



Mount Carmel

R.C. HIGH SCHOOL



Behaviour & Attitudes Policy

Last Review: July 2026 / Richard Foster

Next Review: June 2027 / Richard Foster

A Family of Faith & Learning

Behaviour at Mount Carmel

At Mount Carmel, our aspiration is to cultivate an environment where every student embodies excellent behaviour, rooted in the rich tradition of Catholic social teachings (CST). Our behaviour policy is designed to reflect the core principles of dignity, respect, and community, which are central to our faith and educational mission.

Catholic social teachings emphasise the inherent dignity of every person, the importance of community and participation, and the call to live in solidarity with others. These principles guide our approach to behaviour, ensuring that our school is a place where every student feels valued, respected, and supported.

Dignity of the Human Person: We believe that every student is created in the image of God and deserves to be treated with respect and kindness. Our behaviour policy promotes actions that honour the dignity of everyone, fostering a culture of mutual respect and compassion.

Community and Participation: Our school is a community where everyone is encouraged to contribute positively. We emphasise the importance of active participation in school life, promoting behaviours that build a strong, supportive, and inclusive community.

Solidarity and the Common Good: We teach our students to stand in solidarity with others, recognizing that we are all part of one human family. Our behaviour policy encourages actions that contribute to the common good, promoting justice, peace, and the well-being of all.

By integrating Catholic Social Teachings into our behaviour policy, we aim to nurture students who are not only well-behaved but also compassionate, responsible, and committed to making a positive difference in the world. At Mount Carmel, we strive to create a learning environment where every student can grow academically, socially, and spiritually, guided by the values of our Catholic faith.

Rationale

We believe that by having the highest standards, pupils will have the best opportunity to succeed. 'Good learning behaviours are necessary for a pupil to learn effectively in the group setting of a classroom' (EEF research). For teachers to be the most effective in providing high quality teaching, pupils should be well behaved. We aim to ensure the highest standards of behaviour to maximise learning and therefore opportunities after Mount Carmel.

The expectations of behaviour set out within this policy apply to all pupils on roll at the school, always, when on or off site. This includes time spent in other schools, educational visits, on public transport, when travelling to and from school and any other time where pupils are wearing the school uniform.

DfE Guidance is very clear that schools can issue consequences for issues outside of school. Where pupils engage in behaviour outside of school that directly impacts the reputation of the school or the dignity of pupils or staff who attend Mount Carmel, then school may issue consequences outlined in this policy.

Rewards & The Common Good

We believe that it is our duty as a Mount Carmel family of faith & learning to do the right thing always. The gold standard each week is 100% attendance, with no late marks and zero behaviour points. Pupils who meet this gold standard will be entered into a draw for prizes and privileges the following week.

Daily Rewards

Daily rewards are a way to recognise pupils in the moment and celebrate moments where pupils are acting in the interest of the common good. They are logged in Edulink so that parents can regularly monitor them and share in the success of their child. Daily rewards are collated over time and enable pupils to access the weekly and half-termly rewards.

Criteria	Reward
Star of the Half-Term	5 achievement points
A good news message home (this triggers an auto Edulink message to parents)	3 Achievement points
CST – Treating others with dignity & kindness	3 Achievement points
CST – Treating the environment with care	3 Achievement points
CST – Supporting Charity	3 Achievement points
CST – Promoting peace and reconciliation	3 Achievement points
CST – Participating in the wider Catholic life of the school	3 Achievement points
CST – Standing up for the common good	3 Achievement points
CST – Showing solidarity with the poor and marginalised	3 Achievement points
Demonstrating resilience	1 Achievement point
Excellent behaviour in class	1 Achievement point
Excellent class work effort	1 Achievement point
Excellent contribution to the lesson	1 Achievement point
Excellent homework	1 Achievement point
Excellent listening	1 Achievement point
Excellent manners	1 Achievement point
Excellent organisation	1 Achievement point
Excellent presentation	1 Achievement point
Excellent practical work	1 Achievement point
Helping others	1 Achievement point
Rising to the challenge	2 Achievement points
Strong communication	1 Achievement point
Work selected for Wall of Excellence	5 Achievement points

