

# English Martyrs' Catholic School



## Student Behaviour Policy

*English Martyrs, as a community centred in Christ,  
Strives to develop the talents of each person.  
"May they all be one"*

**Approved/reviewed by Governors:**

8<sup>th</sup> May 2024

**Date of next review**

May 2025

### 1. Preamble

The purpose of the school's Behaviour Education Policy is to ensure that school is conducted in a safe and secure environment in order that each student fulfils his or her God-given potential. The dignity of each person created *in the image and likeness of God* is enshrined as a fundamental principle of this policy and so too is the rich understanding of Christian forgiveness and reconciliation.

As a school our role model is Christ and we seek to replicate all that Jesus taught in our actions and relationships with others. All members of our community should aim to conduct themselves in such a way that these values are witnessed in all that is said and done. We try to fulfil Jesus' instruction: "love God and love your neighbour as yourself."

Accordingly, we expect each member of the school to maintain the highest standards of courtesy, co-operation and honesty, and to work to the best of his or her ability to enable all to grow to their full potential. As members of God's family through baptism we recognise our call to love and service and to the Common Good. Through the act of forgiveness, we aim to empower students to learn from their mistakes and to make the right choices and decisions in their future.

Every adult within the community of English Martyrs' Catholic School has a responsibility for promoting and maintaining high standards of behaviour and to model the English Martyrs Way - this includes parents, guardians, governors and other visitors to the school.

### 2. Responsibilities

The Governors will provide a good learning environment which promotes the student's spiritual and moral development within a catholic ethos, where each student can feel safe and valued as well learn self-discipline, respect and care and concern for others.

The Principal in consultation with students, staff and parents will review the Student Behaviour Policy annually and consult with the school Governors about any changes.

### **3. Scope of policy**

The policy applies to Years 7-11 and to the Sixth Form. This policy should be read in conjunction with the school's Anti Bullying Policy, Attendance Policy, Safeguarding Policy, Drugs Policy and Positive Handling Physical Intervention Policy as well as the school's Equality and Diversity Statement.

The policy will ensure

- The school is characterised by gospel values and that students and staff are able to work and learn effectively together
- That the needs of all especially the most vulnerable are recognised and met.
- That students are treated as individuals and that systems are operated with compassion
- That there is a clear understanding of the discipline process for students, parents, teachers and governors as well as appreciation for the rationale behind this process
- That good behaviour self-discipline and respect for others are valued and developed in students
- That behaviour in and outside the classroom promotes good learning
- That bullying is not tolerated and is dealt with effectively
- That all students, regardless of ability, age, religion and gender receive regular recognition, reward and praise

### **4. Rights and Responsibilities**

4.1 The school has the right to:

- expect all students and parents to work in partnership with the school in order to maintain its catholic ethos and an orderly and caring environment that provides a thriving environment for learning
- expect all students and their parents to respect the rights of other students and adults in the school
- expect the highest standards of older students in setting an example to others
- enforce the Student Behaviour Policy, including all rules and sanctions
- refuse to accept confrontational, violent or threatening behaviour, or abuse by students or parents
- take firm action against students who harass or denigrate teacher or other school staff on or off the premises and where necessary to engage external support services.
- expect all students to represent the school well on all occasions including on school journeys, visits and trips.

4.2 The school recognises its responsibility to:

- place an emphasis on supporting, praising and, as appropriate, rewarding students' good behaviour; promote positive behaviour through active development of students' spiritual, moral, social and emotional skills
- consult the school community about the Student Behaviour Policy and the Code of Conduct through focus groups, surveys etc.
- establish, and clearly communicate, measures to ensure good order, respect and discipline
- avoid discriminating against any student on grounds of race, religion, gender, disability or sexual orientation
- all support staff in implementing the Student Behaviour Policy and to ensure that all staff are clear about their responsibilities in promoting good behaviour;
- ensure that staff receive the necessary professional development on effective behaviour management strategies
- apply sanctions fairly, consistently, proportionately and reasonably, whilst taking account of Special Educational needs, disability and the needs of vulnerable children, but also offering support as appropriate

- take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports of and complaints about bullying
- keep parents informed of their child's behaviour, good as well as bad, using appropriate methods of engaging them and where necessary, to support them in meeting their parental responsibilities
- work with other agencies to promote community cohesion and safety.
- refuse to accept a student on a school visit, journey or trip should it be judged that their behaviour may not be satisfactory or pose a risk to the health, safety or wellbeing of others (student or adult).

#### 4.3 The school respects the rights of all students:

- to contribute to the review and development of the Student Behaviour Policy; to be taught in an environment that is safe, conducive to learning and free from disruption
- to expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment
- to have the right to appeal to the Principal and Governors if they believe the school has exercised its disciplinary authority unreasonably

#### 4.4 The school expects students:

- to abide by school rules and classroom expectations
- to follow the instructions of all staff
- to accept rewards and sanctions in an appropriate way
- to act as positive ambassadors for the school when off the school premises and on the way to and from school
- not to bring inappropriate or unlawful items to the school or things banned by the school
- to show respect to all school staff, fellow-students, school property and the school environment
- not to belittle, harm or bully other students or staff
- to co-operate with, and abide by, any arrangements put in place to support their behaviour, such as Reports, Pastoral Support Programmes or a Parenting Contract.

#### 4.5 The school recognises the rights of parents to:

- contribute to the review and development of the school's Student Behaviour Policy
- be kept informed about their child's progress, including issues relating to their behaviour
- have their children kept safe, secure and respected in the school
- have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary
- appeal to the Principal, Governors, and beyond that to the Independent Review Board (IRB) of the Local Authority, if they believe the school has exercised its disciplinary authority unreasonably
- appeal against a decision to exclude their child, first to the Governors and then, in cases of permanent exclusion, to an Independent Review Board convened by the Local Authority.

#### 4.6 The school expects parents to:

- respect the school's Student Behaviour Policy and the disciplinary authority of school staff
- help ensure that their child follows the reasonable instructions of all school staff and adheres to school rules
- send their child to school each day punctually, in the correct uniform, fully equipped and ready to learn
- make school aware of any Disability or Special educational needs (SEND) related or other personal factors which may result in their child displaying behaviours outside the norm

- be prepared to engage with the school to support their child's positive behaviour
- attend meetings at school, if requested, to discuss their child's behaviour
- adhere to the terms of the Home/School agreement relating to their child's behaviour;
- ensure that their child is not found in a public place if that child is excluded from school
- attend the reintegration interview with the school at the end of a fixed-period exclusion.

