



De La Salle School

BEHAVIOUR POLICY

Status	Statutory
Responsible Governors' Committee	Catholic Life & Culture Committee
Responsible Person	Deputy Headteacher
Ratified Date	November 2024
Review Due	November 2025

Version Control

Version Date	Changes/Comments
September 2021	Agreed policy initial version
March 2023	Updated to include reference to the graduated response. Policy references updated. Reference to the De La Salle lesson model added. Details of restorative practices added. Information about detentions (assistant and deputy headteacher) updated. Information about behaviour reports updated. Reference to the Exclusion Policy added. Mobile phone procedure updated. Uniform expectations added.
November 24	Details of C system added Update to reward system Details of student support added Reference to smart watches added under Mobile Phones



De La Salle Mission Statement

“You can perform miracles by touching the hearts of those entrusted to your care.”

De La Salle School’s Behaviour Policy provides guidelines for the standards of behaviour we promote within our Lasallian school and provides an outline of the procedures adopted by the school and its governors. The Core Values are displayed in every classroom and around school, and students meeting these values will be rewarded via the star point system.

The Behaviour and Rewards Policy outlines the procedures followed if students behave in ways which do not meet our expected standards; it aims to ensure all behaviour is consistent with the **Lasallian values** by which we seek to live:

- Faith in the presence of God
- Respect for all persons
- Inclusive Community
- Quality Education
- Concern for the poor and social justice

We aim to:

- Make expectations clear and continually improve standards of behaviour and learning
- Develop relationships between staff and students, based on mutual respect and tolerance
- Celebrate success, achievement and progress and to motivate by use of rewards
- Have a clear, consistent and structured approach to disciplinary matters and use of sanctions
- Create a safe, supportive learning environment, where all members of the school community are encouraged to attain their maximum potential

Following the principles of:

- the rights of each member of the school community should be respected at all times
- appropriate behaviour has to be taught
- appropriate attitudes to learning have to be taught and demonstrated
- rules should be applied sensibly and consistently
- positive behaviour is to be recognised, supported and rewarded
- the behaviour and not the child is to be challenged, where appropriate
- understanding that with justice there should be reconciliation
- the gospel value of forgiveness

All members of the school community are entitled:

- the right to learn
- the right to teach
- the right to feel safe (physically and emotionally)
- the right to respect and dignity

This policy should be read in conjunction with all other De La Salle School policies, especially SEND, Learning and Teaching, Anti-Bullying and Safeguarding.

Roles and Responsibilities

The Governing Body and the Headteacher - ensure the policy is communicated to all stakeholders, is non-discriminatory and has clear expectations. Governors will support the school in maintaining high standards of behaviour from students and staff.

The Deputy and Assistant Headteachers - responsible for the fair implementation and management of the policy and procedures, ensuring the concerns of students and staff are listened to and appropriately addressed.

Middle Leaders – responsible for ensuring staff and students within their areas of responsibility, understand the policy and are clear of its implementation. Middle leaders are expected to deal with issues as they arise on a daily basis and follow the graduated response document.

Teaching Staff - responsible for the discipline of their teaching class and delivering quality first teaching and the movement and behaviour of students around the school premises. The teacher should be assertive and proactive in seeking to develop positive relationships and effective learning; using reference to this policy to maintain expected standards and providing positive reinforcement, using the language of choice, which allows students to make supported positive decisions.

Parents and carers - expected and supported to take responsibility for the behaviour of their child both inside and outside of school. Parents must work in partnership to assist in maintaining high standards of behaviour and will be encouraged to raise any issues arising from the operation of the policy

Students - expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations. Students are encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all instances of undesirable behaviour

Support staff and volunteers - responsible for ensuring the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Inform SLT on the effectiveness of the policy and procedures. Responsible for creating a high-quality learning environment, teaching positive behaviour for learning.

All teachers have a responsibility to correct breaches of discipline if these come to their attention at any time and in any place. In cases of indiscipline, staff should refer to the graduated response document.