Weekly Rewards

<u>Criteria</u>	<u>Rewards</u>
100% attendance, no late marks, no behaviour points.	Each year group will receive 5 x tasty treats, 10 x fast passes & 20 MC Bucks to be distributed to distributed via a prize draw to pupils meeting the gold standard.
100% attendance, no late marks, no behaviour points and the most achievement points in the year group.	In each year group there will be at least one VIP of the week who receives a VIP Lanyard with 1 x tasty treat, a weeklong fast pass, and 5 MC Bucks.
The best form for attendance and behaviour.	Trophies will be awarded each week to celebrate the form of the week.

Half-termly and termly rewards

<u>Criteria</u>	<u>Rewards</u>
Confirmed each half-term in assembly	Termly reward trips or experiences Half-termly vouchers and certificates at the reward assembly.
Star of the half-term chosen by each class teacher awarded to an outstanding pupil in each class.	5 Achievement points A Star of the half-term certificate.
Half-termly Headteacher award determined by the number of Star of the half-term awards received by pupils.	2 pupils from each year group have a celebratory meeting and reward from the headteacher.

Expectations and consequences.

We expect all our pupils to show up and be their best self every day. There are a range of ways that pupils can do this such as...

<u>Expectation</u>	<u>How to achieve it</u>
Be ready for the day ahead	• Attend school, every day. • Arrive to school on time (8:40am at the latest) and go to Form Time. • Wear the correct uniform (see uniform policy for guidance) • Have the stationery and equipment you need for the day including PE Kit / Library Book / Food ingredients as needed. • Have your timetable with you. • Have a fillable water bottle.
Know how to help yourself and succeed	• Ask for support on Pulse if you need help from your Pastoral team. • Fill up your water bottle and make use of the toilets at break and lunch time.

	• Be ambitious for yourself in every lesson by demonstrating resilience and rising to the challenge.
SHINE	• S – Stop and sit up • H – Hands still and empty • I – In Silence • N – Note what is said • E – Eyes on the speaker • Then respond respectfully
RESPECT	• R – Respectful language (Use kind, polite, and appropriate words. No poor language or shouting.) • E – Everyone included (Look out for others. Ensure nobody is left out or sitting alone.) • S – Safe spaces (keep hands and feet to yourself. No horseplay, running indoors, or rough games.) • P – Please line up (Form a single file when waiting for food or entering buildings. One behind the other.) • E – Environment first (Take pride in our school. No litter or mess left in the dining areas or corridors.) • C – Considerate Groups (Move around in small, groups, no more than 5. Avoid large gatherings that block walkways. • T – Treat others with dignity (Reflect our school values in how you treat peers and staff alike during social times.)
Life of the school	• Support Charity • Promote peace and reconciliation • Participate in the Catholic life of the school • Stand up for the common good • Show solidarity with the poor and marginalised

Arrival to lesson

Pupils are expected to enter classrooms in silence, sit according to the teacher seating plan, take out their equipment and begin the silent starter.

During the lesson

Pupils will: work hard, be resilient, try all work to the best of the ability and ask for help when they need it.

To support pupils with this and ensure consistency across subjects all staff will use a series of consistent signals to help pupils understand what they should be doing.

<u>Consistent signals</u>	<u>Expectation of pupils</u>
3-2-1 me	All pupils stop what they are doing and SHINE S – Stop and sit up H – Hands still and empty I – In Silence N – Note what is said E – Eyes on the speaker Then respond respectfully
3-2-1 over to you	All pupils begin a task silently and independently.
3-2-1 think	All pupils will think quietly about the subject matter.
3-2-1 pair	All pupils work in discussion with a partner.
3-2-1 show me	All pupils will show their mini whiteboards to the teacher
3-2-1 end of lesson	All pupils will pack away silently and stand behind their seat ready to be dismissed.

