff Policy
- Sexting Policy
- [Working together to safeguard children 2023](#)
- [Keeping Children Safe in Education 2025](#)

Conclusion

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

A copy of our School Rules and Procedures are available on our website or on request. (The School can also make arrangements for this document and related documents to be reproduced in different formats if required. Once again please contact the School with regard to any such requests).



Appendix 1 - HOME SCHOOL AGREEMENT



OUR SCHOOL MISSION STATEMENT

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

(1 Cor. 12-29)

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

AIMS:

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



THE SCHOOL'S EDUCATIONAL RESPONSIBILITIES

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

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

A 30-minute detention (correction) may be given without prior notice.

If a detention (correction) is longer than 30 minutes, prior notice will be given.

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

SIGNED:

(FOR AND ON BEHALF OF THE GOVERNING BODY)



PUPILS' RESPONSIBILITIES

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

I agree to:-

Name of Pupil (in capital letters)

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

SIGNED PUPIL:

DATE:



PARENTAL RESPONSIBILITIES

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

I/We agree to:

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

SIGNED
PARENT/GUARDIAN

DATE:

Appendix 2 - CODE OF CONDUCT

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

This means that:

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

Appendix 3 - All Saints Reward System



As a school community we are one when we reflect on celebrating success. In the spirit of respect, we value people. For Christians, respect comes from people's dignity as children of God. In All Saints School we value all pupils and have designed a Reward policy to recognise those who:

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

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

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

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

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

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

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

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

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

This takes the form of:

- Headteacher commendation
- Head of Year certificate (Star of the week and Pupil of the week)
- Pastoral Award Certificates (Given out once per term)
- Queue jumps
- Assembly testimony
- The Annual Top 50 Year Group Trip to an Adventure Park e.g. Adventure Island, Southend

The merit system allows staff and leaders to:

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

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



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

All Saints Catholic School



STAFF GUIDANCE FOR detention (correction)

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

Conducting a detention (correction)

Safeguarding

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

Conduct in Room

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



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

Guidance to Support Staff

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

Classroom Expectations

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

To counter this try:

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



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



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

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



Step	Correction	Behaviour
 Warning		Staff <i>may</i> wish to give students a warning prior to any of the steps in this behaviour structure. Although not always appropriate giving students the chance to self-correct their behaviour prior to taking the steps is recommended. If poor behaviour is repeated, a longer correction can be given and no warning is necessary. In situations where behaviour is not described below, a teacher can use their judgment to determine the length of the correction required. <i>A right to teach, a right to learn.</i>
1	<u>15 minute</u> correction	A. Poor conduct in line up or in corridor B. Late to lesson C. Poorly presented school uniform – coats in doors etc. D. Poorly equipped – no book, no pen etc. E. Speaking in lesson without permission F. Calling out in class G. Lack of effort H. Eating food in lesson or chewing gum
2	<u>30 minute</u> correction	A. Failing to attend a Step 1 correction B. Repeating behaviour previously warned about in Step 1 C. Failing to produce homework without good reason D. Mobile phone seen or heard in lesson – confiscated immediately. E. Offensive or inappropriate language F. Other disruption to learning
3	<u>60 minute</u> correction & Parent Contacted	A. Failing to attend a Step 2 correction B. Repeating behaviour previously warned about in Step 2 C. Student defiance – refusal to follow direct instructions D. Serious disruption to learning E. Disrespecting a member of staff or fellow student F. Damage to school property
4	Referred to a Senior Member of Department or On-Call	If a student is not responding to class teacher strategies & in instances of serious behaviour concerns, students may be sent to a senior member of the department or a call for Senior Leadership support can be made via the office (ON-CALL). Parent communication is now mandatory and Pastoral team intervention is required. Class teachers must fill in a referral form detailing the incident.



Appendix 7 RUAH responsibilities



AllSaints
CATHOLIC SCHOOL

"We are one in Christ"

OUR RUAH RESPONSIBILITY

Respect

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

Understanding

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

Affection

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

Humour

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

Respect - Understanding - Affection - Humour



Appendix 8 – Restorative justice approach



'We are one in Christ'

RUAH RESTORATIVE PRACTICE

Six Key Questions

What has happened?

What were you thinking at the time?

Who was affected?

How were they affected?

What needs to be done to put things right?

What do you need to do differently in the future?



Respect - Understanding - Affection - Humour



Appendix 9 Restorative practice reflection sheet



'We are one in Christ'



RESTORATIVE REFLECTION SHEET

Date _____

Student Name _____

Student Form Group _____

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

What were you thinking at the time?

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

How were they affected?

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

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

In future... _____

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

Yes entirely ☐ Partially ☐ No – Further Action Required ☐

What resolutions were made after this conversation?

Signed _____



Appendix 10 Positive referral form

POSITIVE REFERRAL

Name of Student:	Form Group:
------------------	-------------

Staff Referring/Department:	Date:
-----------------------------	-------

Please tick/circle most appropriate:

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

Staff comments:

Signed:



Appendix 10 Smartphone Ban Letter to All Saints Parents

Sent to Year 6 - 7 Parents June 2025

Dear Parents and Carers,

Smart phone ban in school

This letter is going to all prospective year 7 pupils from all secondary schools in Barking and Dagenham and is supported by the local authority.

From September 2025 the new cohort of students joining Year 7 at Secondary Schools in LBBD will not be allowed to bring a smartphone to school. A smartphone is defined as a phone that allows internet connectivity and the use of Apps.

Currently all secondary schools ban the use of phones in school, but we are strengthening this to an absolute ban on the items being brought into school.

Why have we made this decision?

