



Behaviour and Attendance Policy

Reviewed March 2022

1. **AIMS**

- 1.1 To be a Catholic school where all members of the community live according to Gospel values and the principles and teachings of Mary Ward, promoting the virtues of freedom, sincerity, justice, truth and joy, to allow all members of the community to feel secure and able to work and live in an atmosphere of courtesy and respect.
- 1.2 The Governors seek to ensure that the values of Mary Ward are reflected in the planning and delivery of all policies. The principle values covered by this policy are:
 - Justice – This policy aims to ensure that all students behave in such a way that both they and others can benefit fully from their Loreto Education.
- 1.3 To create a caring and stable environment, in which each person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.

2. **GUIDING PRINCIPLES**

- 2.1 The co-operation of governors, staff, parents and pupils for the common good is needed in order to create the environment for which we strive.
- 2.2 Only the highest standards of courtesy and orderly behaviour will be accepted in class and around the school.
- 2.3 Good behaviour will be encouraged by acknowledging and congratulating those pupils who do meet expectations.
- 2.4 Discipline in the school is the responsibility of all members of staff.
- 2.5 Staff treatment of colleagues and pupils should act as a good example of the very high standards we seek to encourage.
- 2.6 Well planned, well resourced and purposeful lessons, given by teachers who are firm and consistent in their treatment of pupils, promote good conduct.
- 2.7 All pupils are expected to attend regularly and punctually throughout the year.
- 2.8 All pupils, especially older pupils and most particularly Sixth Form Prefects, are expected to help maintain high standards of behaviour.
- 2.9 Reminders of expectations will be given in form, in class or at assembly whenever necessary.

3. **ROLES AND RESPONSIBILITIES**

- 3.1 The Governing Body has responsibility for setting and maintaining the principles underlying the school's policy, reviewing and endorsing agreed strategies through the Personnel Committee.
- 3.2 The Headteacher and Leadership Team will oversee the framing of a policy that aims to create an environment that encourages positive behaviour and regular attendance, while discouraging bullying and promoting equality for all. A draft will be given to the Governing Body to be considered and approved after consultation with other stakeholders. The Headteacher and Leadership Team will also organize support for the implementation of the policy.
- 3.3 All members of staff, including teachers, support staff and volunteer helpers, will ensure that they are fully aware of the policy, that the policy is consistently and fairly applied and that pupils are encouraged to attend regularly and punctually as well as being taught how to behave well. Staff will lead by example in these areas, offering mutual support and maintaining high standards in their own conduct, dress code, attendance and punctuality. Form Tutors have a pastoral responsibility to monitor the attendance and punctuality of pupils in their forms.
- 3.4 The Governing Body, Headteacher and all members of staff are responsible for ensuring that all aspects of the policy promote equality for all. This will involve the regular review and monitoring of the policy and of the use of rewards and sanctions.
- 3.5 Pupils help to shape and promote the school's expectations, supporting and giving example to each other, reporting bullying and other misbehaviour and presenting their views on aspects of the behaviour policy when the appropriate opportunities arise. The School Council should also provide an important forum for promoting a positive approach to school life.
- 3.6 Parents and carers take responsibility for their children's attendance and punctuality, working in partnership with the school to maintain high standards of conduct.

4. **PUPIL BEHAVIOUR AND ATTENDANCE: EXPECTATIONS**

- 4.1 Parents and school will work together to promote good attendance and behaviour. It is expected that parents will make appropriate arrangements to ensure that each child arrives punctually and, when necessary, can remain after school for activities or detentions. It is expected that parents will make sure that their children have the appropriate school uniform and that no parent will arrange a holiday that will take a child away in term time. The school will support parents by keeping them informed of any concerns and by responding promptly to parental concerns, using the Homework Diary, Parent Consultation Evenings or other means as appropriate.
- 4.2 The following five general expectations are printed in the Homework Diary, which each pupil is to carry with her at all times and place on her desk at the beginning of each session:
1. Pupils are expected to show respect and courtesy to everyone, at all times.
 2. Pupils are expected to arrive at registration and at lessons on time.
 3. Pupils are expected to come to each lesson fully equipped.
 4. A good standard is expected of all class work and homework; all deadlines must be met.
 5. Pupils are expected to be in full, appropriate uniform at all times.

These general expectations encompass more specific ones, given below.