## 5. Code of conduct for students

The Code of Conduct which is set out in the school's Student Diary together with the Home School Agreement, the uniform list (including how we wear our uniform) and the Internet Use guidance form the main school disciplinary codes and rules for students and Expectations in Lessons. These are supplemented with the other codes in the diary (e.g., How we move around school) and the Information booklet given to parents on entry to the school and annually updated. See Appendices. These codes are also accessible on line.

The school recognises that not all situations can be recorded in detail in a policy and that the reasonable day-to-day instructions of the Principal and other staff given delegated responsibility by the Principal in a given situation, form the Rule in a particular circumstance. It is the expectation that all students obey staff instructions about particular circumstances / situations.

### 5.1 Mobile phones or other communication devices (including air pods)

At English Martyrs we recognise that mobile phones, including smart phones, are an important part of everyday life for our pupils, parents and staff, as well as the wider school community. Our policy aims to:

- Set an example for, safe and responsible phone use.
- Support the school's other policies, especially those related to child protection and behaviour

This policy also aims to address some of the challenges posed by mobile phones in school, such as:

- Risks to child protection
- Data protection issues
- Potential for lesson disruption
- Risk of theft, loss, or damage

The use of mobile phones or other electronic devices is not permitted on the school site. Whilst we appreciate that students may need a mobile phone on the way to and from school they are not to be seen or used on the school site. If a mobile phone or an electronic device is brought into school, it must be switched off and placed inside their school bag before **8.15am**. If a mobile phone or other electronic device is seen or heard during the school day, it will be confiscated by the member of staff.

In the first instance, the device will be confiscated, taken to the main office by the member of staff who confiscated it (where it will be stored in a locked container), parents/carers will be notified by that member of staff, and the device will be collected by the student at the end of the day. Students will be issued with a 30-minute detention for first time offence.

For a second offence, the device will be confiscated, taken to the main office (where it will be stored in a locked container), parents/carers will be notified and informed that the device can only be collected from the school reception by them.

Earphones/Air pods are also not to be seen or used on the school site and fall under the same category and sanctions as mobile phones. Students will be issued 1 hour detention for a second offence.

For further offences, a one-day internal exclusion will be issued.

Students may use their phone offsite after 2.50pm to contact their parents/carers to collect them following an after-school club.

On school trips students may be allowed to take their mobile phones or other electronic devices with them. The use of these is at the discretion of the trip organiser.

The school **does not accept** any responsibility for loss or damage to mobile phones, apple watches or similar, earphones or Air Pods.

## 5.2 Conduct outside the school gates/ beyond the school day

The school uses the right to discipline students for misbehaving outside the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006). The school may discipline students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- visiting shops
- in some other way identifiable as a student at the school

The school may discipline students for misbehaviour at any time, whether or not the conditions above apply, if it is felt that it:

- could have repercussions for the orderly running of the school.
- poses a threat to another student.
- poses a threat to a member of the public
- could adversely affect the reputation of the school.

## 5.3 Conduct on-line

The school will seek to address and may discipline students for online misconduct, including all social media platforms if it is deemed to cause hurt to any member of the community (student or adult) or brings the school into disrepute. This might include unpleasant comments which are derogatory, threatening or abusive, sexist, or materials of a sexual nature which have the effect of demeaning or embarrassing others. Should such conduct constitute a crime, it may be referred to the police. A code of conduct for online behaviour is published in the student diary and this matter is further covered in both the school's Anti-Bullying Policy and its Safeguarding policy.

The school expects all students to treat other students with respect and courtesy when online either in social media platforms or private messages. All students must sign the Internet protocol published in the school diary. Parents are expected to set clear expectations for their child's online behaviour and broadly speaking to supervise their child's online activity.

Students must not join in bullying or the criticism of other students overtly or covertly. "Liking", sharing or showing offensive material is also completely unacceptable. Students who become aware that another is being targeted or bullied online should report this to their Form Tutor or Head of Year immediately. Where possible they should screen shot or photograph any offensive material to show to the teacher so that this can be addressed to the person originating it. Students should then remove themselves from the "forum"/ "chat"/ "story" etc.

When dealing with complaints about online activity the school may require students to show the contents of their online platforms (message boards, stories, forums etc)

internet history, downloads etc. Failure to cooperate with such a request will be taken as a presumption that the student had something to hide. Parents are expected to support the school fully in such enquiries and to support the school if requested to deny their child online access for a fixed period, to calm down a situation or as a punishment for misuse of Internet privileges. In the event of mobile phone or social media misuse occurring outside of term time (during school holidays), the school will not be in a position to investigate these complaints and it is advised that the complainant refer the matter to the police.

## 6. Rewards and Praise Points

Reward is part of the celebration of a student's talents, commitment and achievement. Reward takes many forms – an affirming word by a teacher, the satisfaction of acquiring a new skill or the enjoyment of learning. It is part of the whole-school philosophy of having high expectations of students. Integral to the identity of English Martyrs Learning Model is that all teachers will seek opportunities to praise students for their behaviour and achievement. This will be implemented in a number of ways which typically include:

- Verbal praise or comment on written work
- Arbor Praise points
- Good Attendance Certificates
- referral to Head of Department/Head of Faculty
- referral to Head of Year, SLT year link or the Principal
- recognition in assemblies including through presentation of a certificate
- a letter of praise sent home
- a phone call home

6.1 Arbor praise points are awarded to students who consistently worked hard to meet or exemplify the Values demonstrated in the English Martyrs Way. A teacher may award a Praise point for:

- Demonstrating Excellence in Lessons
- showing exceptional care and concern in supporting others;
- completing outstanding home learning
- Demonstrating hard work and or Resilience
- Being welcoming and kind

Outstanding contribution points are awarded to **one student per lesson** for demonstrating some or all of the above values in a lesson or over a sustained period of time.

The awarding of points is also of great importance around the school and will be used to reward all significant contributions to the school community outside the classroom. A member of staff in school might reward a student an Outstanding Contribution around school point for any of the following.

- Takes a leading role in assembly;
- supports the school on an information or open evening;
- take part in a concert, show, play or other performance;
- Represents the school in a Sports team
- shows exceptional care and concern in supporting others outside lessons;
- makes a significant contribution to a charity or in fundraising efforts;
- takes responsibility for the care of the school environment;
- presents a positive image of the school in the local community;
- makes a substantial contribution in extra-curricular activities.

### 6.2 Major Award Ceremonies

At the end of each academic year the school will seek to recognise those students who have sustained excellent effort or contribution. Students who have received a Gold

Certificate or above will typically be presented with their award during an assembly, either during the school day or after school.