*Other signals may be used; all will follow the 3-2-1 format.

At the end of a lesson

Pupils are expected to end the lesson as they started it, in silence and according to the instructions of the teacher. The teacher will signal the end of lesson by using the consistent signal, pupils will

- pack away any equipment and then stand behind their seat in silence
- ensure their uniform is excellent
- be dismissed a row or table at a time by the teacher
- leave the classroom in silence.

At all other times (break / lunch and outside of school)

Pupils will demonstrate excellence at break and lunch by showing RESPECT at all times.

R – Respectful language (Use kind, polite, and appropriate words. No poor language or shouting.)

E – Everyone included (Look out for others. Ensure nobody is left out or sitting alone.)

S – Safe spaces (keep hands and feet to yourself. No horseplay, running indoors, or rough games.)

P – Please line up (Form a single file when waiting for food or entering buildings. One behind the other.)

E – Environment first (Take pride in our school. No litter or mess left in the dining areas or corridors.)

C – Considerate groups (Move around in small, groups, no more than 5. Avoid large gatherings that block walkways.

T – Treat others with dignity (Reflect our school values in how you treat peers and staff alike during social times.)

Where pupils do not meet our expectations, staff will issue a warning privately with short and clear guidance about what to do next, where a particular issue persists, consequences will be issued as required.

Disruptive Behaviours

To help pupils understand this process, behaviours are categorised in two ways; disruptive behaviours, where a pupil will receive a warning and guidance before a consequence is issued, and unacceptable behaviours where pupils will receive an immediate consequence.

In all cases, the behaviours below must result in a warning being issued by a member of staff with the pupil given time to respond to the warning. If a particular behaviour persists, the member of staff holding the pupil to account will log this on Edulink and issue a 30-minute same day detention.

All detentions are served same day, except those issued after 1:25pm, which will be served the next available school day.

<u>Behaviour</u>	<u>Consequence if this persists after a warning</u>	<u>Consequence if this persists after detention issued.</u>
DB – Late to lesson after late bell (without a note or call from a member of staff) – No warning given, all pupils aware of late detention policy. (1)	1 behaviour point A 30-minute same day detention	3 behaviour points A 60-minute detention Referral to reflect until the end of the next break / lunch time (please log in Edulink with the RDB – Repeated disruptive behaviour option)**
FT – Missing equipment during Form Tutor checks (0)		
FT – Incorrect uniform during Form Tutor checks (0)		
FT – Missing timetable during Form Tutor checks (0)		
FT – Persistent missing equipment during Form Tutor checks (1)		
FT – Persistent incorrect uniform during Form Tutor checks (1)		
FT – Persistent missing timetable in Form Tutor checks (1)		
DB – Not following our SHINE expectations in class		
DB – Not following our RESPECT expectations in class		
DB - Disturbing others from their learning during a task		
DB – Failure to behave sensibly		
DB - Failure to treat others with kindness and dignity		
DB – Failure to stop for a member of staff		
DB - Throwing an object in the classroom		
DB – Not maintaining the uniform / jewellery / make-up expectations after Form Time		

DB – Not having the necessary items for a lesson after a previous reminder (library book / PE Kit / ingredients)		
DB – Failure to follow exam / assessment rules		
DBU – Breach of SHINE at break/lunch/lesson changeover		
DBU – Breach of RESPECT at break/lunch/lesson changeover		
RDB – Repeated disruptive behaviour		

Unacceptable Behaviours

Through our form time programme and assemblies, pupils will be taught and regularly reminded about what constitutes an unacceptable behaviour. In all cases, where an unacceptable behaviour occurs, the member of staff holding the pupil to account will issue a same day 60-minute detention via Edulink.

