

Behaviour Policy 2025

1 Timothy 4:12

'Don't let anyone look down on you because you are young, but set an example...in speech, in conduct, in love, in faith and in purity'

Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** - Collaborating with others, we treat everyone with respect, dignity and kindness.
- **Aspiration** - We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
- **Integrity** – We demonstrate fairness, equality and honesty.
- **Tenacity** – We are determined and resilient when faced with challenges.
- **Humility** - We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who 'experience life in all its fullness' (John 10:10)

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1. Aims

This policy aims to support students, staff and parents in creating a calm, safe and supportive environment in which everyone can learn and thrive. Our FAITH values underpin our efforts to build an inclusive school community in which everyone is supported to reach the highest standards of behaviour. We aim to support the development of highly supportive relationships in school in addition to the following vital aspects of managing behaviour:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on the following advice from the Department for Education (DfE):

- Behaviour in Schools - Advice for headteachers and school staff 2022
- Searching, screening and confiscation advice for schools 2022
- The Equality Act 2010
- Use of reasonable force in schools 2013
- Supporting students with medical conditions at school 2014
- Special educational needs and disability Code of Practice January 2015

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 which outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 which requires the school to have a written behaviour policy and paragraph 10 which requires the school to have an anti-bullying strategy

This policy complies with our Funding Agreement and Articles of Association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons which impacts upon the work of any students and or the teacher.
- Disruption in corridors or other areas of the school e.g. toilets or open space either between lessons, and at break and lunchtimes
- Non-compliance with any school policy and expectations regarding classwork, homework, corridor conduct, detention conduct etc.
- Poor attitude towards learning or a lack of respect for others and or the fabric of the school.
- Incorrect uniform or persistently inadequate equipment for learning

Serious misbehaviour is defined as:

- Repeated breaches of the school rules as detailed above. This includes breaches of our OnlineSafety Policy or guidelines
- Any form of bullying; this includes, but is not limited to verbal, physical, mental, emotional, online,/cyber, sexual, gender-based and so on.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour or language
- Possession of any prohibited items. These include, but are not exclusive to:
 - Knives or any item that could be used as a weapon
 - Alcohol
 - Illegal drugs
 - Items used to cause combustion i.e. matches and lighters
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes/Vapes/Vaping products such as vaping liquid
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) or to seriously break or breach the school rules or seriously interfere with school discipline

4. Bullying

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include but is not limited to:

- Emotional: Being unfriendly, excluding, tormenting

- Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial: Racial taunts, graffiti, gestures
- Sexual: Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Direct or indirect verbal: Name-calling, sarcasm, spreading rumours, teasing
- Online/Cyberbullying: Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. This may also involve the misuse of mobile phones e.g. sexting.

Details of our school's approach to preventing and addressing bullying are set out in our separate Anti-Bullying Policy published on our website. Paper copies are available on request.

Derby Cathedral School is committed to creating an environment where instances of poor behaviour are few and far between. Protocols and expectations are in place which prevent the occurrence of such issues and thus the need for punitive measures. Such strategies include the following measures:

a) School Uniform

By insisting on a smart, practical, affordable and sustainable uniform being worn by all students, the school is removing an unnecessary element of competition. Parents and students face less pressure, as all students appear equal and the need to follow changing fashions is removed, along with the financial burden it accrues.

This extends to items of jewellery, footwear and indeed haircuts, which can all too often be used in a similarly competitive manner. Failure to comply with the predetermined uniform regulations (without just cause) will be deemed as a breach of the school rules.

Trainers are not allowed to be worn at Derby Cathedral School. If a student wears trainers to school they will be instructed to change into a school-provided alternative, giving their trainers in to Student Services. Failure to comply with this will result in a student being placed in the Reflection Room. This includes where a parent/carer has written an explanatory note, as trainers are not acceptable footwear. The school's decision on what constitutes trainers or shoes not acceptable for school is final. More detailed guidance and examples of acceptable/unacceptable uniform can be found on the school website.

b) Mobile phones

Mobile phones can be a significant source of distraction for young people which can significantly impact on their learning. In order to minimise the potential for this to occur within the school, the use of mobile phones at any point is not allowed. By imposing such restrictions, the school also minimises the potential for cyber bullying as students are unable to use their devices during the school day which includes break and lunchtimes.