## **7. Disciplinary Sanctions**

- 7.1 The school will discipline students whose conduct falls below the standard that can reasonably be expected of them. The school will resort to this course of action as a consequence of a student misbehaving, refusing to follow a school rule or refusing to comply with a reasonable instruction given to them by a member of its staff. The school will try to ensure that the student understand where they have gone wrong and is given the opportunity to apologise and to learn from their mistake

All students are encouraged to take responsibility for their own behaviour. Where good choices are made, students are rewarded for their good decisions. However, where the behaviour of students does not comply with school expectations, then sanctions will be issued. This applies both to inside the classroom and to the school environment in general. If a student breaks a school rule then he or she will move to the identified level of the system and the appropriate sanction is applied. Where a student's behaviour is considered extreme, then he or she will move immediately up the levels of sanction depending on the seriousness of the actions.

- 7.2 Disciplinary sanctions can also be applied in instances where a student may attend another establishment for a particular educational provision as well as to other situations where a student may not be on the school premises and not under the direct lawful control of a member of its staff. The school would also seek to impose a sanction where a student fails to comply with a previous penalty imposed on them for an earlier incident.
- 7.3 Sanctions in all instances will only be imposed where it is seen as reasonable to do so and taking into account any disability, Special Educational Needs etc. The system of school sanctions is explained to all students by tutors and none of the sanctions that the school might impose are intended to be degrading or humiliating for its students.
- 7.4 Any decision to punish a student will be made by a contracted member of school staff or a member of staff authorised by the Principal (including part time staff, specialist visiting teachers and occasional staff such as Examination invigilators or Supply Agency teachers). The decision to punish the student and the punishment itself being made on the school premises or while the student is under the charge of the member of staff (e.g. on a school visit, retreat, etc.).
- 7.5 The Principal has the right to limit the power to apply particular punishments to certain staff or to extend this power to discipline to adult volunteers, for example to parents who have volunteered to help e.g., on a school trip.
- 7.6 In determining whether a disciplinary sanction is reasonable, the school will consider whether the sanction is proportionate under the circumstances known at the time, including whether there are any special circumstances that need to be taken into consideration. These might include the age and maturity of the student involved, whether the student has any special educational need, any disability or any religious requirement that a student may have affecting them. (Section 91 of the Education and Inspections Act 2006)

## **8. Safeguarding & SEND**

- 8.1 The school takes the safeguarding of all students very seriously and information in this section should be read in conjunction with the Safeguarding Policy.

In dealing with matters of discipline, the school will take into account whether the behaviour under review gives cause to suspect that either a child is suffering, or is likely to suffer, significant harm; this may be in relation to either an actual incident of inappropriate behaviour or to the judgement the school might make in terms of sanctions as a consequence of it. Where this is the case, school staff will follow the school's safeguarding policy and consider whether continuing disruptive behaviour might be the result of educational or other needs not being met. It will also consider whether the imposition of a sanction might be cause for further concern and whether a multi-agency assessment is necessary.

- 8.2 Early Intervention and Assessment

The school will put in place early intervention to address underlying causes of disruptive behaviour coordinated by the Head of Year and the Director of Inclusion. These might include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. Staff will also consider the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs or help identify mental health or family problems.

- 8.3 Pastoral Support Plan Meetings (PSPs)

A Pastoral Support Plan will be put in place for any student who has had an exclusion or a series of isolations and is considered to be at higher risk of permanent exclusion. This plan will outline the main areas of concern and the support that the school can offer a student in working with him or her to change behaviour. It is expected that both student and parents will contribute to the plan and will engage fully with the support strategies that it offers. The plan will be reviewed at an agreed date to ensure that it is still relevant and that the level of support is still appropriate to the need of the student. Parents are expected to attend the meetings to set up and review the impact of the Pastoral Support Plan. These meetings follow a tiered process (Levels 1(a), 1(b); 2(a), 2(b); 3) which reflect the level of concern and support required.

- 8.4 Inter-agency working

The school works with a number of services and agencies to help to promote good behaviour and to support behaviour for learning. These include the Educational Psychology Service, CAMHS and the Local Authority Student Behaviour and Support Service which includes the facilities at Carisbrooke Learning Centre (Ks3) and Millgate Lodge (Ks4). Where it is felt necessary to put in place an alternative curriculum to re-engage a student then a number of providers are used and each of these has an agreement with the school. This disciplinary code applies to student's behaviour at alternative provisions as to the main school setting.

- 8.5 Managed Move to another school

In order to make provision for some students who are at risk of Permanent Exclusion, the school is a member of the Behaviour and Attendance Partnership of Leicester City and through this group may arrange a Managed Move of a student to another city school in order to give the student concerned a 'fresh start'. The school also receives such



students from time to time and puts in place a Pastoral Support Plan to help their integration to English Martyrs.

- 8.6 The school will always see to put in place bespoke strategies which meet individual needs. Some typical strategies for helping to manage some student's development needs are:

### **Time Out Cards**

Students are issued with Time Out Cards for a wide variety of reasons. Any student in possession of such a card has permission to leave a lesson if they show the card to their teacher. Staff will not challenge a student who shows a card and will allow them to leave the room.

Any student who is issued a card has the responsibility to:

- remove themselves from situations that he or she might find distressing or difficult to cope with
- avoid confrontation with other students and staff
- go immediately to a designated member of staff or area of the school
- avoid any misuse of time out card.
- return the card once allocated time has elapsed.

Any inappropriate use of a Time Out card will be investigated by the chaplain and or HOY.

### **Medical Cards**

As with the Time Out Card, any student in possession of a Medical Card has permission to leave a lesson, without having to give a reason, if the card is shown to the teacher. Again, these instances will be handled sensitively due to the possible circumstances behind a student requiring this provision. The student has similar responsibilities to those students who carry a Time Out Card and again, if staff have a cause for concern as to how the card is being used, they will inform the relevant HOY/ Chaplain.

## **9. Classroom Management by teachers, cover supervisors and teaching assistants**

Many systems are in place to foster a good spirit of hard work and cooperation in lessons. These include for younger students the provision of a class Log Book which records particular highlights and any disappointments for the form tutor to discuss at form time. This system helps all students to take responsibility for setting the best tone possible for learning in the classrooms around the school. Arbor Praise points should be given out proportionately in lessons to affirm good work and attitudes. All Praise points are linked to the English Martyrs Way values of Excellence, Respect Hard work, Resilience and Welcoming.

In lessons students are expected to follow the classroom code in the School Diary. Teachers are expected to provide Quality Instruction to ensure that the learning needs of all students are catered for and that lessons are appropriately structure, **scaffolded** and engaging. All instances of low- level disruption and serious negative behaviour will be logged on Arbor through the Schools Negative points sanction system.

When it is observed that a student is not behaving in a way which aligns to the English Martyrs Way Values, the teacher will issue a First Warning, which will be a verbal warning in the form of a quiet word. Should things not improve, the student will have their name on the board and will be issued a Negative behaviour point. If the behaviour of the student improves no further action is taken.