<u>Behaviour</u>	<u>Consequence</u>
UA - Truancy from lesson	3 behaviour points A 60-minute same day detention
UA - Swearing	
UA - Hurtful or hateful language (e.g. homophobic, racist, sexist or misogynistic)	
UA - Any involvement in bullying (in person or online)	
UA - Theft where the item is recovered	
UA - Graffiti	
UA - Health & Safety risk (e.g. in a Science Lab of DT room)	
UA - Damage to school equipment / property	
UA - Not following area specific rules (such as but not limited to science labs, dining areas etc)	
UA - Failure to complete a 30-minute detention	
REF - Failure to complete a 60-minute detention	4 behaviour points Referral to Reflect + 60-minute detention
REF - Persistent unacceptable behaviours	To be issued by PL/DPL/SLT following an investigation. 5 behaviour points Referral to Reflect Report Card Referral to SLT for appropriate consequence to be issued.
REF - Fighting	
REF - Possession of prohibited items such as a mobile phone, energy drink, laser pens, e-cigarette, items that may be used to disrupt learning, cause harm or any smoking materials).	
REF - A serious one-off incident	
REF - Refusal to follow an instruction with the support of an additional member of staff	
REF - Any other serious behaviour that compromises the culture of the school	

Failure to attend or successfully complete a consequence

<u>Unsuccessful consequence</u>	<u>Escalation</u>
30-minute detention	Edulink message to parent/carer 60-minute detention
60-minute detention	Call to parent/carer Refer to Reflect + 60-minute detention
Reflect (lesson removal) until the end of the next break / lunch break.	Warning PL intervention A 60-minute detention
Reflect (full day)	Warning SLT intervention & contact home Consider suspension

Interventions and consequences beyond detention

Report Cards

Pupils will be monitored on a regular basis against a set of criteria within a behaviour risk register as follows. Report cards and additional interventions will be put in place to support as required.

Category 0 – Pupils below 3 detentions and/or below 2 referrals to reflect in a half-term

Category 1 - Pupils with 2 referrals to Reflect or in receipt of 3 or more detentions within a half term.

Category 2 - Pupils with 3 or more referrals to Reflection or more than 5 detentions within a half term

Category 3 - Pupils with 1 suspension / offsite direction, 5 referrals to reflect or more than 7 detentions

Category 4 - Pupils at serious risk of permanent exclusion and have been suspended more than twice within a half term

Risk Register Level	Report Card type	Additional interventions
Category 0	N/A	Form tutor monitoring each morning
Category 1	N/A	Call home and raise initial concern with parent/carer. Set targets for improvement and monitor / support with positive conversations and encouragement.
Category 2	Form Tutor	Report Card issued with a goal and action steps for improvement at parent meeting, duration 2 weeks.
Category 3	Pastoral Leader	Reintegration meeting with PL & SLT, Report card issued with a goal and action steps for 4 weeks to be reviewed fortnightly. Consideration for Early Help Assessment with parental consent and/or a SEND referral to SENDCO.
Category 4	SLT	Complete Early Help Assessment and/or SEND referral. Consider offsite Direction / Direction to offsite Reflect. Report card issued with a goal and action steps for 6 weeks to be reviewed weekly.

Reflect

The Reflect room is used to supervise pupils who have been removed from class until the end of the lesson.

Where a pupil has returned from a suspension, or awaiting a restorative, they may spend time in the Reflect room if this is deemed appropriate by SLT.

If there has been an incident of over-physical behaviour, or fighting, where more than one pupil needs to be out of the pupil circulation, one of the pupils may spend time in the Reflect room until the issues have been resolved.

Where a pupil is undergoing a period in the Reflect room, an off-site direction, Alternative Provision or suspension they will not be able to represent school in any events including attending educational visits, unless permission is given by the Headteacher.

Alternative Provision, Offsite Directions and Managed Moves

Government guidance states...

An off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, a pupil must be recorded in the attendance register using code D. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered.

When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational. Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.

