



## **Bishop Milner Catholic College**

### **Behaviour Policy**

**...let your light shine before men, that they may see your good deeds and praise your Father in heaven.**

Matthew 5:16

**Agreed by REPRESENTATIVES: November 2020**

**Revised Date: July 2021**

## **Behaviour & Attitudes at Bishop Milner Catholic College: Our Identity**

Anchored by our values in faith, approaches to Behaviour and Attitudes at BIMCC must recognise our commitment to growing the *whole person* in the image of Christ, on their journey to realising both their God-given talents and their true potential as active, community-minded citizens of modern Britain. Therefore, this model must sit proudly alongside our efforts towards *Catholic Life and Personal Development*. We recognise that the most powerful means of teaching good behaviour is to model Gospel values of love, peace, forgiveness, honesty and justice in our dealings with each other and with students, parents and the wider community. We seek to model and build positive relationships, to be inclusive in our dealings with students, to have good knowledge of individual students and to allow for individual needs, to support vulnerable students, to teach responsibility and to have high expectations of all students. Our behaviour as teachers should avoid labels, condemn behaviours but not students, and anticipate, pre-empt and manage behaviour before it becomes a problem. Our aim is to be approachable and to support each other by being consistent

In our bid to nurture young people who respect themselves, those around them and the rich and diverse environment they learn in, we will place constant emphasis on basic rules, behaviours and expectations that are clear, non-negotiable and easy to remember. We believe in the power of simple and effective routines and will continue to pride ourselves on being a college where the small things matter; because through persistence and close attention to detail, greater cultures of safety, productivity and success are built.

We expect our corridors to be calm and orderly and for students to value their campus inside and out - treating it with care and respect at all times. Learning environments should also reflect the passion and interest we have for the work done in them. In classrooms, positive relationships should form the basis of all interactions as staff and students are all called upon to show compassion and generosity to one-another.

Well-established habits that allow for excellent conduct and high-quality learning should be recognisable from room to room. Teachers are responsible for planning well-structured and challenging lessons that allow for positive attitudes towards learning because students are encouraged to stay curious and active – and this is not left to chance. A focus on Quality First Teaching will also help us stay fully inclusive; allowing for the confidence levels and self-esteem of all students to remain a priority.

Our students must know that standards and expectations will stay unwaveringly high, but that through fair and consistent application of policy, (even though there may be rules or outcomes they don't always like), they can trust in a system where students are treated equally, and always with respect and dignity. No individual should ever have their mistakes held over them or feel overshadowed by poor choices, because even the most difficult situations present opportunities to make changes, seek solutions and find positives. Moreover, students should always be supported in understanding and taking responsibility for their words and actions and the results they can bring: which will help to better prepare them for adult life.

Importantly, achieving our priorities must mean that the effective handling of undesirable behaviour from a minority of students, must never undermine or detract from our overriding focus on the significant majority of students who deserve to be celebrated for doing the right things, all of the time. Therefore, positive behaviours should never go unseen or unrecognised and a culture of praise and reward should outweigh that of punishment and sanction. Also, because positive attitudes will derive from opportunities and experiences outside of the classroom; we will strive to nourish students with as much further enrichment as we can provide. Ultimately, we want students to find day-to-day enjoyment in their time here and make happy memories to take with them.

Finally, we will stay committed to routinely reviewing and developing our systems and approaches so that we can nurture the climate we describe here: one where each individual can flourish in our community, that we hope everyone is proud to be part of.

### Aim of the Policy

This policy should be read in conjunction with associated relevant guidance and policy:

- Sexual violence and sexual harassment between children policy March 2018
- Searching, screening and confiscation guidance January 2018
- Education Act 2011

Policies and practices for the management of behaviour at Bishop Milner Catholic College have been established within the framework of the Local Governing Body Statement of Principles adopted in March 2016. They are also informed by the Jesuit Pupil Profile Values.

Behaviour outside of the college gates also forms part of this policy for example when students;

- Take part in college organised or college related activities.
- Travel to and from college.
- Wear college uniform.
- Are in some way identifiable as a student at the college.

Or where the misbehavior at any time;

- Could have repercussions on the orderly running of the college.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the college.

### Student rights

- Students have the right to be treated with respect and care.
- Students have the right to be protected from discrimination, bullying and intimidating behaviour.
- Students have the right to be treated fairly.
- Students have the right to feel safe.
- Students have the right to a fresh start.
- Students have the right to be told the truth and to be listened to.
- Students have a right to learn in peace, free from distracting and disrupting behaviour's from other people.

### Responsibilities

#### **Parental/Carer responsibilities:**

Bishop Milner Catholic College will ensure that parents/carers are kept informed of all aspects of their child's education. This includes their attendance, academic progress, work ethic/approach to learning and behaviour. Parents/carers are asked to support the college in its Mission Statement and to uphold the teachings of the Church. Parents/carers and student are asked to sign a Home-College Agreement as an indication of their support for the college ethos and its Code of Conduct.

#### **Student responsibilities:**

- Students should treat each other fairly, giving everyone an opportunity to contribute, and with respect and care.
- Students should be considerate in their actions towards others, and refrain from behavior which humiliates or hurts others.
- Students should recognise, tolerate and celebrate their individual differences.
- Students should show empathy to others, consider others' feelings and students should forgive others and not bear grudges.
- Students should tell the truth at all times.
- Students should do their best for themselves and for the community, use their talents to help others, show appreciation and humility.
- Students should trust in justice.
- To represent the college appropriately at all times whether on or off the premises.