A student who continues to disrupt learning despite being given a first verbal warning and name on the board will be given a 30 minute after school detention which will be issued to take place within 24 hours. The student will receive a further negative sanction point for continuous poor behaviour in lessons.

Should behaviour still not improve, On-Call will be sent through the Arbor system and the student will be removed from that lesson by a member of the pastoral team or SLT. The teacher will also ring the students' parents to inform them about the incident as soon as possible.

Where a serious incident occurs, On-Call will be requested immediately.

Following an on call, a disciplinary sanction will be arranged for the student who will spend the next available day in Isolation and will be expected to complete a student behaviour and reflection book. The student will also use this time to write a letter of apology to the teacher who issued the On Call.

Should a student have difficulty coping with the environment of the lesson because of SEND and should a Teaching Assistant be available, it may be decided in consultation with the teacher and Head of Inclusion to withdraw that student from a lesson or part of a lesson. Should a student need to be removed from a lesson the student will be supervised by another adult.

Verbal Warning	Warning (1 Negative Pt)	30min Detention	OnCall Removal
<p>In lessons or on the way to your lesson this is a quiet verbal warning to a student or students who have taken longer than necessary to settle. Examples include</p> <ul style="list-style-type: none"> <li>Being loud and excitable and not settling straight away.</li> <li>Chatting to the person beside them.</li> </ul> <p>This doesn't need to be escalated if students comply after verbal warning and get on with their work.</p>	<p>In lessons, this is a written caution for a student who is affecting the learning of others. Examples include</p> <ul style="list-style-type: none"> <li>Failure to follow school routines</li> <li>Interrupting others</li> <li>Speaking without permission.</li> <li>Distracting behaviours e.g. tapping</li> <li>Misuse of school equipment</li> </ul>	<p>This is for continuation of disrupting behaviour, failure to achieve expected standards or a direct act of defiance. Examples include</p> <ul style="list-style-type: none"> <li>Chewing gum in school</li> <li>Continually disrupting behaviour in lessons</li> <li>Failure to follow instructions</li> <li>Challenging previous sanctions in the wrong way</li> <li>Failure to complete homework</li> <li>Antisocial behaviour during changeover or social times</li> </ul>	<p>This is for behaviour that is deemed to be significantly disrupting the lessons and preventing the class from learning or endangering another student.</p> <ul style="list-style-type: none"> <li>Continuation of behaviour following 30min detention</li> <li>Leaving a lesson without permission</li> <li>Abusive language towards others</li> <li>Violent behaviour</li> <li>Dangerous behaviour</li> <li>Extreme rudeness towards adults</li> </ul>
Action for staff	Action for staff	Action for staff	Action for staff
<ul style="list-style-type: none"> <li>Have a quiet word with student. Don't do it <u>infront</u> of others, use the corridor if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Name on the board. Record Low Level Behaviour on Arbor (See staff handout)</li> </ul>	<p>Log Behaviour Incident on Arbor and select appropriate sanction. Set detention with 24hr delay.</p>	<p>Log OnCall on Arbor- Write a factual description of incident (See staff handout). Phone parents at earliest opportunity</p>

## 10. Managing behaviour around school

10.1 The health and safety of students outside the classroom is paramount and students are expected to follow all reasonable instructions from staff around school including those of additional supervisors before school and at break and lunchtime. It is expected that students conduct themselves sensibly and with consideration for others.

Where students behave in such a way that they compromise the safety of other members of the school community, they can expect sanctions to be implemented. Sanctions in addressing poor behaviour will be proportionate to its seriousness.

If a student is involved in instigating or inciting poor behaviour in others, this will be dealt with as if the individual concerned had been actively involved in any negative behaviour that arose as a consequence of their provocation. Where groups of students are collectively seen to be refusing to cooperate with staff, all students present within that group will be expected to accept individual responsibility. This will be dealt with by issuing appropriate sanctions to individuals involved, regardless of whether it is possible to exercise these sanctions across all members of a group.

When investigating a complaint of poor behaviour in class, around the school, outside school or online, students may be interviewed by member(s) of staff and asked to give an account of what has gone on. Staff may ask students to write this down.

If making a complaint about another student's online conduct, the person bringing the complaint is asked to provide evidence e.g., screen shots printed out of the matter which they wish discussed. It should be noted that some online matters may be beyond the remit of the school and parents may be asked to take these to the police directly.

The school will deal with matters of misbehaviour outside school / on transport etc, however any matter relating to violent conduct may be taken directly and immediately to the police.

Verbal or written statements are used to inform teachers' professional judgement, they are not copied or circulated to others.

## 10.2 Specific Sanctions

The disciplinary procedure will be worked through in a logical and sequential manner by all staff when addressing behaviour that falls short of expectation. Sanctions will be proportionate to the incident they seek to redress. The Governors have agreed that the following sanctions may be used in the school:

- verbal coaching by subject teacher/Form Tutor/ year leader
- moving a student within class
- Phone call home to parent/guardian
- extra work or repeating unsatisfactory work until it meets the required standard
- Breaktime & Lunchtime detentions
- After school detentions
- a school-based community service
- writing a letter of apology
- withdrawal of break or lunchtime privileges for a fixed period of time
- withholding participation in educational visits or sports events
- confiscation or removal of personal items
- paying for, or making a contribution towards, broken/damaged property
- specific subject report
- Head of Year report
- report to the Principal or another senior teacher
- removal from a class or curriculum area for a fixed period
- placement in the Reflection room for 1 day or 0.5 days depending on the incident
- suspension (FTE) (see below)
- Governors' disciplinary Panel
- permanent exclusion (see below)
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The following actions may also be put in place as a response to poor behaviour by an individual or group:

- Pastoral support plans (PSP's)- See Pastoral Handbook
- strategic move between form groups or subject groups
- (Off site Direction)- Leading to managed move.

## 11. Detention

- 11.1 A detention may be given to any student under eighteen by any teacher or by any other person working at the school, who with the authority of the Principal, has lawful control or charge of students for whom education is being provided at English Martyrs.

Under the Education and Inspections Act 2006 detentions are part of a range of sanctions that the school can apply with a view to regulating student behaviour. It is noted that the school **does not have to seek parental permission** to set a detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the student does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break; and
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Where a detention is given outside the school day, parents of the student involved will receive notification 'by any effective method'. This does not apply to detention in normal school hours such as lunchtimes.