Mount Carmel will work collaboratively with other schools to broker Behaviour Reset Placements (formerly known as Directions or short-term directions) Offsite Directions (formerly known as Managed Moves) to support improving behaviour where they are in the best interest of the pupil. This will be done in adherence with Government guidance working together with parents / carers, the pupil and another school to ensure the best possible intervention for the pupil.

Suspensions

A suspension is where a pupil is temporarily removed from school for a specific period of time. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.

The law does not allow for extending a suspension or converting a suspension into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further suspension or a permanent exclusion.

The behaviour of a pupil outside the school premises can be considered grounds for a suspension.

Suspensions are meant to be a last resort, used when other disciplinary measures have failed or when the behaviour is so serious that immediate removal is necessary to protect others.

In England, a school can suspend (exclude for a fixed period) a pupil for a variety of reasons, typically related to serious breaches of the school's behaviour policy. According to the UK Government's statutory guidance, some common reasons include:

Persistent Disruptive Behaviour

- Repeatedly interrupting lessons
- Refusing to follow instructions
- Preventing other pupils from learning

Physical or Verbal Abuse

- Assaulting another pupil or a member of staff
- Using threatening, abusive, or insulting language

Bullying

- Including verbal, physical, or cyberbullying

Drug or Alcohol Misuse

- Possession, use, or distribution of illegal substances on school premises **(we include the use of Cigarettes and/or vapes on school premises within this description)**

Theft or Vandalism

- Stealing from pupils, staff, or the school
- Damaging school property

Bringing Prohibited Items to School

- Such as weapons, fireworks, or pornographic material

Sexual Misconduct

- Inappropriate sexual behaviour or harassment

Racist, Homophobic, or Other Discriminatory Behaviour

- Any behaviour that targets others based on protected characteristics

Threats to Health and Safety

- Actions that endanger the safety of others

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Permanent Exclusions

A permanent exclusion may be issued...

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Persistent Disruptive Behaviour

- Repeatedly interrupting lessons
- Refusing to follow instructions

- Preventing other pupils from learning

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- Any behaviour that targets others based on protected characteristics

Threats to Health and Safety

- Actions that endanger the safety of others

Refusal

Sometimes pupils will disagree with an instruction from a member of staff and refuse to carry this out. This is always taken seriously in school and cannot be allowed to happen. Staff will never ask pupils to do anything unreasonable. If parents feel that this is the case, there is a complaints policy on the school website for parents to follow.

If a pupil 'refuses' to carry out a request, this will be deemed as 'refusal'. The member of staff holding the pupil to account will request support from another member of staff and handover the issue to this member of staff, this will give the pupil thinking time and the opportunity to respond appropriately. If the pupil refuses the supporting member of staff they will be placed in Reflect and parents will be contacted by Pastoral Leader teaching or non-teaching to come in to meet at the earliest opportunity, a 1-hour detention will be carried out same day or after the parent meeting as deemed appropriate.

Pupils will remain in Reflect that day until parents have been into school.

If parents cannot come into school, they will be invited early the following day.

If parents cannot attend then, the pupil will be referred to the break and lunch time detention room until parents can come into school. Once the meeting has been held with parents, the pupil will then have a restorative session led by a member of pastoral staff and the staff who the pupil had the incident of 'refusal' with.

There may be the need to hold the pupil in Reflect until this meeting has taken place if the pupil would meet the member of staff in the classroom before the restorative meeting has taken place.

Mobile Phones / Smart Watches / Smart Devices

Mobile phones are a distraction to learning, cannot be monitored to ensure safeguarding and can lead to unnecessary issues in school. Pupils are not allowed to have a mobile phone (or any

connected device) with them during the school day unless they have a medical device (such as a glucose monitoring device) that requires a digital device to issue alerts etc.

Parents/carers who allow their child to bring a phone to school do so at their own risk. Mount Carmel and its staff will not be responsible for any lost, stolen or damaged devices. Where pupils are allowed to bring a phone to school, our expectations are clear.