## To make this policy effective the following expectations should be met:

### Expectations of Teachers:

#### 1. Relationships

- Be role-models of compassion, enthusiasm, ambition and respect.
- Live out our calling as teachers in Catholic Schools – taking all opportunities to explore our core values.
- Let your personality shine so that theirs does too.
- Establish trust through high expectations, clear boundaries and support.
- Praise first. Always Listen. Diffuse not escalate.
- Keep language and tone positive and constructive not critical or judgmental.

#### 2. Upholding Standards

- **Punctuality:** Expect it, praise it and hold students to account for it.
- **Uniform:** Know every stipulation of the Student Uniform list and don't leave it to someone else to challenge. Praise students who are smart and in-keeping with expectation!
- **Equipment:** Insist that full/appropriate equipment be present and in use. Check for it often.
- **Presentation of work:** Insist that all students take responsibility for the appearance of work. Pride and care must be shown and challenge and correction must be the norm when this is not the case.
- **Environments:** create warm, inspiring and tidy classrooms that are a pleasure to learn in.
- **Modelling:** Be it tone, mood, organisation... invite the behaviours you desire by showing them.

#### 3. Championing Basic Routines and Expectations

- **At the starts of Lessons:** Be at the door to meet and greet. Following a quiet and orderly entrance, enforce the rule of standing silently behind chairs and setting out planner, equipment and reading book, before instructing students to be seated and get started ensuring students are sat within their seating plan.
- **During Lessons:** Students are not permitted to shout out or wander around. Seating is always decided by the teacher and the teacher must retain full control of 'on-task' behaviour. Ask students to stand for a visitor.
- **At the End of Lessons:** The teacher will instruct students to pack away and stand silently behind chairs. Once working areas are tidy and uniform has been checked, students can be dismissed in an orderly manner.
- **In corridors:** Please say hello and smile at students you pass. Challenges must be made if: movement is not orderly, voices are too loud, shirts need tucking in and hats or hoods are being worn.

#### 4. Teaching & Learning that Sets the Tone

- Plan and resource thoroughly to stay in control, plan for error and ensure adequate challenge and support.
- Structure and pace lessons appropriately to support sustained engagement and avoid off-task behaviours.
- Stay inclusive through Quality First Teaching methods.
- Provide a range of engaging stimulus and opportunities for students enjoy their lessons.
- Invite all students to be active and not passive.
- Create classrooms where students can be leaders.

#### 5. Fair and consistent application of systems for sanction and reward

- Be generous but even-handed with your awarding of Positive Behaviour Points and never let quiet or well-behaved students go unrecognised.
- Never shy away from using the Behaviour System in support of best practice, but always seek to invite and set the tone for desirable behaviours first.
- Issue and log Warnings, Amber and Red Negative Behaviour points in accordance with policy. Never forget to 'park' students or call for duty staff to remove/collect students if the situation requires.
- Praise as much as possible to create the right atmosphere and boost the confidence of students.

#### 6. Enrichment and Extra-curricular Opportunities

- Contribute to the wider life of the college through trips, visits, lunch or after-school clubs as much as you are able.

**'If your gift is serving others, serve them well. If you are a teacher, teach well' (Romans 12:7)**

**Expectations of Form Tutors:**

- Follow the guidelines and minimum standards for Tutor times at Bishop Milner Catholic College.
- Monitor **ClassCharts referrals** and alert the relevant Behaviour and Intervention Lead and/or Behaviour Mentor to potential problems.
- Support the individual classroom teacher or HoD in ensuring students are aware of expectations and sanctions.
- Follow up unsatisfactory behaviour in tutor time.
- Provide regular parent communication for students within their tutor group.
- Issue Tutor Reports.

**Expectations of Pastoral Middle Leaders (Pastoral Coordinators):**

- **Monitor tutor time to ensure that expectations are being met.**
- **Monitor ClassCharts and ensure students are recognised and rewarded for consistent good behaviour.**
- **Ensure students within their respective year groups have a range of competitions to engage within.**
- Be the first line of support for tutors.
- Ensure that all tutors are clear on the procedures for dealing with unacceptable student behaviour.
- Monitor that tutors are applying the minimum standards for tutor time.
- Consult with outside agencies as appropriate.

**Expectations of Behaviour and Attitudes Intervention Leads (BAIL):**

- Track and monitor the behaviour of their year group across the curriculum.
- Ensure records are kept up to date regarding student incidents.
- Support in the running of detentions and keep records of this.
- Provide on call support throughout the college day.
- Design and implement 1-1 and small group interventions with students causing concern.
- Keep **Heads of Department** informed about their actions concerning students that have reached Stages 3-5.
- Identify students and issue Pastoral Reports for students who have reached Stages 2 – 3, or those that have achieved 4 or more S or R attitude to learning scores on the most recent Summary of Progress.
- Alert link SLT to any problems they consider to be serious.
- Monitor that tutors are applying the minimum standards for tutor time.
- Monitor the consistent application of the Behaviour Policy ensuring that student who have reached stage 4 are enrolled onto the Behaviour for Learning programme and keep record of this.
- Consult with outside agencies as appropriate.
- Liaise with parents when required.
- Lead of reparation with students and staff.