- 4.3 At school, pupils are expected to:

- attend regularly;
- bring no forbidden substances or items to school;
- avoid any form of bullying, including racial harassment;
- report immediately to a member of staff any bullying or harassment witnessed;

- follow, promptly, all instructions given by staff or prefects;
- show respect for the property of others;
- be silent in assembly;
- move quietly in and around the school;
- line up quietly outside the classroom until their teacher signifies that they are to enter;
- eat at break and lunch times only, in designated areas only, never while moving around school;
- visit the locker /toilet areas at designated times only;
- remain outside the building or in their own form rooms during recreation times;
- switch off mobile telephones as soon as they enter the school premises and place these in their lockers;
- take good care of Homework Diaries and keep these up to date, and
- be aware of and follow all safety procedures.

4.4 In the classroom, pupils are expected to:

- go to the places allocated to them quietly and sensibly (outdoor coats to have been removed and hung in the appropriate place before entry);
- place their diaries on their desks immediately;
- stand in silence until the greeting has taken place and they have been asked to sit;
- remain in silence during morning and afternoon registration;
- work hard and do nothing to prevent others doing so;
- listen carefully to others;
- treat the room and furniture with respect;
- pack up when instructed to do so, not earlier;
- make sure that the room is tidy at the end of the session, with chairs up at the end of the day, and
- leave the room in an orderly way when dismissed.

5. **IMPLEMENTATION OF THE POLICY**

5.1 **Rewards**

5.1.1 The school recognises that one of the best ways of promoting desirable behaviour is through the judicious use of praise. Good conduct, helpfulness and useful contributions will generally be rewarded with spoken commendations from the teacher, in class and at parents' evenings. Good work and behaviour will also be noted in a pupil's report. Members of staff are encouraged to seek opportunities for praise, for example in form time, taking into account achievements outside of school.

5.1.2 Merit Stickers are used as a way of recording in a pupil's diary her good work, effort or general contribution. Teachers are encouraged to take a positive approach, for example by awarding a sticker to a student who never fails to come properly equipped for the lesson. Each department and year is expected to have its own policy on the giving out of Merit Stickers, so that the number a student may expect to receive will not depend upon which teacher she has for the subject.

5.1.3 Merit stickers are awarded for:

- i) academic achievement;
- ii) effort, and
- iii) receiving no codes in a week.

5.1.4 A pupil gaining 10 Stickers will be awarded a Bronze Certificate during a Form Assembly.

5.1.5 A pupil gaining 3 Bronze certificates will be awarded a Silver Certificate, during a Year Assembly.

5.1.6 A pupil gaining 2 Silver Certificates will be awarded a Gold Certificate at a Lower or Upper School Assembly.

5.1.7 In addition, a Merit Award, for the house to gain the most stickers, is awarded at the School Assembly at the end of the Spring Term.

5.2 Prizes and Certificates

5.2.1 As well as the annual ceremonies to celebrate success there are end of term/year assemblies and School Assemblies for the award of prizes and certificates. Prizes are given for various academic and sporting achievements, for extra-curricular activities, for outstanding effort and for one hundred percent attendance *and* punctuality. Certificates may be given for achievement within subjects, for helpfulness and generosity and for excellent attendance.

5.2.2 Year Teams may also award termly prizes and certificates for good behaviour and effort.

5.3 Sanctions

5.3.1 When dealing with unacceptable behaviour, members of staff are advised to:

- make clear that they are condemning the behaviour, not the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- take account of individual circumstances;
- encourage pupils to reflect on the effects of their behaviour, and
- whenever possible, avoid whole group sanctions that punish the innocent as well as the guilty.

5.3.2 Minor offences should be dealt with by the teacher first made aware of them. Very often, a reprimand is sufficient. Consultation with the Head of Department should take place over any student who is giving cause for concern within a subject area. More serious matters, including repeated “minor” offences, may need to be dealt with by the Form Tutor or Head of Year. Really serious breaches of discipline should be referred to the relevant member of the Senior Leadership Team.

5.3.3 If a pupil fails to meet expectations, her teacher will note this in her diary, using the appropriate code from those given below. Rudeness and disruptive behaviour are too serious to be dealt with in this way. If a pupil is insolent or disrupts a lesson, departmental procedures should be followed or, in serious cases, the pupil should be sent directly to the relevant member of the Senior Leadership Team.

5.3.4 Any pupil who fails to produce her diary at morning registration will be given a Replacement Diary Sheet to carry with her for the day.

5.3.5 Codes

E	Failure to bring correct equipment
H	Homework not handed in on time
L	Late (to lesson or registration)
S	Poor standard of work
U	Uniform infringement

5.3.6 When the same teacher has given three code marks, that teacher will give the pupil a fifteen minute detention, at break or at a time convenient to the teacher. This detention should be noted in the diary.