Although there are many benefits, there is increasing evidence that smartphone use has negative effects on the wellbeing & mental health of young people and poses a number of significant safeguarding risks. Smartphone use has been linked to impaired attention and focus, sleep deprivation, mental health issues, online bullying, exposure to harmful online content and people, increased risk of mugging, and increased loneliness and social isolation. We want young people to prioritise in-person interactions and to benefit from the stronger social skills, empathy and sense of community real-world interactions offer.

Whilst the use of phones is banned in school and children are protected from some of the issues outlined above these risks remain outside of school. We encourage all parents and carers to delay allowing children to have a smartphone at all until they are aged 14 or older (year 10), and to delay access to social media until age 16.

If you feel your child needs a device for safety reasons, consider instead a phone without internet connectivity (a 'brick' phone) and an Airtag. A simple phone and an Airtag can be purchased for less than £50 and will allow communication and address any safety concerns you may have.

We know that many of you are keen to delay giving your child a smartphone at the age of 11, 12 or 13, so we hope that the position we are adopting as schools will support you in your decision to ask children to wait until they are older to get a smartphone.

We hope that you will support us in our aim to make sure that your children are happy and safeguarded by being smartphone free.

Further Information and Resources



The following links lead to research and resources regarding mobile phone use and young people:

Smartphone Free Childhood

[Smartphone Free Childhood](#)

Unesco Report

[To ban or not to ban? | UNESCO](#)

Mobile Phones in Schools Guidance

[Mobile phones in schools - February 2024](#)

Signed

All Saints School

Barking Abbey School

Dagenham Park School

Eastbrook School

Eastbury School

Goresbrook School

Greatfields School

London Borough of Barking and
Dagenham

Jo Richardson School

Riverside School

Robert Clack School

Sydney Russell School

Trinity School



Appendix 11 Smartphone Ban Letter to current Year 7 Parents

June 2026

Dear Parents and Carers,

Re: Smartphone Policy continuation– Year 8 Students from September 2026

As we approach the end of your child's first year at All Saints Catholic School, I would like to thank you for your support in helping us successfully implement our smartphone ban for Year 7 students.

I am writing to remind all families that this policy will continue unchanged when students enter Year 8 in September 2026.

The smartphone ban was never intended to apply solely during Year 7. From the outset, it was designed to move through the school with each year group. Therefore, students entering Year 8 in September will continue to be prohibited from bringing smartphones onto the school site. The expectations, procedures and consequences will remain exactly the same as they are currently.

This approach forms part of a borough-wide agreement between all secondary schools in Barking and Dagenham and reflects a growing national movement to reduce the negative impact smartphones can have on young people's wellbeing, safety and education. At All Saints, we want our students to focus on learning, developing positive friendships and engaging fully in school life without the pressures and distractions associated with smartphones.

If your child requires a device for communication whilst travelling to and from school, we strongly recommend the use of a basic mobile phone without internet access. Our families have successfully adopted this approach during Year 7. Families who wish to know their child's location whilst travelling may also wish to consider the use of a GPS tracking tag. These devices provide reassurance without exposing young people to the risks associated with smartphone ownership and use.

Please note that smartphones must not be brought onto the school site by Year 7 & 8 students from September. The school will not be making individual arrangements to store smartphones during the school day, and the policy will be applied consistently to all students.

The success of the policy depends upon a clear, consistent and collective approach. We are grateful for the support that the overwhelming positive feedback we have received from parents.

By working together, we can continue to create a safer, healthier and more focused environment in which all young people can thrive. Thank you for your continued support.

Yours faithfully,

Ms C. Cantle

Headteacher
All Saints Catholic School



Appendix 1w Smartphone Ban Letter to Year 6 Parents

May 2026

Dear Parents and Carers of Year 6 Pupils,

Re: Smartphone Ban at All Saints Catholic School

As Headteacher of All Saints Catholic School, I am writing to inform you of an important pastoral and safeguarding measure that will apply to students joining Year 7 in September 2026.

Since September 2025, all new Year 7 students across secondary schools in Barking and Dagenham have been subject to a smartphone ban as part of a shared borough-wide agreement supported by the Local Authority. All Saints Catholic School will continue to adopt this collective approach alongside all other secondary schools in the borough.

From September 2026, students in both Year 7 and Year 8 will not be permitted to bring smartphones into school. This policy will then continue to roll on year by year as those cohorts progress through the school. A smartphone is defined as any mobile phone that allows internet connectivity, social media access, or the use of apps. Whilst mobile phones have always been banned from use during the school day, we believe it is now necessary to strengthen this further by preventing smartphones from being brought onto the school site altogether.

Why have we made this decision?

There is growing national evidence linking smartphone use in young people to a range of wellbeing, safeguarding, and educational concerns. These include:

- reduced attention and concentration
- increased anxiety and poor mental health
- sleep deprivation
- online bullying and peer conflict
- exposure to harmful online content and individuals
- increased social isolation
- safeguarding concerns linked to social media and internet access

At All Saints, we want students to prioritise real-world relationships, positive social interaction, and full engagement in school life without the distractions and risks associated with smartphones.

We strongly encourage parents and carers to delay giving children access to smartphones and social media for as long as possible. If a device is needed for travel or communication purposes, we recommend considering a basic mobile phone without internet access (sometimes referred to as a “brick phone”). We know many families are supportive of this approach and appreciate the challenges parents face when trying to delay smartphone access for young people. We hope that by working together as schools and families, we can support our children’s wellbeing, safety, and development.

Please see attached additional information regarding our smartphone ban, including:

- an extract from page 18 of our Behaviour and Rewards Policy
- additional guidance taken from our New Student Information Pack

Thank you for your continued support as we work together to safeguard and support our young people.

Yours faithfully,

Ms C. Cante - Headteacher