- 11.2 In determining whether a detention outside school hours is 'reasonable', the school will consider whether:
- the detention is likely to compromise a student's safety or put them at risk;
  - the student has known care responsibilities;
  - suitable travel arrangements can be made by the parent for the student. If in making these arrangements, inconvenience is caused to the parent in accordance with DFE policy, this will not be a deciding factor to whether that detention should take place.
- 11.3 As with the implementation of all school sanctions, staff will act reasonably in giving a student a detention. Staff will take into account the known circumstances in arriving at their decision.
- 11.4 Where a student is given a lunchtime detention, staff will allow reasonable time for students to eat, drink and use the toilet.
- 11.5 Afterschool detentions **(Daily)**

30 Minute detentions are run every day from 3pm-3.30pm, 1-hour detentions take place on Mondays and Wednesdays. Detentions are arranged in advance and parents are notified immediately by email via Arbor. All detentions are set with a mandatory 24hours notice to enable parents to arrange appropriate transport and collection if necessary. Students are also reminded about their detentions on the day of the detention by the form tutor in the morning and the pastoral team. They are brought to their detention by the Period 5 teacher.

The detention lasts 30 minutes however Heads of Year and SLT can set detentions for one hour. Students are set work by the supervising adult. Failure to attend after school detention without prior permission from their Head of Year or a member of the SLT will immediately result in a 1 hour detention. Repeated failure to attend detentions will result in students being sent to the reflection room. They will still need to complete their missed detentions. Detentions should always be served on the date set and can only be rearranged in extenuating circumstances.

## **12. Internal exclusion (Reflection Room)**

12.1 Internal exclusion is a sanction used as part of the school's aim to avoid suspension and the consequent disruption to a student's learning. Additionally, because of serious or persistent misbehaviour or behaviour which making others feel unsafe or compromises the safety or education of others, it is sometimes necessary to isolate a student from their peer group. Isolation, either as a formal sanction or as an interim measure to help control or manage a particular situation is used at the discretion of the SLT & Heads of Year. There is no requirement to seek parental permission when issuing an Isolation sanction.

12.2 The Reflection room is a functional and purposeful learning environment with a bank of work ready for students to use, however this sanction can take place in any setting deemed appropriate by the Principal on the school site or if necessary, in an off-site centre, such as another school.

When in the Reflection Room, students are not in their normal lessons and breaks /lunchtime are taken at different times to the rest of the school. At no time is the student allowed to socialise with other students. Students will be required to hand over their mobile phones and any other communication devices such as Apple Watches. The reflection room follows the normal school day and students will be dismissed at 2.50pm. Students are expected to go immediately to the Reflection room and not to register with their form or to attend assembly. All students who are placed in the Reflection Room must bring appropriate books and equipment for that day. Work is provided for them to complete by the teachers they would have on that timetabled day. During this time the students will be required to complete a reparation pack in which they must reflect on their behaviour and think about the consequence of their actions. Students arriving late without good reason (as determined by one of the Vice Principals) are required to repeat the full day as it is deemed that they have not fulfilled the conditions of their period in the Reflection Room. A student who is absent during a session is expected to complete the sanction upon their return to school. While in the Reflection Room students have reasonable time to eat and use the toilet.

12.3 Students who meet the expectations of the Reflection room return to lessons following their sanction. A record of the sanction and the reason for which it was imposed is kept in the student's personal record.

12.4 During this time students are expected to reflect on their behaviour and on the reason for which they were placed in the Reflection Room. Where poor behaviour is persistent and the student concerned has had more than one session in the RR, this would be undertaken by the Head of Year, as it would be likely that the student involved would have a Pastoral Support Plan (PSP) in place. A letter is sent to parents giving the reason for the Sanction. (This may take place prior to or after the sanction is served). This also is designed to ensure that the student reflects on their conduct with their parents/ carers.

12.5 Students are placed on contract during their time in Reflection Room. Where students break this contract, they may potentially face suspension, depending on the severity of their behaviour. Students sign their contract when they enter the RR; the contract clearly sets out the reasons for the sanction, what is expected and the consequences for the student if he or she should choose not to meet these expectations.

12.6 The Reflection Room may also be used as an interim measure for example to calm a situation down or diffuse it; to protect a student from coming to harm or to provide an opportunity to investigate an incident or rumour. This could include, for example, a report of a student carrying a prohibited item such as a weapon or drugs.

### 13. Powers of members of staff to restrain students by Positive Handling Techniques.

The Education and Inspections Act 2006 confirms the right of school staff to use **Positive Handling** techniques for the purpose of preventing a student from:

- committing an illegal offence.
- causing personal injury to themselves and others
- Acts of serious vandalism which can result in breaches of Health & Safety

The use of any restraint or positive handling techniques will **always** be used as a last resort by staff. Further guidance can be found in our [Positive-Handling-Policy.pdf](#)

### 14. The Right to Search Students

#### What constitutes a search at English Martyrs?

Only the headteacher, or a members of staff authorised by the headteacher, can carry out a search. These members of staff will be identified as **Appropriate Adults**. Staff who are named as Appropriate Adults to conduct searches at English Martyrs are approved by the Principal and the list of names is published in the Safeguarding Policy.

It is important to clarify that when a search is conducted, at **no time** does a member of staff “**frisk**” or “**pat down**” students. Staff **must not** under any circumstances ask students to remove any items of clothing that is worn wholly next to skin or immediately over a garment being worn as underwear.

Staff can direct students to empty the contents of their school bags, PE bags & lockers. They may also ask them to remove their coats, jackets and blazers and empty the contents of their coat, blazer and trouser pockets. With consent from students, staff may conduct a further search of school bags and blazers provided they are placed away from the student.

If a search needs to be conducted on a school trip and the trip leader is not on **the Appropriate Adult (AA)** list. They must phone the school and confirm permission from an AA to conduct a search. They must follow the procedure outlined above.

The school has the right to search pupils without consent where it suspects that a pupil may be in possession of a prohibited item (Section 550ZA (3) of the Education Act 1996). These would include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes and vaping oil
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, or to cause personal injury or damage to property

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must always be another member of staff present as a witness to the search.

There is limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search **reasonably believes there is risk that serious harm will be caused** to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

The school reserves the right to search a student for any item that has either been banned by school rules or for an item that has been used on the school site contrary to school rules. This might include items such as mobile phones, headphones, and other handheld electronic devices that should not be used during school hours.

If a search reveal any 'offensive weapons' or knives (*the Violent Crime Reduction Act 2006*), extreme or child pornography, illegal drugs or any other 'evidence in relation to an offence' the school will call the police in immediately. The school has no discretion in this and will cooperate fully with any police investigation that is instigated as a result of a search. The school also has the right to implement its own sanctions policy in response to the breaking of its rules, regardless of whatever action is taken by the police in relation to an incident

Where a student refuses to cooperate with a search of their property, parents will be contacted immediately and may be asked to attend the school. Where it is felt that a student may be concealing an item that is illegal, the police will be called immediately.