5.3.7 In addition, Form Tutors will note, each week, any pupil who has been given three code marks (from any teacher) and give her a fifteen minute detention at break or after school, at the tutor's discretion. The Form Tutor will inform the Head of Year of this, using the lilac Pupil Information Slip.

5.3.8 Once the same student has been detained twice by her tutor, she will be referred to the Head of Year for a longer, after school detention, run by the Head of Year. A letter will be sent home to give notice of this.

5.3.9 If misdemeanours continue, parents will be asked to come in, and the pupil may be placed on report.

5.4 **More Serious Offences**

5.4.1 These do not occur frequently but, when they do, should be dealt with appropriately. Serious breaches of discipline may result in temporary or, in rare and extreme cases, permanent exclusion from school. Such offences would include:

- harmful sexual behaviour, alongside incidents of sexual harassment, online sexual abuse and sexual violence (including sexualised language which is unacceptable and will be considered a serious break of discipline and dealt with accordingly;
- persistent defiance;
- insolence or disruption of other pupils' learning;
- bullying;
- truancy;
- theft;
- smoking, or the possession of smoking equipment, in school or on the way to and from school;
- the carrying of drugs, solvents or alcohol in school or on the way to and from school, and
- any bullying or racist incidents reported will be investigated. Heads of Year keep a record of these, referring any racist incidents to the DSP.

6. **ATTENDANCE**

6.1 Form Tutors will discourage poor attendance and poor punctuality. This is done by asking the Pastoral Assistant to contact home by phone, keeping accurate records of the outcomes of this communication, to seek explanations for unexplained absence or to alert parents to the concerns of the school. Where absence or lateness continues to persist, the matter is referred to the Head of Year. Where extra support is needed, this will be provided by the Head of Year or relevant member of the Senior Leadership Team, in negotiation with the parents and with the Attendance Improvement Officer as necessary. In some cases, it will be appropriate to involve the Learning Support Department and other outside agencies.

6.2 Each half term, a letter will be sent to the parent of any child whose attendance falls below 95%. Once a student's attendance falls below 85%, a parent will normally be invited to a meeting with the form tutor.

6.3 An up to date list of vulnerable children is kept by the DSP. The parents are contacted immediately when they are away if no explanation has been provided on the day for their absence.

6.4 **Authorised and Unauthorised Absence**

6.4.1 An absence is classified as authorised when a pupil has been away from school for a legitimate reason and the school has received notification from a parent or guardian. Only the school can authorize an absence. Parents do not have this authority. An absence is classified as

unauthorised when a pupil is away from school without the permission of both the school and the parent. An absence will be unauthorised if a pupil is away from school without good reason, even with the support of a parent.

- 6.4.2 In the case of persistent unauthorised absence, the school will apply to the Local Authority to issue a penalty notice, in line with the Education (Penalty Notices) (England) Regulations 2007. (See Appendix A.) If there is a risk of such an application becoming necessary, the school will send a warning letter to the parent(s) or guardian(s) of the pupil, to give the opportunity for an improvement to be made before the Local Authority is contacted.

7. IDENTIFICATION OF STUDENTS CAUSING CONCERN

- 7.1 Pupils whose attendance or behaviour is becoming a cause for concern are identified in Year Team meetings, in discussions between Form Tutors and other staff, including the SENCO, and in meetings between the Deputy Headteacher and the Attendance Improvement Officer.

8. SUPPORT

- 8.1 Any teacher in need of advice or help in managing the behaviour or attendance of individual pupils may seek this from the Head of Department, if the problem is within a subject area, or from the pupil's Form Tutor or Head of Year or from the relevant member of the Leadership Team. Heads of Departments, Heads of Year and the member of the Senior Leadership Team in charge of Continuing Professional Development will arrange training for members of staff as appropriate.
- 8.2 The pastoral teams in the school will be ready to give support and advice to parents as needed. When attendance is a really serious concern, the Deputy Headteacher and Attendance Improvement Officer will work with the family. If behaviour is an issue, a Personal Support Plan may be set up for an individual child, allowing the Learning Support Department and other staff to work with the parents in order to improve the situation.

9. MONITORING AND REVIEW

- 9.1 The Leadership Team will monitor the implementation of the policy, and report annually to the Governing Body. The Governing Body will review the policy every two years, and consult staff, parents and students in this process when necessary. Annually, Heads of Year will review the distribution of rewards and sanctions according to ethnicity and Special Educational Needs.