The following mobile phones regulations are in place:

- Any use of a mobile phone – whether it is for calls, messaging, photographs, video films or games – is strictly prohibited during the school day. Any abuse of the above rules will result in the phone's immediate confiscation. Students who object to this will incur sanctions for uncooperative behaviour. School does not accept any responsibility for loss or damage to these items, should this rule be broken and these items be brought into school.

- Any device seen, heard or otherwise noticed during the school day will be confiscated, held in the main school office and returned to the individual at the end of the formal school day.
- Should a phone be confiscated for a second time, parents will be contacted and they will need to collect the phone in person when convenient. The phone will be stored securely in the school safe until such time as a parent can collect in person. At this point a student may be required to hand their phone over to a designated member of staff on arrival at school or banned from bringing a mobile phone on to site altogether.
- Serious misuse of a mobile phone, such as using it to film another student or social media use in school, will be dealt with by a Head of Year in liaison with the appropriate member of SLT. In all instances where a student has inappropriately used a mobile phone in school (or whilst journeying to and from the school), parents will be informed and a sanction issued. Further use of a mobile phone on site will be reviewed.

We strongly advise against the bringing of expensive smart phones onto the school site.

Examining electronic devices:

If an electronic device is found or confiscated, the member of staff may examine any data or files on the device if they think there is good reason to do so. Following an examination, if staff have decided to return, keep or dispose of the device, they may erase any data or files if they consider there is a good reason to do so. When determining a 'good reason' to examine or erase the data or files, staff must reasonably suspect that the data or file has been, or could be, used to cause harm, to disrupt teaching or break school rules. Whenever inappropriate material is found, it is for the member of staff to decide if the material should be deleted, kept as evidence of an offence/breach of school rules or passed to the police. Staff should take into account any guidance provided by the school policies on inappropriate material.

C) Internet Access and Online Safety

By controlling the use of mobile phones, access to the Internet in school is limited to the school network. Significant steps have been taken to ensure the school has a robust firewall to prevent students from accessing inappropriate sites. The network also blocks the main social media sites as these are often used as a platform for online/cyberbullying. This action clearly reduces the potential for such negative behaviours to occur. Derby Cathedral School operates an ICT Usage Policy which all students enrolled at the school will be expected to adhere to. This highlights issues such as proxy servers which the school regularly monitors to prevent potential cyberbullying or other misuse.

The school has a strong stance towards student access to social media sites, the majority of which have an age restriction. The school will report any student to their parents/carers should it be known that a student is accessing an age restricted site. Should the situation persist the school will reserve the right to report the situation to the police, children's social care and the social media company.

The school reserves the right to ban any student's in-school IT privileges for any length of time due to improper usage. This will be communicated to parents/carers.

5. Roles and responsibilities

5.1 The Local Trust Committee (LTC)

The Local Trust Committee (LTC) is responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Policy

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The following strategies will be deployed by the school, however this is not the definitive list, merely indicative;

- a) Regular Collective Worship which highlights behaviour concerns, addresses misconceptions and reinforces behaviour policies and procedures
- b) Involving students in the delivery of themed assemblies to highlight such issues i.e. knife crime.
- c) Ensure school displays are reflective of the society we wish to create i.e. promote kindness, dignity and respect.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviours at all times in line with the Staff Code of Conduct
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents in a timely and professional manner on the school's system

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Student Code of Conduct and Behaviour Expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor, Pastoral Year Lead or Head of Year in a timely fashion

- Support the school in implementing this policy, including limiting access to social media should the individual be underage
- Ensure they fulfil their obligations in terms of attendance at school even if behaviour or wellbeing concerns regarding their child or others have been identified. Attendance at school is obligatory even where behaviour or other concerns are present. Students must attend school every day. Concerns must be communicated to school so action can be taken

6. Student Code of Conduct

The Student Code of Conduct is issued to all students and parents/carers at Derby Cathedral School via the Student Planner. Please read this with your child at the beginning of each academic year to ensure our expectations are clear.