The graduated response document, outlines the main strategies available to staff. It is expected a number of these strategies are implemented and documented by staff, before movement to the next level. Support and advice are available at all times.

“You can perform miracles by touching the hearts of those entrusted to your care.”

School Expectations

- Follow all Lasallian values
- Respect yourself, others and their property
- Actively engage in all aspects of learning
- Have appropriate equipment, at all times
- Follow all instructions given by a member of staff
- Maintain the good name of the school both on and off the premises
- Attend school regularly and be on time for lessons
- All forms of violence, bullying and aggression, including fighting, abusive language, throwing objects and encouraging others to be violent, are forbidden
- The school is a non-smoking site both inside the building and within the school grounds
- Follow the school uniform and appearance policy at all times
- Switch off mobile phones and music devices and keep out of sight between 8.30a.m and 3.00p.m

Classroom Expectations

- Arrive on time and ready to learn
- Enter and exit the classroom in a calm and orderly fashion
- Stand behind your desk, until the teacher tells you to sit down
- Be properly equipped, with bag stored safely
- Move sensibly and safely around the classroom
- Raise a hand to attract the attention of the teacher
- Follow instructions immediately and without argument
- Attempt all tasks set and do not give up
- Show respect to others in the class
- Use appropriate language
- Follow Health and Safety instructions

Rewards

- Verbal praise from subject teacher
- Achievement Points awarded
- Written comments in work books
- Star Awards
- Lasallian Star
- Subject Postcards home
- Subject Certificates
- Annual subject prize
- Verbal praise
- Letter/Text/phone call/Parentmail

Behaviour for Learning – using Lasallian Approach to Learning

Behaviour for Learning should be referred to on a regular basis, as students need to be taught and reminded of acceptable conduct and should be praised and acknowledged when meeting the criteria successfully. Members of staff have a responsibility to ensure the De La Salle lesson model is displayed in every teaching space.

Core principles

Staff must ensure they plan for appropriate conduct by:

- balancing correction with positive reinforcement: praise and encouragement
- establishing consistent rewards and sanctions by making boundaries clear
- using the language of choice to teach students to take responsibility for their actions
- using positive and motivational language
- refraining from confrontation
- using effective non-verbal language
- referring to strategies and support available in school
- referring to consequences of actions, rather than sanctions

Separate the conduct from the child:

- make the inappropriate conduct unacceptable, not the child
- do not link poor conduct to the student's personality.

Restorative Practice

Our Lasallian ethos encourages us to use methods of restorative practice, when dealing with episodes of negative behavior. This enables the students to have the support of a mediator and also allow sufficient time to reflect on actions and how progress can be made away from a situation. We encourage students to work through a process which will allow them to restore, rebuild and repair relationships following negative incidents

An aspect of restorative practice may involve students being asked to produce a written statement, so their thoughts and actions can be addressed and the effective support given.

Restorative practice does not need to take place immediately following an event, it may be beneficial for a suitable period of time to lapse before all parties are ready to meet and decide how best to move forward. During this period, time may be spent in LAP to reflect providing an opportunity to think about actions and personally devise ways to move forward; here students will be provided with effective support to ensure mediation and a viable and progressive conclusion.

If a teacher has cause to remove a child from the classroom, it is expected that a restorative conversation will take place the following day, ideally during the student detention, and before the student attends the next lesson.

Achievements and Rewards

The purpose of our Lasallian Rewards System is to:

- Align with the 5 Core values (Respect, Compassion, Belong, Faith, Challenge)
- Ensure all students are rewarded
- Ensure all students are involved
- Improve behaviour and attitude to learning

De La Salle School uses a star points system, to celebrate achievements and provide rewards; these are issued in line with our 5 core values, when a student shows an example of a core value. These are issued on a scale of 1-4, following general guidance:

Respect star points are issued regarding behaviour; when students behave in a way which exceeds normal, positive behaviour, setting them apart from their peers, or making effort to make positive improvements.