**Expectations of the Behaviour & Inclusion Manager (BIM):**

- Track and monitor whole college behaviour data.
- Support the work of the BAIL's linked to identified individuals.
- Respond to serious incidents of poor classroom behaviour.
- Monitor the consistent application of the Behaviour Policy ensuring that student who have reached stage 5 are enrolled onto the Pastoral Support Programme and keep record of this.
- Provide in lesson support for students and teachers.
- Ensure records are kept up to date regarding student incidents.
- Run and monitor after college detentions.
- Lead on the running and use of Internal Isolation and monitor students who are placed within isolation.
- Design and implement 1-1 and small group interventions with students causing concern.
- Keep **Heads of Department** informed about their actions concerning students that have reached Stages 3-5.
- Identify students and issue Pastoral Support Reports for students who have reached Stages 5.
- Alert link SLT to any problems they consider to be serious.
- Draw up Pastoral Support Plans as required.
- Consult with outside agencies as appropriate.
- Liaise with parents when required.
- Lead of reparation with students and staff.

**Expectations of Curriculum Middle Leaders (Heads of Department):**

- Monitor behaviour within their subject area eg: regular item on Dept agenda/monitor ClassCharts referrals.
- Run departmental detentions where necessary and inform parents of students who fail to attend a detention.
- Monitor that minimum standards for lessons are being met within their subject area.

- Keep records of detention in subject areas.
- Be the first line of support for all teaching and supply staff within their subject area.
- Ensure all subject teachers within their subject area are clear on the procedures for dealing with unacceptable student behaviour.
- Work with the tutors and Behaviour and BAIL's to ensure a high expectation with regard to student behaviour.
- Alert BAIL's to problems they consider to be serious.
- Inform BAIL's of those students who have been placed on Departmental Report Cards.

**Expectations of Senior Staff:**

- Support the work of the Pastoral Team.
- Respond to serious incidents of poor classroom behaviour.
- Monitor the consistent application of the Behaviour Policy.
- Ensure full records are kept regarding students at risk of exclusion.
- Evaluate and review the policy on a regular basis.
- Liaise with parents over students who have reached Stages 4, 5 & 6.
- Liaise with parents over students at risk of exclusion.

## Rewards

### Positive Achievement and Recognition System (PARS):

The College rewards students' achievement on a points and nomination system. Students are awarded points electronically for their achievements in all aspects of their college life by any member of college staff through the ClassCharts system. These rewards range from large prizes such as iPad, iPods, gift vouchers, certificates and cash prizes. The system is monitored by the Pastoral Coordinators and operates through all the key stages in college.

When awarded PARS to students' we are awarding for behaviour and achievements that consistently meet expectations – we are rewarding and recognizing exceptional behaviours to raise the aspirations of our students'.

All classrooms around college have display's outlining how students can achieve PARS from both tutorials and lessons. Teacher are encouraged to use the systems as part of a 'positive behaviour for learning' technique and to encourage high expectations and aspirations amongst students. Teachers' will record on the whiteboard students who have achieved PARS in lessons.

Nomination for exceptional work and service to the college can be made to Heads of Year, Head of Departments and SLT who can then award student extra PARS (5 & 10) for going the 'extra mile'.

Students can be awarded PARs for a variety of different reason both inside the classroom and out. Reasons for awarding PARs can range from Exceptional effort and behaviour to Excellent homework – the full list of PARs can be found below (values in brackets):

#### Catholic Schools Pupil Profile:

Attentive & Discerning (3), Compassionate & Loving (3), Curious & Active (3), Eloquent & Truthful (3), Faith-Filled & Hopeful (3), Grateful & Generous (3), Intentional and Prophetic (3), Learned & Wise (3)

#### Lesson:

Best piece of work to date (2), Excellent contribution to lessons (2), Excellent behaviour and effort (2), Helping or assisting others (2), Obtaining OPT or above in a piece of work (2), Outstanding homework (2), Outstanding progress in an assessment (2), Resilience and Problem Solving (2)

#### Tutor:

Charitable contributions (2), Excellent uniform and standards over a week (2), Excellent written work in PSHE (2), Helping/assisting or mentoring others (2), Outstanding attitude to learning/behaviour over the week (2), Outstanding contribution to discussion (2), Star of the Week (5)

#### Half-Termly:

Half-Termly Excellent Behaviour (5), Half Termly Excellent Uniform (5), Half Termly engagement in Student Leadership (5)

#### Other:

100% attendance (1), Active contribution to Lourdes Pilgrimage (5), Active part in collective worship (3), Assisted in the LRC (1), Celebration Wall (5) Contribution to Catholic Life (1), Head of Year Award (10), PC/HOD significant contribution or progress (5), Involvement in extra-curricular activities (1), Positively assisting others (3), Post-16 commendation (5), Representing the College (1), Service to the College (10), signs of Improvement following intervention (1), Subject ambassador (3), SLT award (10)

### **Star of the Week**

Every week tutors will nominate a student to be the 'Star of the Week' for their tutor group. This student will be presented with a badge for them to wear for that week and this also allows them to the front of the queues in the canteen at lunchtime. Students' awarded star of the week will also receive a text message home to inform parents who can then follow up with additional rewards where necessary.

## **Assemblies**

As part of weekly assemblies Heads of Year will talk about achievement points across the year and recognise individual students for their effort. In addition, throughout the year the colleges hold half termly and termly awards assemblies to recognise and reward student for the achievements. Students will receive certificates for 100 % attendance, PARS points, subject awards, citizenship and PC nominations.