- 1) No pupil should be seen using their phone as they enter or leave the building
- 2) Mobile phones must be placed in the form-room based phone lockers during morning registration time.
 - a. Late pupils will hand phones in to a Pastoral Leader on arrival to school.
- 3) Mobile phones can only be collected at the time a pupil leaves for the day.

Pupils with a phone will have the phone confiscated and a 60-minute detention will be issued. Parents/carers will need to collect any confiscated mobile phones.

Vapes / E-Cigarettes / Any smoking device or equipment.

Pupils with a vape or other smoking device will have the device confiscated and a 60-minute detention will be issued. Parents/carers will be informed. Where a Vape or other smoking device is used in school, a suspension will be issued. Repeat offences may result in additional suspensions as appropriate.

Detention Standard Operating Procedure

Detention Setting	
Task	Person Responsible
The member of staff holding the pupil to account informs the pupil that a consequence is being issued for a disruptive or unacceptable behaviour.	Member of staff

The member of staff logs the consequence on Edulink.	Member of staff
The member of staff informs the pupil of the time, length and date of their consequence (same day or next day if 1:25pm or later).	Member of staff
Afternoon Form Time	
Activity	Person responsible
Inform pupils highlighted red or with a 'D' that they have a detention.	Form tutor
Escort the pupils to the detention hub.	Form tutor
Supervise pupils as they sign in to detention.	SLT
Sign in pupils to detention.	SLT
Supervise 30-minute detention room maintaining standards throughout.	Teacher & PL non-teaching
Supervise 60-minute+ detention room and complete detention programme as required.	PL teaching & SLT
Dismiss pupils one row at a time at the end of the detention.	Supervising staff

Detention Expectations and Consequences

Pupils are expected to sit in an assigned seat, and co-operate with supervising staff in Detention. Pupils may be issued with a piece of work, reflective task or a reading book to engage with. Pupils are expected to complete all tasks in silence, to the best of their ability.

<u>Behaviour</u>	<u>Consequence One</u>	<u>Consequence Two</u>
Talking during detention	Issue a private warning and move the pupil.	Issue disrupted detention consequence in Edulink and select the next appropriate detention.
Turning around and/or distracting others		
Refusal to comply with staff requests		
Repeated Disruption	Issue a final private warning.	Issue the failed detention consequence in Edulink and email the Pastoral Leader teaching & non-teaching to inform. Dismiss the pupil from the detention but ensure they have a safe return home plan.
Unacceptable behaviour (See list above)	Issue the failed detention consequence in Edulink and email the Pastoral Leader teaching & non-teaching to inform. Dismiss the pupil from the detention but ensure they have a safe return home plan.	N/A

Reflect Standard Operating Procedure

Pupils are expected to sit in an assigned seat and co-operate with supervising staff in Detention. Pupils may be issued with a piece of work, reflective task or a reading book to engage with. Pupils are expected to complete all tasks in silence, to the best of their ability.

Reflect Referrals

Task	Person Responsible
The member of staff holding the pupil to account informs the pupil that due to continued disruption or an unacceptable behaviour, they are being referred to Reflect.	Member of staff
The member of staff logs the consequence on Edulink.	Member of staff
The member of staff contacts Reflect via telephone if in class to request a pick-up.	Member of staff

Reflect Expectations and Consequences

<u>Behaviour</u>	<u>First Response</u>	<u>Second Response</u>	<u>Final Response</u>
Talking to another pupil during Reflect	Issue a private warning and move the pupil.	Request PL / APL support – phone call home for parent support to help the pupil succeed.	Request SLT support – parent meeting & potential suspension.
Turning around and/or distracting others			
Refusal to comply with staff requests			
Other Disruption	Issue a private warning and move the pupil.	Request PL / APL support – phone call home for parent support to help the pupil succeed + issue further detention / reflection time	Request SLT support – parent meeting & potential suspension.
Unacceptable behaviour (See list above)	Request PL / APL support – phone call home for parent support to help the pupil succeed + issue further detention / reflection time	Request SLT support – parent meeting & potential suspension.	