Respect 1	<ul style="list-style-type: none"> Improving attitude Improving behaviour Improving relationships
Respect 2	<ul style="list-style-type: none"> Consistent positive attitude Consistent positive behaviour Consistent positive relationships
Respect 3	<ul style="list-style-type: none"> Outstanding positive attitude Outstanding positive behaviour Outstanding positive relationships
Respect 4	<ul style="list-style-type: none"> Having work or achievements displayed/ celebrated (on screen or reward) Postcard / email home Achieving outstanding academic success

Compassion star points are issued for showing a supportive and empathetic Lasallian nature, having a kind character and thinking about the needs and requirements of others, as well as providing help and assistance

Compassion 1	<ul style="list-style-type: none"> Improving empathy for others Improving relationships with others Improving listening skills and ability to follow instructions
Compassion 2	<ul style="list-style-type: none"> Consistently showing concern for others Consistently supporting others Consistently understanding the views of others
Compassion 3	<ul style="list-style-type: none"> Outstanding concern for others Outstanding support for others Outstanding understanding of others
Compassion 4	<ul style="list-style-type: none"> Having work or achievements displayed/ celebrated (on screen or reward) Postcard / email home Achieving outstanding academic success

Challenge star points are issued with regards to academic performance; when students attain academically either in relation to their peers, consistently work hard or have made positive improvements. These are also issued for homework.

Challenge 1	<ul style="list-style-type: none"> Completing good quality homework Working well in class Improving attitude and classwork
Challenge 2	<ul style="list-style-type: none"> Completing outstanding homework Producing outstanding classwork Consistently working to the best of ability
Challenge 3	<ul style="list-style-type: none"> Exceeding expectation in an assessment or exam Exceeding expectation with homework Exceeding expectation with classwork
Challenge 4	<ul style="list-style-type: none"> Having work or achievements displayed and celebrated (on screen or reward) Postcard / email home Achieving outstanding academic success

Belong star points are issued for taking part in and achieving extra-curricular activities, as well as displaying expected Lasallian standards relating to appearance and equipment and having a committed attendance and punctuality standards in school.

Belong 1	<ul style="list-style-type: none"> Wearing uniform correctly Having full kit Bringing in equipment to learn (pens, pencils etc.) Attending school (daily 1)
Belong 2	<ul style="list-style-type: none"> Representing the school in sports or other activity Taking part in an extra-curricular activity Taking part in a House Activity
Belong 3	<ul style="list-style-type: none"> Reaching an attendance target 97% attendance Receiving a reward (Rewards Assembly, Faculty/Department recognition)
Belong 4	<ul style="list-style-type: none"> Having work or achievements displayed and celebrated (on screen or reward) 100% attendance certificate Postcard home

Faith star points are issued for taking part in and achieving activities which highlight your Lasallian nature, performing positive deeds for the greater good of others within our community.

Faith 1	<ul style="list-style-type: none"> • Showing Lasallian qualities and expectations • Supporting others in a Lasallian manner • Presenting positive qualities and leadership skills
Faith 2	<ul style="list-style-type: none"> • Consistently Showing Lasallian values and expectations • Consistently supporting others in a Lasallian manner • Consistently presenting positive qualities and leadership skills
Faith 3	<ul style="list-style-type: none"> • Actively taking part in collective worship • Actively taking a continued role in school community projects • Actively taking in role in eternal community projects
Faith 4	<ul style="list-style-type: none"> • Having work or achievements displayed/ celebrated (on screen or reward) • Postcard / email home • Achieving outstanding academic success

We realise all of our students are at various stages of their school journey and deserve recognition for their achievements. We also realise achievements and successes are different for individual students. Our Star points system is designed to be inclusive and does not only award students who are working to the best of their ability and excelling in school, but provides rewards to those students who are working methodically and with determination and may not always be recognised, but are still of great value to the school; it also recognises students whose behaviour and attitude is improving and it is clear they are making a conscious effort in progressing.

Students who are present and on time for form period are allocated their first star point of the day (Belong 1), for being in school and on time. In every lesson, extra-curricular activity and during free time, when a student excels in any of the Core Values they are rewarded additional star points, by a teacher, up to the value of 4 points in a specific core value. The previous tables highlight reasons for Star Points being awarded.