At the end of every year there is a whole college Rewards Assembly which takes place to recognise student achievement over the year. It is during this assembly that the prize draw takes place to award students with prizes such as; iPad, iPods, gift vouchers, certificates and cash prizes.

## **Rewards Lunches**

At the end of every half term the top five performing students in each year are invited to a 'rewards lunch' with the pastoral team and SLT.

Every fortnight the Year Group notice boards and plasma screen in reception are updated to recognise the top 10 students in each year for PAR points, top form groups and top performing year.

## **Reward Trips**

The college runs regular trips throughout the academic year that give students who have demonstrated good behaviour and attendance an opportunity to attend and experience activities outside of the curriculum.

## **Roll of Honor**

Every year the top two exam performing students (one boy and one girl) from Year 11 and 13 are awarded a £25 voucher and their name is added to the Roll of Honor in reception.

## **Rewards Responsibilities**

### **Governors**

- Are informed of all achievements and effort via the Headteacher.

### **Head of School**

- Recognises excellence and praises students verbally.
- Informs Parents/Students through communication home.

### **Senior Staff and Pastoral Coordinators:**

- Send for individual students to praise them for achievements and effort.
- Visit classrooms to congratulate highest achieving tutor groups for attendance, punctuality, effort, behaviour and citizenship.
- Issues praise postcards.
- Pastoral Coordinators to issue certificates and prizes at their Celebration Assembly.
- Rewards trips.

### **Form Tutor:**

- Verbally praise students for work completed in lessons and in tutor time.
- Produce a positive statement for the end of year report.
- Ensure students retain a record of their successes.
- Inform parents of positive achievement and attributes through their planner.
- Inform Pastoral Coordinators and Assistant Headteacher of positive achievements.

### **Class teacher:**

- Give verbal praise.
- Give written praise in exercise books and student planners.
- Issue invitations for others to view the completed work e.g. Subject Leader.

### Consequences:

The college has a traffic light (Green, Amber, Red) system code of conduct, on display in all classroom areas, and in the college planner. The college uses the traffic light system to reinforce the code of conduct and no staff may deviate from the application of this system. There are three levels of **Consequences** for all student misbehaviours. Should a student break any part of the Behaviour for Learning Code of Conduct they will be told that their misbehaviour, if repeated, will trigger a **Consequence**. (See Appendix 1 & 2)

### **Monitoring and Procedures (Every Half Term)**

1. Where a student has started to accrue several behaviour points discussions will be held with the Student and Form Tutor regarding their behaviours with a view to getting the student to realise where they may make improvements and how they may rectify their behaviours. Tutors may implement a **Tutor Report (Stage 2)** to help monitor this.
2. Where a student continues to cause concern or exhibits no discernable improvements in behaviour, a student is placed onto **Pastoral Report (Stage 3)** for a minimum of three weeks and a meeting with parents will be necessary to discuss the behaviours occurring and how the student may positively alter behaviour habits.
3. When behavioral issues persist the Behaviour and Intervention Mentor will start a 'Behaviour Analysis' and issue 'Behaviour Questionnaires' to staff to track and highlight different behaviour types across the year to establish patterns. The feedback from these questionnaires will be used to formulate specific interventions with students.
4. Students who are exhibiting serious concerns will be placed onto our **Behaviour for Learning (Stage 4)** or our **Pastoral Support Plan (Stage 5)** by the Behaviour and Attitudes Intervention Lead or Behaviour Mentor with all parties involved in the initial meeting agreeing targets and strategies to be used to try to reduce the undesirable behaviours and encourage desirable ones. This will be reviewed fortnightly with the BAIL/BIM and parent.
5. An EHA (Early help assessment) may be considered to explore if assistance from wider outside agencies may support the student and/or their family.
6. The use of Spotlight meetings may be called and held with all class teachers to discuss common issues and review behaviour management strategies. A common teacher approach will be decided upon and implemented by all staff. Parents will be invited in to discuss the findings of this meeting.
7. Where common behaviour issues persist and behaviours have not altered a short-term alternative timetable may be implemented. This will involve the students working for a set period of time in isolation for selected lessons.
8. If behaviour issues persist a '**College Principal's Review Meeting (Stage 6)**' will be called alongside AP Behaviour, BAIL/BIM/SENCO Student, and Parents and alternative options explored including the use of **Managed Move (Stage 6) and potential Alternative Provision**.

### Headteacher's Disciplinary Panel

The Headteacher, the relevant Pastoral Leader and when appropriate the form teacher constitute the college's Headteacher's Disciplinary Panel.

Serious behavioral problems which persist after other intervention strategies (see above) have been implemented will be referred to the HDP. The panel will require an interview with the pupil and his/her parents which will focus on:

- 1 The seriousness of the situation.
- 2 School expectations.
- 3 Areas of concern.
- 4 A commitment to the school Code of Conduct.
- 5 Headteacher's Contract.

### **Headteacher's Contract**

The Term of the Headteachers Contract will be agreed by the Parent, Student and Headteacher breach of this contract may result in permanent exclusion.

Following a successful outcome of the meeting, it will be the intention of the Headteacher's Disciplinary Panel to reintegrate the student into the mainstream college as soon as possible.