Broadly, students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Demonstrate politeness to all members of staff and each other
- Demonstrate positive behaviour for learning, giving due respect to staff and peers
- Move calmly and purposefully around the school, following the one-way system
- Treat the school buildings and school property with respect
- Not litter
- Wear the correct uniform at all times
- Accept all sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school for example on public transport or on a school trip or visit

In-school sanctions can and will be issued for any type of negative behaviour outside school.

7. Rewards and sanctions

7.1 Rewarding positive behaviour

Positive behaviour is awarded in a variety of ways at DCS. The list below is neither exhaustive nor prescriptive and can and will be amended over time:

- Praise both verbal and written
- Positive points logged on our Behaviour System (Classcharts) which indicates the type of positive behaviour seen.
- Letters / postcards / emails/ text messages or phone calls home to parents/carers. The school has a supply of postcards available to staff, which can be used for communicating positive news to parents / carers.
- Positive points for high levels of attendance
- Celebration/Reward events e.g. Ice Cream

All positive behaviours are recognised through positive points. These points are then converted into tangible rewards such as postcards home, student of the week award, subject stars and rewards chosen by students in our Classcharts reward store.

Rewards are monitored by middle and senior leaders and we strive to have a minimum of a 5:1 ratio of positive to negative points. A celebration event, which showcases rewards, is held at the end of every term via Collective Worship.

7.2 Sanctions for poor or negative behaviour

The in-class Behaviour system is:

- Non-verbal and verbal warnings
- C1 – a negative point
- C2 – two negative points & teacher is likely to move the student seats.
- C3 – removal from the classroom, time in reflection & loss of social time

Other common negative behaviour that is sanctioned are:

Refusal to follow staff's instructions

It is imperative that students follow the reasonable instructions of staff. If students do not, they will be given a second opportunity by the staff member asking the following question, 'Are you refusing to follow my instructions?' If the student does not respond appropriately, they will serve a period of time in reflection, a loss of social time and a 50mins detention.

Poor Homework & Lateness – 25mins detention

Detentions are held after school on the day after the behaviour was logged. They are communicated to parents/carers via Classcharts app. Parental consent is not required for detentions.

If students do not attend 25mins detentions, the detention is upscaled to 35mins. If students do not attend 35mins then it is upscaled to 50mins. Failure to attend a 50mins detention will lead to two periods in reflection and loss of social time.

Other sanctions and actions to help improve one-off incidents or patterns of negative behaviours are listed below. This list is not exhaustive.

- A restorative process involving a member of staff assisting a conversation
- Community sanctions for example when the school environment has been damaged. This might include helping to clean the school environment, repair damage or otherwise. These sanctions are designed to increase student responsibility and care for the school.
- Removal of social times for an agreed period of time.
- Time spent in the isolation/seclusion room of another school (Respite)
- Fresh Start, Fresh Start Plus or Supported Places or any other programme/initiative offered by Derby City Council's In-Year Fair Access team
- Meetings with parents/carers and any additionally necessary stakeholders.
- A formal behaviour report which could be issued by your child's Form Tutor, Head of Year, Pastoral Year Lead or a member of SLT
- A behaviour contract of any kind

- A behaviour or discipline panel made up of your child's Head of Year, Pastoral Year Lead, Form Tutor and a member of SLT. The personnel of such panels can and will change subject to need
- Refusal to allow participation in (non-essential) school trips or visits. This can be linked to current or historic poor behaviour, attendance, attitude or conduct. The decision of the Headteacher is final on whether any student participates in a school trip or visit, regardless of whether the trip or visit is domestic, overseas, residential, paid, free or otherwise.

7.3 Reflection Room (Internal exclusion)

At Derby Cathedral School, we use a designated Reflection (internal exclusion) room. Students may also be isolated or secluded in other areas of the school where needed, for example with their Head of Year or member of SLT.

Students are placed in the Reflection room in response to serious or persistent breaches of this policy. Any student can be placed in the Reflection room. The school's SLT and Pastoral Team decides on when, if and for how long a student will be placed in the Reflection room or indeed another space should it be required. The same or similar work that a student would access in class will be provided in such a room, though the work completed will not necessarily be completed at the same schedule as their normal timetable. The rules, regulations and procedures of the Reflection room are set by the behaviour support staff overseeing the room in partnership with the school's SLT.