Teachers are expected, if appropriate to give a Lesson Merit to identify a student who has performed particularly well during that lesson and are awarded 4 Star Points in a relevant Core Value. Each subject and form group nominates a Star of the Week and this in turn leads to a Star of the half-term and Star of the Year. Parents are encouraged to inform Year Teams about any successes their child has gained outside of school, to allow us to celebrate this in school.

The accumulation of star points leads to a student gaining Star Awards, which are calculated each half-term and consist of 6 levels: Copper, Bronze, Silver, Gold, Platinum and Diamond, through the academic year. If they attain the relevant award before the half-term break, they have the opportunity to win a prize allocated to each year group.

Each time a student attains 100 Star Points in a specific Core Value, they are presented with an Achievement Badge, allowing students to progress through a banded system, from 1 star to 5 stars.

The allocation and collection of Star points can be viewed by parents, students and staff using Edulink, as can letters of commendation and any digital certificates which are issued to students. We have found communication through Edulink to be more successful and immediate than providing paper copies.

Achievements are celebrated in calendared specific Reward Assemblies at the start of each half-term, celebrating the successes of the previous half-term and commendations are also displayed on our media screens throughout the school, where the opportunity is taken to celebrate achievements in all aspects of school life including academic ability, attendance, punctuality, behaviour and out of school achievements. Specific Awards presented include:

- Star of the half term (form class)
- Subject Stars
- 100% attendance

- Cumulative Star Awards
- Star Badges (see below)
- Zero behaviour points
- Star out of School

Consequences

Behaviour points can be issued by a member of staff, if students fail to meet behaviour expectations. It is the analysis of behavior points by teaching staff, middle leaders and senior leaders which lead to suitable and effective consequences to be issued and also the facilitation of restorative practices when required.

The graduated response document should be referred to as an outline of a cascade of appropriate strategies which can be implemented, to support specific behavioural problems. Staff are expected to follow these strategies to ensure a consistent approach to behaviour and avoid the escalation of low-level incidents.

C System Overview

C1

If a student disrupts the learning in a classroom, the teacher will give an immediate verbal warning and record the student's name on the consequence board. If this is the end of the disruption, no further action will be taken, this is known as a C1.

C2

If a student disrupts the learning in the classroom, a second time, the teacher will give another verbal warning and record this on the consequence board. If this is the end of the disruption, the teacher records the disruption and issues a behaviour point, this is known as a C2. A C2 can also be issued for behaviour outside of the classroom, on the corridor or at break/lunch.

C3

If a student disrupts the learning in the classroom, a third time, the teacher will move the student to another classroom to continue their learning, this is known as internal remove. At the end of the lesson, the teacher will record this as a C3 and issue two behaviour points. The class teacher will contact home and the student will complete a 20-minute detention the following day. Parents will be informed of the detention by ParentMail. A C3 can also be issued for behaviour outside of the classroom, on the corridor or at break/lunch.

C4

If a teacher has to call for support because of continued disruption, or a student refuses to go to internal remove, or there is a serious breach of our core values, the student will be moved to the PSU and staff there will record as a C4 and issue 4 behaviour points. The student will stay in the PSU for the rest of the day. If the C4 is issued near the end of the day, the student will spend some time in the PSU, the following day. A C4 can also be issued for behaviour outside of the classroom, on the corridor or at break/lunch.

C5

A C5 can be issued for the most serious breach of school values.

See also Appendix B: Behaviour for Learning Structure

When concerns regarding a student's behaviour are identified, the Graduated Response is activated based on the nature and level of concern. In keeping with De La Salle School's core values, which ensure students are ready to learn, holistic and comprehensive support is offered through the Student Support Services. This enables students to positively manage their behaviours and habits whilst developing an understanding of the cultural expectations within our community and wider society.