### **The Academy Committee – Pupil Disciplinary Committee**

- The academy committee of the college has the responsibility to ensure that policy and practice on disciplinary matters is in keeping with the college's foundation as a Catholic College and its Mission Statement
- The academy committee will support and challenge college policy
- Academy committee members and Directors recognise that from time to time young people behave in a manner which is unacceptable to their teachers and counter to the college's guiding principles. It may be that an individual's behaviour is dangerous to himself or herself, and to others; or, it may be that the behaviour of an individual is detrimental to the education and well-being of other students in college. The academy committee expect that staff, operating within the guidelines set down by the Principal, will respond to all situations that arise in college. It is in particularly serious cases that the representatives from the academy committee will be called upon.

### **Detentions**

The college operates a detention system as a consequence for unwanted behaviour. We recognise that as with all matters concerning students at BIMCC the support given by parents and carers is invaluable. As such, we expect the support of parents in the use of the detention system to promote positive behaviour.

A detention may be given for a variety of reasons (breaching our code of conduct - see appendix 1). These can include but are not limited to;

- Disruption of the learning of others
- Repeatedly failing to settle to tasks
- Non-compliance
- Non-completion of work (including homework)
- Bullying (as defined with the college's anti-bullying policy)
- Smoking, on or near the college site, or on the way to or from college.
- Verbal and/or physical aggression towards staff or peers
- Being off-site without permission (break/lunch/lesson time)
- Low score on PC Report Card (break/lunch/lesson time)
- Lateness to college and/or lessons
- Anti-social behaviour including swearing, spitting, graffiti, damage to property
- A no-notice detention may be deemed appropriate where the student has repeatedly refused to attend detention in the past.
- A no notice detention may also be deemed appropriate as a response to persistent lateness to college or for any other reason as deemed appropriate by SLT.

Parents will usually be informed at least 24 hours before the detention by a text home and students' receiving a detention slip the day of the detention relating to department or whole college detention.

**It should be noted that parental permission is not required for an after-college detention.**

**Types of Detention:**

- Break and lunch.
- Subject/Department.
- Behaviour for Learning (BfL) Detentions – (Mon-Fri - 15.20 – 15.50).
- SLT Detentions – (Mon-Fri – 15.20 – 16.20).
- Same day detentions.

**Same Day Detentions:**

Those students who have continued to decline in their behaviour and attitude to learning, despite interventions and the application of the Behaviour Policy stages 1 to 4. The college will notify parents in writing when the use of consistent same day detentions in all cases has been applied to a student.

No detention will last for more than 1 hour.

**Subject Report Card**

Issued by Heads of Department in support of subject teachers who have consistently applied the Behaviour Policy. Departmental Reports are issued and monitored within departments. The Pastoral Team must be notified when a student has been placed on report and a letter sent home informing parents.

**Pastoral Report Cards**

Pastoral Report Cards are issued to students who have triggered stage 2 to 3 of the Behaviour Policy. Students who have been identified by PCs through persistently triggering Stage 1, 2 and 3 or receiving 4 or more R or S scores on their most recent Summary of Progress will be placed on a Pastoral Report for a minimum period of 3 weeks. A letter is sent home to parents to inform them that their child has been placed on Head of Year Report.

The report must be completed at the end of each lesson by the teacher who will report against set targets. If the report consistently shows the student is consistently not meeting the agreed targets then an extension to the reporting period may be considered by the PC. In addition, break / lunchtime detention will be put into place for being awarded a poor report on their Head of Year Report Card. Parents will be notified when a student has responded well to the Head of Year Report Card and is removed from the process, similarly if the progress has not been sufficient a letter will be sent home to extend the Head of Year Report Card period.

Head of Year Report Cards are stapled into the student's planner at the beginning of the week, the college encourages parents to engage in the process and support their child by checking the card and discussing progress.

**Internal Isolation**

Students may be placed in internal isolation once stage 4 or 5 of the Behaviour Policy has been triggered. SLT only can place a student in isolation. See Appendix 3.

On occasion students may be placed in isolation while an investigation is taking place or where deemed necessary to keep them and others safe. Once the outcomes of the investigation have been collated time already served in isolation will be taken into account.

For periods of 2 or more days in isolation a letter will be sent to parents notifying them of this and the reason for the sanction. This forms part of the child's formal record and in all cases is an alternative to fixed term exclusions.

### **Suspensions**

The Principal may suspend a student for a fixed period of up to five days to allow a cooling off period, without involving Academy Committee members. The Academy Committee and Local Authority should be informed of all suspensions over five days, and of all managed moves and referrals to alternative provision. Parents/Carers are to be informed on the day of the suspension by telephone and in writing the following day. On all occasions where a student is suspended, work has to be provided for the student to complete at home.

Further details can be found in the College Suspension Policy.

### **Confidentiality**

- All staff are involved in maintaining good discipline and if investigating an incident will be respectful of the confidentiality of all students involved where necessary.

### **Staff Training**

- All staff will know of this policy at induction and through pastoral meetings or staff inset. Staff will receive updated information about behaviour measures and actions and be supplied with appropriate resources. Staff have a professional responsibility to maintain their competence in responding appropriately to any behaviour incidents and to seek further advice and support from a senior colleague if needed.
- Staff who are identified as requiring extra support will be offered support through the senior management team and this may include shadowing, reflection, internal/external training etc.