School staff have the right to confiscate, retain or dispose of student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for, damage to, or loss of, any confiscated items provided they have acted lawfully (8 Section 94 of the Education and Inspections Act 2006). Where an item is confiscated because it or its use contravenes school rules, the member of staff will place the item in the school general office for collection by either the student or the parent at an identified time, depending on the circumstances.

Below is a summary of the updated DFE Guidance on Searches and Confiscations which came into effect from September 1<sup>st</sup> 2022.

The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

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. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Searching a pupil should only be done by an authorised member of staff (Listed in Staff Handbook and in Safeguarding Policy).

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.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search.

If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched

Full information & guidance can be found here [Searching, Screening and Confiscation](#)

## 15. Suspension

- 15.1 The Principal is permitted to suspend a student for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A suspension

does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a suspension may be extended or converted to a permanent exclusion.

- 15.2 Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to suspension, such as the Principal's duty to notify parents, still apply. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
- 15.3 Serious breaches of school conduct of pupils **on their way to & from school** can be considered as grounds for suspension in line with this policy in general.
- 15.4 The decision to suspend will be made in accordance with the principles of administrative law, i.e. that the decision is "rational; reasonable; fair; and proportionate." (DfE Guidance)  
[www.gov.uk/government/publications/school-exclusions-guide-for-parents](http://www.gov.uk/government/publications/school-exclusions-guide-for-parents)
- 15.5 The School will continue to provide work for a suspended student after day 5 whilst that student remains on its roll.
- 15.6 Informing parents/ carers  
Parents will be formally informed by letter that a student has been suspended. The letter will state the reason for the suspension, the length of the suspension and a suggested time for a reintegration interview with parents prior to the student returning to school. Where parents are unable to be present at the suggested time, they should contact the school to arrange an alternative. It is important that a reintroduction meeting takes place where possible prior to a student returning to school so that where necessary the appropriate level of support is put in place. The letter will also highlight the right of parents to appeal to the school governors against the decision made by the school if they feel that decision is unfair or breaches the school's Student Behaviour Policy.

## 15.7 **Decision**

- The decision to suspend will only be taken by the Principal or, in his absence, by a Vice Principal. The power to suspend cannot be delegated.
- The decision will be taken on all the evidence available at the time
- The decision will be taken on the balance of probability. Where the offence alleged is a criminal act the standard of proof will be that it is "distinctly more probable than not" that the student committed it.

A suspension may be issued for any of the following reasons

- Serious or sustained challenge to the authority of a member of staff
- Bullying including, E-Bullying, harassment or abuse (including on the grounds of gender, race, ethnicity, religion or sexual orientation) both to young people and adults
- Persistent or very serious defiance of the school Codes of Conduct
- Persistent defiance of the school uniform rules
- Acts of vandalism or physical violence
- Using drugs or alcohol on the school site
- Smoking or Vaping on school site.
- Being in possession of drugs, alcohol, cigarettes or vapes
- Any behaviour which puts the health and safety of others at risk
- Conduct likely to bring the school into disrepute



The length of the suspension will be proportionate to the magnitude of the offence

### 15.8 Long Fixed Term Exclusions

Long Fixed Term exclusions of over 5 days will generally be used to enable support to be obtained in assessing, moving or reintegrating a student with severe problems where the alternative would be permanent exclusion.

### 15.9 Modifying a suspension

A suspension may be extended or made permanent where:

- It was necessary to suspend the student in order to complete the investigation freely.  
NOTE: It is essential that if new evidence has come to light the suspended student is given the opportunity to respond to it before the suspension is extended or made permanent.
- The student has also been reported to the police and the result of that investigation provides additional evidence to the school

### 15.10 Process

Investigation of incidents

- The investigation will not be undertaken by the person who will decide on the suspension unless circumstances dictate this.
- Witness statements will be recorded, signed and dated
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld.
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others. It is not necessary that there is a face-to-face confrontation with the other parties.

### 15.11 Informing

The following will be communicated without delay by post and/or telephone message as appropriate by the end of the afternoon session:

- The person having parental responsibility for the student
- The Local Authority
- The Clerk to the Governors
- Parents and students are reminded that it is an offence for the suspended student to be in a public place whilst suspended from school. The parents of a student found in a public place within the first five days of a suspension is liable to receive a penalty notice (The Education (Penalty Notices) (England) (Amendment) Regulations 2012)

Note: If suspension will prevent a student from taking a public examination, then the Chair of Governors will be informed immediately so that s/he can review the decision or convene a meeting of the Disciplinary Committee before the examination takes place.

#### **Work for suspended students**

- The school will provide work for suspended students to do at home and make it available to be collected from the school reception. Work will also be provided via Satchel One
- Students are expected to complete a suspension reflection booklet and have it signed by a parent before presenting it at the reintegration meeting for discussion.

#### **15.12 Full Time Education**

The Principal will make provision for the full-time education of students from the 6th day of suspension.

- If alternative provision is being arranged, then the following information must be included with the notice of suspension where it can reasonably be found out within the timescale:
- the start date for any provision of full-time education that has been arranged for the pupil during the suspension; the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person he / she should report to on the first day.

#### **15.13 Governors' Discipline Committee**

- The Discipline Committee will be convened in accordance with current regulations by the Clerk to the Governors
- It will be clerked and advised by the Clerk to the Governors or a person with experience in clerking such meetings
- The Clerk will ensure that all members of the Committee reminded of the legal framework for their hearing
- The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rules of natural justice and having regard to any guidance issued by the Secretary of State.
- The decision will be taken by the Governors meeting alone with their Clerk after all parties have had the opportunity to state their case and respond to the point put by other parties

#### **15.14 Reintegration back to School**

It is school policy that all suspended students must attend a formal reintegration meeting with a member of the Senior Leadership Team and the relevant Head of Year on their return to school. Parent/s or carers are expected to accompany the student to this meeting. The date and time of this meeting will be on the suspension letter sent to parents. The purpose of the meeting is to discuss the incident/s which led to the suspension and to set targets for the student to ensure further suspensions are avoided. Students will not be able to return to mainstream lessons until reintegration meeting has taken place. The school will also offer various means to help the student achieve the targets. Such support offered might include the following:

- Discuss the completed suspension reflection booklet.
- Reminder of the school's Code of Conduct and expectations

- Establishing a Pastoral Support Programme
- Referral to the school social worker
- Referral to a counsellor
- Discussion about alternative educational provision
- Discussion about an alternative curriculum

The reintegration meeting may sometimes include students being placed on report on their return to school in order to monitor their progress. They will meet with their Head of Year daily to check the report and discuss progress.