Support measures include, but are not limited to:

- A time scaled, structured programme of mentoring
- Academic tuition tailored to the student's needs
- Social skills development
- Emotional well-being support, including talking therapy
- Drop-in support from school based integrated therapist
- Art-based interventions such as drawing therapy
- Access to support from the Mental Health School Team
- Barnardo's Resilience Team: support for mental health
- Think for the Future: group mentoring in behaviour and resilience
- Team Around the Child (TAC) collaborative meetings involving parent, carers, external agencies and all teachers to design a plan for bespoke coordinated support
- Support from TESSA Behaviour specialists
- Individual Behaviour for Learning Plans informed by classroom observations, student input, and teacher feedback
- Parental/home involvement to enhance the support framework

Pastoral Support Unit

The PSU is manned by experienced staff for five lessons a day. This is an area where students are sent to work if, after a number of opportunities, they fail to modify behaviour which is causing disruption to the learning of the rest of the class.

They are expected to take their classwork with them, or will be provided with subject based work and will be allowed the opportunity to talk to the member of staff about their behaviour and how they could have acted more appropriately.

An opportunity will be provided for the student to have a restorative conversation with their subject teacher.

PSU room data can be viewed on Edulink by parents, is presented daily to teaching staff, and analysed on a weekly basis by middle and senior leaders.

Detention

Teachers have the legal power to put students in detention. Where a detention is outside school hours we will endeavor to give parents 24 hours' notice due to safeguarding and travel considerations. Lunchtime and break time detentions do not need prior notification of the parents. We will allow reasonable time for students to eat, drink and use the toilet.

Detentions are held at lunchtime on a rota basis by Heads of Year. Failure to attend a lunchtime detention will result in a 30 minute after school detention on Tuesday with an Assistant Head. Non attendance to the 30 minutes after school detention will result in an hour detention on Friday after school with one of the Deputy Heads.

Individual teachers can also issue personalised detentions during lunch or after school at their discretion.

Behaviour Reports (paper or electronic)

A behaviour Report may be issued to a student when negative behaviour is an issue and a student may need support to modify behaviour and effective monitoring by staff and parents needs to take place. Behaviour reports can be issued by:

- Form tutor
- Head of Department
- Head of Year
- Assistant Headteacher
- Deputy Headteacher
- Headteacher

School Trips & Educational/Sporting Activities

School trips and sporting activities are a privilege for students representing the school. Attendance on school trips and the chance to represent the school is subject to sanctions in line with this policy. If the school feels a student's behaviour or attitude to learning is a concern, the student may not be able to attend school trips or represent the school in sporting or other extra-curricular activities.

Permanent Exclusion

Refer to the [Suspension and Permanent Exclusion Policy](#)

Searching of Students and confiscation of property

The school follows the searching, screening and confiscation advice, as outlined in the Department for Education document of July 2022.

Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, fireworks, pornographic images and stolen items. De La Salle also enforces a strict ban on tobacco, e-cigarettes, lighters and energy drinks which have a detrimental effect to school discipline. These items will be disposed of by the school.

School staff may also search and delete files, or confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. If a student disagrees to the search, then senior staff have statutory power to search students or their possessions.

If a search is made on a student, the staff who did the search must record it on CPOMs.

There should be at least two members of staff present at any search.

Other electrical equipment, items of jewelry etc. confiscated will be placed in the main office. These will be returned to the student at 3:05pm on the day of confiscation.

Cigarettes will not be returned to the student for Health and Safety reasons. E-Cigarettes are not permitted in school and will not be returned.

Any offensive weapon(s) or illegal drugs confiscated will involve action from the SLT and may result in Police involvement. Teachers are protected by the law against allegations of "possession" following confiscation.

Whilst it is good practice to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.

Mobile Phone Policy / Audio Listening Device Policy/ Headphones and ear pods

Students may use their mobile phones at the following times: Before school (8:30AM) and after school (3:00PM). We class a smartwatch as a phone if used in the same way during school hours.

Phones may not be used or on view at all other times:

- In registration
- In lessons
- Anywhere on the school site at lesson changeover
- During break and lunchtime

Phones must be turned off and kept out of sight at these times. A phone will be confiscated from a student if they are found to be:

- Using their phone

- Holding their phone
- Having it visible in shirt/blazer/trouser pocket

If a phone is confiscated:

It will be returned at 3.05pm from LAP. Continued confiscation of a mobile phone or listening device may result in the item being kept until a parent can attend school to pick it up. Further incidents may require the phone to be handed in to the main office at the start of the school day and returned at the end.