### **Monitoring of Policy**

The effectiveness of this policy will be monitored through:

- Pastoral Management meetings (Pastoral Coordinators with tutors/SLT).
- Analysis of the student conduct/ClassCharts behavior log (BAIL/BIM/SLT)
- Student questionnaires (Pastoral Coordinators and Year Group tutors/SLT).
- Discussion at College Council meetings (Milner Voice).
- Pastoral discussions at Academy Committee meetings.
- Principals safeguarding report to Directors.

## Behaviour Management Practices – Whole College

Disciplinary procedures will generally follow the six stages below. However, serious breaches of the college’s code of behaviour may cause the procedures to start at any stage higher than 1.

*A one-off serious breach of college discipline may lead to permanent exclusion.*

Stage	Behaviour	Possible Actions	Reasonable Adjustments	Responsibility
1. Pre- Amber	Chewing gum/eating Insufficient progress Uniform Issue No homework Poor standard of work Lack of effort Falling behind in coursework Lack of equipment Phone goes off in lesson	Verbal Warning Chance to rectify or complete Phone confiscated Loss of social time Log of Uniform Breach on Classcharts	Give time to process information.  Consider the language used to model, explain and give instructions. Check that pupils with communication difficulties understand these instructions.  Speak to pupil about behaviour away from an audience.  Take up time needed to follow instructions.  Regular prompting and praise.  Tactical ignoring and refocus.  Strategic seating.  There is a distraction-free learning area for pupils to use if needed, when stated on pupil	Class Teacher  Tutor

			<p>passport.</p> <p>Provide alternatives to written recording for pupils who find writing by hand challenging – e.g. word processing, voice recording</p> <p>Any written materials provided can be accessed by pupils with reading difficulties – e.g. they are at an appropriate reading level, the format and content are clear</p>	
2. Amber	<p>Answering back/Challenging Staff</p> <p>Persistent lack of equipment</p> <p>Persistent lack of planner signed</p> <p>Persistent uniform offences</p> <p>Persistent low-level defiance</p> <p>Persistent low-level disruption</p> <p>Persistent lack of homework</p> <p>Persistent poor-quality homework</p> <p>Continued lack of progress/effort</p>	<p>Ensure student knows what is required</p> <p>Second verbal reprimand</p> <p>Input into ClassCharts behaviour system</p> <p>Placed on uniform report</p> <p>Placed on Tutor/ Pastoral Report</p> <p>Loss of free time (break/lunch)</p> <p>Detention – BfL</p> <p>Departmental withdrawal</p>	<p>In addition to the adjustments above:</p> <p>Use of emotion coaching</p> <p>Motivational interviewing and goal setting.</p> <p>ABC charts and completion of thought/feel/action/consequence</p> <p>Record Intervention in Provision Map</p>	<p>Class Teacher</p> <p>Tutor</p> <p>BAIL</p>

3. Amber	<p>Disruptive behaviour          Insolence          Refusal to carry out a request          Truanting/staying away from lesson          Verbal abuse to another student(s)          Continued arguing/answering back to a member of staff          Use of devices, equipment or personal items on site without permission          4 or more 'R's on a Summary of Progress linked to ATL</p>	<p>Check all SEND and learning issues are attended to.          If tutor based refer to BAIL for support.          Loss of social time.          Detention – BfL.          Phone call home to parents.          Input onto ClassCharts.          Placed on Pastoral Report if across a range of subjects.          Involvement of support agencies.          Parked – student removed from lesson</p>	<p>Cause for Concern referral to SENCO.            Allocated Key Worker for weekly mentoring and support.            Pupil passport and Behaviour/Learning plan created on Provision Map.</p>	<p>Class Teacher            HOD            Tutor            BAIL/BIM</p>
4. Red	<p>Vandalism          Uniform - refusal to rectify uniform issue e.g. persistent wearing of trainers          Bringing school into disrepute          Bullying          Defiance          Homophobic behaviour          Language of a sexual nature          Prejudice/Discriminatory behaviour          Racist incident          Smoking or possession of smoking paraphernalia          Being in the company of someone smoking          Theft          Use of obscene language</p>	<p><b>On call alerted</b>          Isolation – notification letter to parents if for more than one day and placed on student record          Suspension          Meeting with BAIL/BIM and or SLT          Placed on Behaviour for Learning Programme if there is no discernable improvement in behaviour.          Students and parents are made aware that student is on Stage 4 of the Behaviour Code and that their behaviour is now becoming a serious issue. Letter sent home to emphasise the seriousness of this stage.          Involvement of support agencies</p>	<p>Daily Support and Mentoring from Key Worker.            Risk assessment.            Modifications to timetable to support targeted interventions.</p>	<p>Class Teacher            HOD            Tutor            BAIL/BIM            SLT</p>

	Verbal abuse directed at Staff Verbal abuse directed at a Pupil	Check SEND register and interventions arranged by SENCO BIM to develop a Pastoral Support Plan following an agreed period on Pastoral Report with no improvement <i>Where the problem is deemed a risk to student, staff or other a risk assessment may be actioned.</i>		
Stage 5 - Red	Emergency Incident of totally unacceptable behaviour e.g. Swearing at a member of staff or sustained point-blank refusal to do what a member of staff has requested. Physical violence Abuse of equipment which seriously endangers themselves or others. Inappropriate use of Social Media	<b>SLT to be contacted immediately</b>  <i>Possible actions linked to stage 4 or 6 depending on severity.</i>	Early annual review for pupils with EHCP.	SLT and Pastoral Staff
Stage 6 - Red	Student not responding to support and sanctions. Abusive behaviour towards staff Severe bullying Illicit substances Physical Assault Sexual Behaviour Possession of Weapons Malicious false activation of fire alarm.	Adapted curriculum Alternative Provision Prolonged period of internal isolation Managed Move Suspension Permanent Exclusion Police informed	Early annual review for pupils with EHCP.	AP Behaviour and Attitudes  Head of School/Executive Principal and Directors