## **16. Permanent Exclusion**

- 16.1 The School Policy is in accordance with the Department for Education's Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units. February 2015
- 16.2 A decision to exclude a pupil permanently will be taken only in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

A decision to exclude a student permanently will only be taken when there is clear evidence that a student has either:

- shown over a period of time that they have chosen not to change their behaviour and that they have consistently failed to engage with the support the school has provided to allow this to happen. (This will have been outlined in a Pastoral Support Plan)
- been involved in an exceptional 'one-off' offence which has been committed, such as an act of serious violence or threatening behaviour against another student or member of staff; sexual abuse or assault; supplying an illegal drug or carrying an offensive weapon: or any other one-off offence deemed by the Principal to be exceptionally serious.

In arriving at the decision to exclude a student permanently, the school will make every effort to ensure that the student involved has a viable educational alternative and will work with outside agencies to allow this to happen.

## **Definition of terms**

### **Suspension**

Temporary exclusion from school for between a half day to 5 full days.

### **Home school agreement**

A generic agreement for all students setting out the expected duties of school, student and parents contained in the Student Diary

### **Internal Exclusion (Reflection Room)**

Working in school apart from the peer group. This will involve working with a member of the pastoral team or SLT.

### **Managed Move**

Organised transfer to another school arranged through the Behaviour and Attendance Partnership. May be considered for students who are struggling with school expectations and for whom it is felt a change of school placement would be beneficial.

### **Parenting Contract**

A specific agreement made with parents about aspects of the provision for their child at home and in school. May involve external agencies.

### **A Pastoral Support Plan**

A plan of support and intervention and review arranged with a student, his/ her parents and staff designed to find the most appropriate support for a student at risk of permanent exclusion. May include formal planning to routine school service and access to additional services.

### **Report**

A paper printed form or card used to monitor a student against specific targets e.g. punctuality, uniform etc. Students may be placed on report at one of the following levels...Tutor/ Mentor Report, Head of Year or SLT Report.

### **School detention**

30 minute or one-hour detentions organised after school. A letter giving notice is sent home prior to the detention.

### **Alternative Provision**

'Alternative Provision' (AP) refers to suitable full-time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension or the sixth school day (or earlier) after a permanent exclusion. 4 In other circumstances, alternative provision may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons. Alternative provision includes PRUs, alternative provision academies and free schools, and hospital schools, as well as a variety of independent, registered, unregistered and further education.

## Appendix 1

### The English Martyrs Way Values

We expect all students to adhere to the English Martyrs way and demonstrate their commitment to upholding the Catholic Ethos of the school and our Motto “May they All be One.” This will be demonstrated through the following values of:

- **Excellence:** the quality of being outstanding or extremely good
- **Hardworking:** tending to work with energy and commitment and diligence
- **Resilience:** able to withstand or recover quickly from difficult conditions
- **Welcoming:** behaving in a polite or friendly way to a guest or new arrival
- **Respect:** have due regard for (someone's feelings, wishes, or rights)

### Code of Conduct

*At English Martyrs' School the following simple rules help us to live together as a harmonious Christian community.*

1. Treat all members of the school community with respect and consideration.
2. In conversation with others, be polite, courteous and truthful at all times.
3. Walk quietly around the school, observe the one-way system and keep to the left in two-way areas.
4. Leave valuable items, and large sums of money, at home. Never bring a dangerous item to school.
5. Treat school property with respect, eating only in specified places and placing litter in the bin.
6. Be on time to school and lessons and come properly equipped.
7. Co-operate with staff in and out of lessons.
8. Never do anything which puts another person's health or safety at risk.
9. Work to the best of your ability and help everyone to learn.
10. Take pride in school by wearing school uniform correctly and representing the school to the best at all times including on the way to and from school.

### Lesson Protocol

1. Be on time to each of your lessons.
2. Enter and leave the classroom quietly.
3. Stand behind your chair at the beginning and end of the lesson.
4. Greet your teacher with “Good morning/good afternoon”.
5. Wear your school uniform correctly and ensure you bring the correct equipment/ kit to lessons.

6. Put your school diary and other equipment on your desk at the beginning of every lesson. Record the Title, date and learning objectives as well as any homework
7. Ensure that your bag is placed safely underneath your table.
8. Follow all instructions without comment or argument, completing your classwork to the best of your ability.
9. Treat others in the class with respect and help ensure that everyone else achieves their best.

## **Restaurant Protocol**

In order to treat everyone with respect in our Restaurant the following rules must be observed:

1. Food purchased in the Restaurant must be eaten there and may not be taken around the school.
2. All food purchased in the Restaurant is carried on a tray.
3. The tables and chairs in the Restaurant remain as laid out and are not to be moved around. When you leave, place your chair under the table.
4. When finished, each person clears his/her own place, using the clearing stations and bins.
5. Bags should be placed safely as directed and never put on the dining tables.

## **Movement around school**

When moving around or socialising at school we do so in groups of not more than 3 or 4 people. Staff car parking areas and the area at the back of the sports hall and the AstroTurf pitch are out of bounds except during lessons when accompanied by a teacher.

- Be Courteous: Move around school taking care to respect other people and the buildings. Students must follow the one-way system.
- Be Punctual: Move to lessons immediately the bell sounds. Any student who arrives to lessons more than 5 minutes after the bell has sounded will be marked late on the register.
- Be Organised: Use lockers and water dispensers only before school, at break and lunch time.
- Be Quiet: Move around the buildings and public areas inside and outside in a quiet and orderly way. Walk on your own, not in a group. Do not shout out greetings or messages to other students. Conversations should be at low volume. When waiting outside a classroom for a teacher, students should wait quietly.
- Be safe: Never push people or try to push through a crowd or climb over fences.

## Uniform list

Boys'		Girls'	
Blazer	Black with school Badge*	Blazer	Black with school Badge*
Coat	School coat with school logo	Coat	School coat with school logo
		Skirt	Black 2" box pleated knee length
Trousers	Black tailored school uniform style	Trousers	Black tailored school uniform style
Jumper	Black V neck, plain or with school badge	Jumper	Black V neck, plain or with school badge
Tie	Clip on school tie*	Tie	Clip on school tie*
Shirt	White, long sleeved formal style with buttoned collar, tucked in at the waist	Blouse	White, long sleeved formal style with buttoned collar, tucked in at the waist
Shoes	Polishable, durable flat black shoes without logos. Trainers are not permitted.	Shoes	Formal, durable flat black shoes without logos
	<b>Sikh boys may wear a black turban.</b>		Muslim girls may wear a school approved black head scarf
(Examples will be shown at our New Intake Evening)			
Socks	Black or white	Socks	Black or white
Bag	School Ruck Sack (with or without school logo)	Bag	School Ruck Sack with (with our without school logo)
Aprons (x2)	1 for cooking, 1 for other use*	Apron (x2)	1 for cooking, 1 for other use*