Whilst the overarching reason for students being placed in this area of the school is above, below are further reasons as to why a student may be placed here. This list is neither exhaustive nor prescriptive and can and will be amended over time:

- Students may be sent to this room during lessons if they are highly disruptive and/or repeatedly breach the accepted classroom standards. This is shown in Appendix 1. They will be expected to complete the same work as they would in class
- Students may be sent to this room for serious or repeated refusal to comply with uniform expectations for example refusal to comply with uniform standards by removing items or changing footwear
- Students may be sent to this room following a physical altercation which necessitates an investigation. On the very rare occasions that physical altercations occur, an investigation of some scale is always necessary and therefore this may result in students being out of lessons for an undetermined period of time. Formal sanctions will follow an investigation. The sanction is not the removal from lessons *per se*.
- Students who do not attend any given detention, if authorised by SLT
- Students who arrive to lesson after the transition music has finished (without good reason) may be sent to the Reflection room for the remainder of that period.

Should a student be placed in the Reflection room in response to a situation during the school day, parents/carers will be informed at the earliest convenience of the relevant member of the Pastoral Team. This will not be immediate. Please note that, whilst we aim to contact home in every situation, parents/carers do not have to be informed if their child is placed in the Reflection room.

Students in the Reflection room do not leave at any point during the day other than to use toilet facilities. Lunch is provided to the students and taken within the Reflection room.

7.4 Poor conduct within the Reflection room

Repeated poor conduct may lead to further sanctions, such as respite or suspension

Serious issues arising within the Reflection room may lead to the Headteacher enacting their power to direct a student to be off site for a period of respite at a location of their determination. Further details on this are found in Section 7.6.

We will also consider a suspension in line with our Exclusion Policy (found on our website) for repeated failure to comply with expectations in the Reflection room.

7.5 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, or on the way to or from school (irrespective of the mode of transport).

7.6 Power of the Headteacher to direct students off site

The Headteacher of the school has the power to direct any student off site for a prescribed period of time. This could be for a period of respite at another local secondary school (or their internal alternative provision), a period of "turnaround" at another local secondary school or AP school or a period of time at an external alternative provision or provider. The aim of any such direction off site is to improve the behaviour of a student. This provision is set out in Alternative Provision: Statutory guidance for local authorities (DfE January 2013). As Derby Cathedral School is an academy free school, the regulations surrounding direction off site do not apply.

7.7 Suspensions and Permanent Exclusion

Derby Cathedral School has a separate Suspension and Exclusion Policy which is published on our website. Please consult this for full information on exclusion from school.

8. Behaviour management

At DCS we use a tracking system called ClassCharts. This allows us to manage our sanctions and rewards and effectively track all student conduct. There is a parental and student-facing app as well as one for school staff.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating, refreshing environment that encourages students to be engaged
- Display the 7 Essentials for Students at Derby Cathedral School, alongside any subject specific expectations i.e. conduct during scientific experiments or food technology lessons.
- Ensure the lessons are challenging, deliver the required areas of study / subject skills/ knowledge and are both pitched and paced appropriately for their target audience.
- Develop a positive relationship with students, which WILL include:
 - Greeting students at the entrance to the classroom at the start of lessons / registration / collective worship
 - Requesting students to enter the room in a calm and orderly fashion with correct uniform and equipment
 - Ensuring an initial “Start Now” activity is available either on desks or is handed out, thus ensuring learning commences immediately.
 - Demonstrate impeccable consistency.
 - Establishing clear routines which includes enforcing all school rules.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption; this will include an appropriate seating plan for all classes. This will also include the ability to alter the seating plan should it be necessary.
 - Using positive reinforcement and rewards as agreed across the school.
 - Providing feedback to key personnel within school and utilising the time specifically allocated to communicate with parents / carers.

8.2 Reasonable force

In some circumstances, staff may have to use reasonable force to restrain a student to prevent them:

- Hurting either themselves or others physically.
- Damaging property belonging to themselves, the school or others.