## Chain of Response – Whole College

Examples	Who	Response and Follow up
Low level disruption, silly behaviour, shouting, dropping litter.	<b>Class teacher, tutor or member of staff present at the time. Pastoral issues supported by Pastoral Coordinators.</b>	Calm and effective behaviour management. Log Warning on ClassCharts.
Failure to follow instructions, repeated silly behaviour, uniform infringements, insufficient work.	<b>Class Teacher, Tutor, member of staff present at the time and Head of Department.</b>	Calm and effective behaviour management. Tutor Report. Subject Report.
Challenging behaviour, defiance, continued uniform infringements, inappropriate language, deliberate damage to property, verbal abuse of other students, refusal to hand over mobile phone.	<b>Member of staff present at the time.</b>  <b>Behaviour &amp; Attitudes Intervention Leads.</b>	Calm and effective behaviour management. Pastoral Reports. Phone calls home and parental meetings. Intervention programmes. BfL Programme.
Repeated transgressions and disruption of learning not resolved from previous level.	<b>Whole-college Behaviour &amp; Inclusion Manager.</b>	Check Learning Needs. Individualised Behaviour Plan. Intervention programmes. Phone calls home and Parental meetings.
Racist/Discriminatory comments, sexualized language/behaviour, verbal or physical abuse of teacher, threatening behaviour, fighting.	<b>Behaviour &amp; Attitudes Intervention Leads, Whole College Behaviour Mentor.</b>  <b>Assistant Principal – Behaviour &amp; Attitudes.</b>	Parental Meetings. Isolation/Suspension. Pastoral Support Plan. Intervention Programme. Risk Assessments. Early Help.
Repeated transgressions and disruption of learning not resolved from previous level or one-off serious breach of college discipline.	<b>Head of School.</b>	Parental Meetings. Isolation/Suspension. Managed Move. Alternative Provision.
Repeated transgressions and disruption of learning not resolved from previous level.	<b>Executive Principal &amp; Directors.</b>	Parental Meeting. Managed Move. Permanent Exclusion.



## **Appendix 1**

*Form tutors regularly explore our Code of Conduct with students when talking through their student planner. We expect our students to be Respectful and Responsible member of society and our Code of Conduct is discussed to ensure students understand our expectations.*

### **BIMCC Code of Conduct**

#### **TREAT ALL OTHERS AS YOU WOULD WANT TO BE TREATED' Luke 6:31**

The College's code of behaviour centres around RESPECT and all students are expected to observe the following expectations:

#### **Respect for Yourself**

- At all times, be ready and prepared for learning.
- Wear your uniform correctly and with pride.
- Attend college regularly and on time.
- Do not consume or bring into college sugary drinks, large bags of sweets or chocolates.
- Be in the right place at the right time.

#### **Respect for Others**

- ***Treat others how you would want to be treated*** – do not bully or intimidate others.
- Do not make physical contact with anyone – We operate a ***No Contact Policy***.
- Be polite and courteous when speaking to others, listening to and respecting their points of view.
- Be honest and truthful and respect other's property.
- Allow others' the best opportunity to learn.
- Walk quietly around College and keep to the **left; never** shout or chant.
- Take care at doors and on stairways – wait and do not push through.
- Uphold the highest standards of behaviour in the local community.

#### **Respect for our College environment**

- Ensure you always leave all areas of the college in a clean and tidy state.
- Ensure all electronic equipment is off and out of sight when on college premises – ***On Site Out of Sight***.
- Take care of school property.
- Take care of school displays.
- Create a calm, happy atmosphere.

**Appendix 2**

**Growth, Attitude and Respect (Green, Amber and Red)**  
**BIMCC Behaviour for Learning System**

Stage	Action and Consequence
<p><b>GREEN</b> All students start lesson on GREEN</p>	<p><b>PARS to be awarded for students going 'Above and Beyond' expectations</b></p>
<p><b>Verbal Warning</b> Off task behaviour, non-engagement with class work</p>	<p>Class Teacher issues VW to student Name on Whiteboard Use of Time-Out if required</p>
<p><b>AMBER</b> <i>(examples include)</i> Arguing/Answering back Failure to follow instructions Persistent Uniform infringements Defiance Failure to complete Class/Homework</p> <p><b>LATE TO LESSON</b> (3+ Mins after the Bell)</p>	<p>1 Behaviour Point Class Teacher issues <b>Amber Warning</b> to student and explains reason. <b>30 Min Next Day Detention issued</b> Where possible student to be moved seats Use of Time-Out if required Class Teacher records on ClassCharts <b>(ANY STUDENT WHO RECEIVES 2 or MORE AMBERS IN ONE DAY WILL SERVE ONE DAY IN ISOLATION THE FOLLOWING DAY)</b></p>
<p><b>2<sup>nd</sup> Verbal Warning</b> Continued refusal to meet classroom expectations and failure to follow BIMCC code of Conduct</p>	<p><b>30 Min Next Day Detention</b> <b>Student Parked in another classroom</b> Class Teacher records on ClassCharts</p>
<p><b>RED</b> Refusal to move out of class/Continued poor behaviour in 'Parked' classroom <b>One of serious breach of BIMCC Code of Conduct –</b> <i>Examples include:</i> <b>Rude and Disrespectful behaviour towards member of staff</b> <b>Refusal to follow instructions (Defiance)</b> <b>Swearing at Peers/Member of staff</b> <b>Fighting</b> <b>Bringing the College into Disrepute (Poor behaviour in the community)</b> <b>Refusal to hand over confiscated/prohibited items</b></p>	<p>3 Behaviour Points Class Teacher records on ClassCharts with reason On call member of staff to remove student and student Placed into <b>Isolation for 24hrs.</b> Call home to explain reasons and duration of isolation. Further sanctions can be applied such as extended stay in isolation or Fixed Term Exclusion</p>