## Equipment list

Pens (including 1 purple pen for self marking)

Pencil

Ruler

Eraser

Protractor

Pencil Sharpener

School calculator\*

Colouring pencils

Dictionary

## Games and PE Uniform

<b>Dance Wear for All</b>
Black English Martyrs' T Shirt <sup>☆</sup>
Black track suit bottoms
Clean sports trainers or dance shoes

<b>Sports Wear for All</b>
Black polo shirt with logo <sup>☆☆</sup>
Black mid layer top with logo
Black sports shorts
Black tracksuit bottoms (AstroTurf) - Optional
White sports socks
Clean sports trainers - indoor lessons
Astroturf trainers - outdoor lessons
Football boots - for field based lessons and football/rugby fixtures against other schools
Mouth Guard - for Rugby and Hockey lessons
Shin pads - for Rugby and Hockey lessons

Students cycling to school must wear a cycling helmet. **All bikes must be locked.**

**All items listed should conform to English Martyrs' School approved style as available in many retailers and as displayed on the website. Please note "Our appearance - how we wear our uniform" on the next page.**

☆ These items can be purchased from the School Shop via Parent Pay

☆☆ These items can be purchased from:

**Schoolwear Centre**, London Road, Oadby.

**Uniform Direct**, 54-56 Humberstone Gate, Leicester LE1 3PJ

**Trendy Schoolwear**, [www.tswuniforms.co.uk](http://www.tswuniforms.co.uk)



## How we wear our uniform

### Uniform must be worn correctly with care and pride to and from school.

- Trousers must be full length and plain black. Trousers must have a fastening/button at the top. No jeans, leggings or jogging bottoms can be worn.
- Skirts must be plain black and knee length.
- White shirt with a plain collar
- Students must have their top button and tie fastened correctly.
- Lanyards & Student ID badges must be worn over the school shirt and must be always visible.
- Blazers must have the English Martyrs crest embroidered on the front.
- Blazers must be always worn around the school and should only be removed in lessons with the teacher's permission.
- Socks must be plain black or white
- Flat black shoes which can be polished, no logos visible. No other shoes are permitted. Boots are not permitted in any form.

### The following are not permitted:

- Hair styles which are considered extreme including multi-coloured hair, skinheads, Mohawks & unnatural colours e.g. Pink or blue.
- False Eyelashes/eyeliner
- Coats/Jackets, must not be worn in lessons and hooded coats must not be worn up inside the school building
- Hoodies are not permitted on the school site
- Make up – Natural make up only.
- Nails – should not be painted, no acrylics/fake/gel nails are permitted.
- Jewellery, No tongue or facial piercings (including clear studs). No rings, any necklaces must be worn under uniform and out of sight.
- Hooped Earrings. (Students are allowed one stud per ear)

Please note that any student who turns up with incorrect uniform will be issued with breaktime detentions on the same morning. Students who break the uniform policy twice in a week will be issued with a 30min afterschool detention. Students who persistently break the uniform policy will have their Head of Year contact home and may result in a formal meeting to discuss the ongoing issues.

## **Appendix 2**

### **Home School Agreement**

#### **The school**

As a school, we will:

- Live as a Catholic Community
- Have high expectations of all students in their conduct and work
- Provide opportunities for faith development of all students
- Offer a broad and balanced learning experience for all
- Record and reward achievement and progress
- Provide all students with opportunities for enrichment activities
- Encourage students to work to the best of their ability
- Provide regular reports and meetings with parents
- Listen and respond to any concerns raised
- Promote good attendance and punctuality

#### **Students**

As a student, I will:

- Respect and live as a member of this Catholic Community
- Ensure that I adhere to the Mobile Phone policy at all times
- Adhere to the English Martyrs Way Values.
- Follow the school's Code of Conduct
- Work to the best of my ability at all times and help others in their work
- Adopt a positive attitude towards, and participate fully in, the life of the school
- Show respect for others both in and out of school
- Use the internet responsibly in and out of school
- Come to school with all the equipment needed
- Report and not partake in bullying in all its forms including cyber bullying
- Attend school regularly, on time and in correct uniform
- Co-operate with adults
- Record my homework and complete it on time
- Respect the school environment and the local community
- Take part in school activities outside lessons

## Parents / Carers

As Parents / Carers, we will:

- Support the Catholic values, English Martyrs Way and prayer life of the school
- Support the school policies regarding attendance, uniform, discipline and attendance
- Ensure your child is properly prepared for school each day which includes getting to school on time.
- Ensure the school office is made aware immediately of any changes to our contact details
- Support your child to complete homework and revision and hand things in on time
- Keep the school informed about any problems which might affect our child's learning
- Read and respond to correspondence from the school
- Sign the school diary weekly
- Attend Parents' Information and Consultation Meetings
- Encourage our child to undertake an afterschool co-curricular activity/club
- Support teachers by collecting our child punctually from afterschool events or trips
- Set a good example by conducting ourselves with courtesy at school meetings

Signed \_\_\_\_\_(Chair of Governors)      Date: January 2025

Signed \_\_\_\_\_(Parent)      Date \_\_\_\_\_

Signed \_\_\_\_\_(Student)      Date \_\_\_\_\_

## Appendix 4

### ICT and Internet Protocol

English Martyrs Catholic School recognises the wonderful opportunities for learning offered by ICT applications and the Internet. Everyone is expected to use the Internet and all ICT applications responsibly. All students must agree to follow this protocol.

#### In school

##### ***Using the network:***

I will only access the network with my personal login and password.

I will treat all equipment with care and respect.

I will report any faulty equipment.

I will not access other people's network area or files.

I will not eat or drink near a computer.

##### ***Using the internet:***

I will ask permission from a teacher before using the internet.

I will use the internet responsibly and sensibly to help my education respecting myself and others and the schools values.

I will never access rude, undesirable or offensive material

I will report any unpleasant material or cyber bullying to a teacher immediately to help protect other students and myself.

I understand that the school may check my computer files and may monitor the internet sites I visit.

I will not use social network or chat room sites or complete and send forms.

I will not make copies of copyright materials.

Please note that children under the age of 13 are not permitted by law to access Social Networking sites such as Whatsapp or Instagram.

##### ***Out of school:***

I will use the internet responsibly. I will not post pictures or video from school without permission. I will respect others in what I say using email or social networking sites etc. I understand that the school will report any abuses to the proper authorities.

I understand that if I break any of these rules, my login will be denied and there will be disciplinary action.

**Student:**\_\_\_\_\_ **Form:**\_\_\_\_\_

**Parent:**\_\_\_\_\_ **Date:**\_\_\_\_\_