If a student repeatedly continues to be defiant in respect of the school's mobile phone and behaviour policy, this may lead to a fixed term suspension from school. Further defiance of this rule, following a fixed term suspension, will be discussed at senior level and appropriate sanctions applied.

Staff should refer to Lasallian Way for mobile phones.

Uniform expectations

All students are expected to wear the correct school uniform as stated in the [School Uniform Policy](#). In addition to this there are expectations for the students' general appearance.

- No skinny jeans, denim trousers, combats or non-school trousers
- Skirts and pinafores should be worn properly
- No baseball caps/hats to be worn in the building
- No jewellery
- No piercings
- No painted nails, false/acrylic nails
- No make-up
- No false eyelashes
- No false tan
- No unnatural hair colouration

If a student is wearing non-uniform items, the following will happen:

- The student may continue learning in PSU, including breaks and lunch until a parent can bring in correct uniform items.
- The school will attempt to resolve the situation with both students and parents, where this proves impossible, the student will continue to work in PSU until the issue is resolved.
- We always try to work closely with parents to resolve issues in partnership. However, if a student persistently breaks uniform code then repeated issues can result in consequences and/or suspension from school.
- Items of clothing or appearance should not denote affiliation to any politically motivated group or denote extreme views and must not cause offence- this includes coats and jackets.

The school will not be responsible for the loss/ damage and incurred costs of any prohibited or sanctioned items this includes jewellery, watches, wallets, mobile phones, electronic devices and designer items such as coats or bags. We do not recommend such items are brought into school and are only done so at the students' own risk.

Bullying

De La Salle School is committed to preventing all forms of bullying. We work hard to ensure bullying plays no part in our community by proactively dealing with all students, their families and staff to eradicate and promptly address all reported incidents. We have an [Anti-Bullying Policy](#) which should be referred to for more detailed guidance.

E-Safety

Students are expected to follow all E-safety precautions at all times. It is against the law in the U.K to use a mobile device and social networking sites to frighten or upset people. Please be aware that electronic devices may be confiscated if there is reasonable suspicion that they may contain inappropriate material. Cyber-bullying is taken very seriously and could involve police involvement. Please refer to Acceptable Use and [Child Protection, Prevent and Safeguarding Policy](#).

Behaviour outside the School Gates

Teachers have the statutory power to discipline students for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives teachers statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable." At De La Salle, we will impose reasonable sanctions for any student taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school. This may also apply to students that pose a threat to another student or member of the public or could adversely affect the reputation of the school. An investigation will take place and consequences will be imposed that are deemed reasonable, in all circumstances.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property. Please refer to Use of Reasonable Force in Schools (DfE July 2013).

Allegations Against Staff

De La Salle has a separate policy for handling allegations against staff which gives detailed guidance.

Students with Special Educational Needs

School has duties under the Equality Act 2010 and Keeping Children Safe in Education 2024 to safeguard and support students with special education needs. To this end school will seek a consensus view in conjunction with the SENCO and ASD lead as well as the local authority when dealing with behavioural issues amongst this group of students.