Incidents of physical restraint must

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Where possible students should be informed that they are about to be restrained. Key staff will be trained in de-escalation and positive handling strategies.

8.3 Searching, screening and confiscation

School staff (here meaning any staff member authorised by the Headteacher) have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item. The non-exhaustive list of what constitutes a prohibited item is found in Section 3 of this policy.

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

A metal detecting 'wand' may be used to assist the search of a student for prohibited items if there are reasonable grounds to suspect a student has one in their possession. The wand may also be used for screening purposes if a student has previously brought or has been suspected of bringing a prohibited item into school.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may or may not be returned to students after discussion with senior leaders.

There is no obligation on schools to inform or seek the consent of parents before a search. It is good practice for schools to inform a student's parents/guardians where alcohol, illegal or harmful substances are found, although there is no legal requirement to do so. Schools do not have to make or keep a record of a search. Any complaints about screening or searching are dealt with through the normal complaints policy. Derby Cathedral School's policy for complaints is found on its website.

Searching students and confiscating items is conducted in line with the DfE guidance entitled *Searching, screening and confiscation July 2022*. This advice can be found at this link: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

8.4 Student support

The School recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's SENDCo will review the needs of any student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

If acute needs are identified, especially where a student is at risk of suspension or permanent exclusion, the school will consider the use of part-time or full-time appropriate internal or external alternative provision to support the needs of the student. We expect parents/carers to support the school in such circumstances.

Derby Cathedral School participates in In Year Fair Access arrangements in Derby City and can and will suggest students for Fresh Start/Fresh Start Plus placements, supported placements and otherwise based on need.

9. Training

All staff are provided with training on behaviour management as part of their induction process. Key pastoral staff will receive enhanced training with regards to de-escalation techniques and positive handling strategies.

The expectations of the Derby Cathedral School are shared with all staff. Behaviour / classroom management will also form part of continuing professional development.

10. Monitoring arrangements

This Behaviour Policy will be reviewed by the Headteacher and Local Academy Committee (LAC) annually. At each review, the policy will be approved.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Online safety policy
- Equality Policy
- SEND Policy

Appendix 1: Expectations Leaflet

Our Behaviour Expectations

What We Do...

At Derby Cathedral School we ask everyone to show FAITH in all they do. In following the FAITH values we create a community that is safe and happy, where everyone can experience '*life in all its fullness*'.

The expectations outlined in this leaflet provide a simple guide to acceptable conduct in school.



<p>...in Corridors and on the Stairs:</p> <ul style="list-style-type: none"> We walk calmly, following the one-way system We arrive at lessons on time We do not eat, drink or chew gum We speak calmly and quietly We hold our coats or have them in bags 	<p>...in the Canteen:</p> <ul style="list-style-type: none"> We join the queue at the end We speak politely to canteen staff We keep all food in the canteen We clear our tables of plates/rubbish We follow instructions from staff and prefects
<p>...Outside or on the MUGA/Field:</p> <ul style="list-style-type: none"> We play fairly using polite language and without harming others We return footballs when the whistle blows We do not take food or drink onto the MUGA We help clear up any litter We only play ball games in designated/marked areas 	<p>...in the LRC:</p> <ul style="list-style-type: none"> We always check books in and out at the desk We do not eat or drink except water We look after the books and games carefully We put chairs back neatly when we leave We show FAITH values towards each other, the reading ambassadors and the staff

...in Classrooms:

- We sit down and get our equipment out silently
- We follow the 7 student essentials
- We listen carefully to instructions
- We do not disrupt the learning of others
- We treat school equipment and furniture with respect

...with mobile phones and ear pods:

- We keep mobile phones switched off and in our bags
- We hand our phone to staff if they see or hear it
- We keep ear pods in our bags
- We keep all devices away until we are off site at the end of the day

...at the Toilets

- We only have one person in a cubicle
- We report any damage immediately
- We flush the toilet and wash our hands afterwards
- We do not eat or drink in the toilets
- We do not gather in the toilet area with friends

Speaking to Adults

- We stop and wait when we are spoken to
- We speak calmly, politely and do not interrupt
- We follow the instructions from staff the first time
- We listen calmly
- We tell the member of staff if we need help