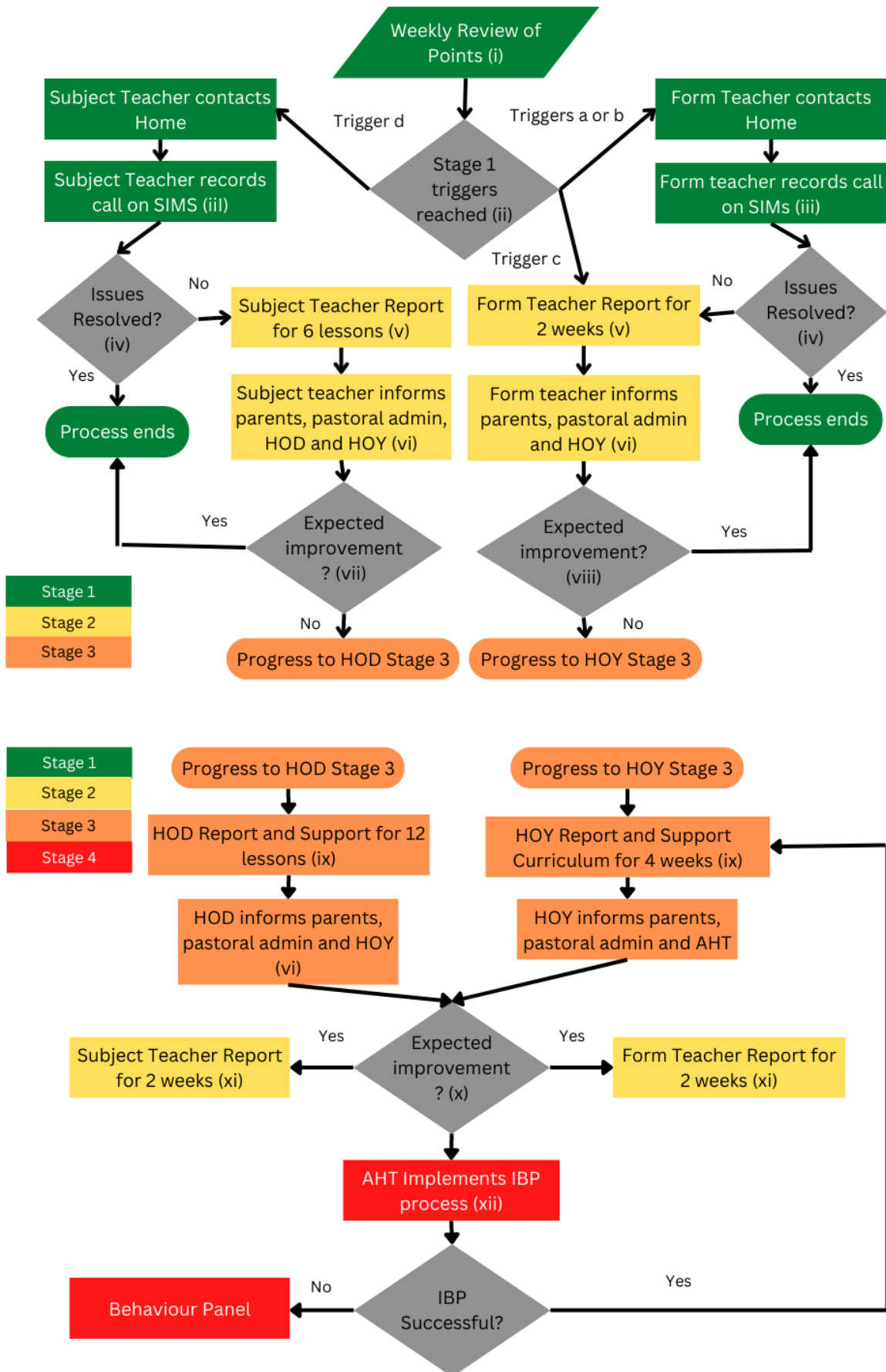
The school has a separate Equality Information and Objectives Policy, available on our website [here](#).

Protected Characteristics

All people are protected under the Equality Act, 2010. This protection means that it is illegal to discriminate against anyone around these 9 characteristics:

- Age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

Appendix A: Behaviour - A Graduated Approach



Appendix B: Behaviour for Learning Structure

Stage	Examples	Who could initiate	Actions	Follow up Actions
Green	No Behaviour Concerns	All staff	<ul style="list-style-type: none"> Praise and Reward as applicable 	N/A
C1 - Initial disruption of learning	<ul style="list-style-type: none"> Not following instructions Disrespectful behaviour <ul style="list-style-type: none"> Lack of effort Eating in class <ul style="list-style-type: none"> Talking Inadequate work Any other off-task behaviour Accidental inappropriate language 	All staff	<ul style="list-style-type: none"> Clear Verbal warning Name is recorded on the Consequence Board 	N/A
C2 – Further disruption to learning	<ul style="list-style-type: none"> Any continuation of C1 above <ul style="list-style-type: none"> Use of discriminatory language (see additional actions) 	All staff	<ul style="list-style-type: none"> Further clear warning Name recorded on Consequence Board <ul style="list-style-type: none"> Consider moving the student At the end of the lesson subject teacher records on SIMS and 1 behaviour point to be issued <ul style="list-style-type: none"> For discriminatory language, follow the Discriminatory Language Protocol 	<p style="text-align: center;">Potential subject teacher sanction as appropriate</p> <p>Picked up where appropriate in dept and year team data analysis as part of graduated response (HOY / HOD)</p> <p>Record discriminatory language on CPOMS as per the Discriminatory Language Protocol</p>
C3 – Continued disruption of learning	<ul style="list-style-type: none"> Continuation of behaviour in C2 	All staff	<ul style="list-style-type: none"> Sent to internal remove. At end of the lesson subject teacher to record on SIMS as C3 and 2 behaviour points will be issued 	Departmental Sanction – subject teacher contacts home

Stage	Examples	Who could initiate	Actions	Follow up Actions
C4 - Persistent Disruption of Learning or one-off serious behaviour issue	<ul style="list-style-type: none"> • Continued poor behaviour in internal remove or • In class behaviour that is judged serious enough to warrant a straight red card • Serious breach of behaviour outside of lessons. 	<p>All Staff</p>	<ul style="list-style-type: none"> • Staff call PAL • Student sent to PSU via PAL • PSU Staff will record on SIMS <ul style="list-style-type: none"> • 4 behaviour points issued • Whole School sanction (PSU for the rest of the day) 	<p>Departmental sanction: HOD to contact home</p>



“You can perform miracles by touching the hearts of those entrusted to your care.”

Home - School Agreement

Introduction

We are a Catholic community of staff, governors, students, Brothers and families enriched by our Lasallian heritage, traditions and values. Our mission is to work with all in our family community to:

- See each person in our community as an individual with their own talents, needs, hopes, dreams and aspirations
- Provide a holistic education that challenges each of us to achieve our potential and become the person God intended us to be: spiritually, morally, academically, physically and socially
- Walk side by side with our students to help them grow into confident, independent, kind, respectful and tolerant adults, with a strong sense of social responsibility, ready to make a valuable contribution to the world of tomorrow
- Create a safe and supportive environment where those of all faiths, and none, can explore, share, discuss and celebrate their spirituality

In order to fulfil this mission, it is important that home and school work in partnership for the best interests of our students. This Home-School Agreement sets out the expectations that we should have of each other.

The school will make every effort to:

- care for your child’s safety and happiness
- contact you if we have any concerns or problems that appear to be having a negative influence on your child’s attitude or approach to school life
- work hard to ensure that your child will realise their full potential in every aspect of their development
- send home regular assessments of academic progress and an annual report
- set, mark and monitor homework and provide facilities in the school for pupils to do homework
- keep you informed about school activities via regular parental updates

The parents...

I/We will:

- see that my child goes to school regularly, in full uniform, on time and properly equipped
- support the schools’ policies and guidelines for behaviour
- ensure that my child does not use their mobile phone in school
- let the school know about any concerns or problems that might affect my child’s work, attendance or behaviour
- support my child in homework and other opportunities for home learning
- attend parents’ evenings and discuss my child’s progress
- get to know about my child’s life at the school

The pupil . . .

I will:

- attend school regularly and be punctual to registration and lessons
- observe all school rules and observe the guidelines for behaviour and code of conduct, both

during the school day and on travelling to and from school

- follow the school rules about mobile phone use
- wear the school uniform and be tidy in appearance
- do all my classwork and homework to the best of my ability
- be polite and helpful to others
- keep the school free from litter and graffiti

Pupil's Name

Parent's Signature

Pupil's Signature

De La Salle School Home School Agreement