### Appendix 3

## BISHOP MILNER UNIFORM EXPECTATIONS

BMCC COLLEGE UNIFORM List A YEARS 7 -11	BMCC COLLEGE UNIFORM List B YEARS 7 -11
<b>Students are not permitted to 'mix' uniform from list A and list B</b>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Black Blazer with College Badge on top left pocket.</li><li><input type="checkbox"/> Red and White Striped Blouse <b>to be worn entirely tucked into skirt/trousers.</b></li><li><input type="checkbox"/> Grey College tie appropriate to the house allocated.</li><li><input type="checkbox"/> Pleated graphite grey stitched down skirt <b>MUST</b> be worn to the knee <b>or</b> Bootcut graphite grey Trutex trousers.</li><li><input type="checkbox"/> Black opaque tights <b>MUST</b> be worn with skirts from Sept – April, Natural or black opaque tights <b>MUST</b> be worn from May - July. <b>NO</b> patterned tights are allowed. Socks <b>MUST</b> only be worn with trousers and <b>MUST</b> be black or grey, ankle length (<b>NO</b> trainer socks) and plain in design and colour.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Black blazer with College badge on top left pocket.</li><li><input type="checkbox"/> Plain white shirt (no motifs or other patterns) <b>to be worn entirely tucked into trousers.</b></li><li><input type="checkbox"/> Red and Black College tie appropriate to the house allocated.</li><li><input type="checkbox"/> Graphite grey trousers. Canvas or cord material <b>NOT ALLOWED.</b></li></ul>

### **BMCC UNIFORM EXPECTATIONS FOR ALL STUDENTS (YEARS 7-11)**

- Shoes (ending **BELOW** the ankle) **MUST be black** and low-heeled and of normal college pattern. All footwear must fit securely and give proper support to the feet to meet our Health and Safety requirements. **BOOTS, SANDALS, SLINGBACKS, PLATFORMS AND FLATFOMS ARE NOT ALLOWED.**
- NO** leather trainers or leisure shoes are permitted including brands such as Vans, Converse or other sports brands.
- NO** hoodies/tracksuit or sports tops.
- NO** jewellery (other than those worn for religious purposes, for example students may wear a Sikh Kara or a small cross and chain under their blouse/shirt but this must be removed for P.E)
- NO** earrings, spacers or retainers.
- NO** badges (other than those approved by the college) may be worn.
- NO** nail varnish or false nails.
- NO** noticeable, obvious or excessive make-up (college's discretion and students will be expected to remove).
- Conventional hairstyle which in its length and style is acceptable to the college. Hair should be **'smart and professional'**. The college will use its discretion in determining this but will not accept eyebrow slits, shavings, lines, outlandish colourings, extreme partings or extreme variations in length. Any hair accessories must be conservative, anything outlandish will be challenged.
- A plain white round necked T-shirt may be worn underneath the shirt for warmth in cold weather.
- Grey V-neck jumper with College name embroidered.
- Outdoor coat/jacket must be plain black, grey or navy (not leather, denim or corduroy). **NOT** to be worn inside classrooms.
- Plain black scarves, gloves.
- NO** Football scarves, football hats, baseball caps or durags are to be worn on College grounds.
- Key stage 3 and 4 students must be clean shaven.

### **PLEASE NOTE**

Fashion trends cannot dictate a variance in the uniform code. If you are unsure about any aspect of the uniform code please check with the school before purchasing. The principal is the person who determines what is acceptable.

On Non-Uniform Days expectations about Jewellery, Make-Up and Hair remain in place

***Any student who arrives at college wearing incorrect uniform may be sanctioned and will be expected to change into spare uniform supplies held in college. Students who refuse may then be placed into isolation until the issue is rectified.***

## BISHOP MILNER PE UNIFORM EXPECTATIONS

- **THE SPORTS SHOP (790 High Street, Kingswinford, DY6 8AA – Tel: 01384 295941)**  
<https://thesportsshopkingswinford.co.uk/collections/bishop-milner-1>

Students may continue to wear older style P.E kit until such time as it requires replacement, however, **all new students and replacement items must be taken from our new range.**

PE kit will be personalised to the student with their surname or initials. Nicknames or initials that are not in line with the students legal or known name will not be allowed. We hope that by having students' names and initials on items there is reduced chance of losing kits, it also enables the P.E department to use the kits for sporting fixtures.

### PE KIT CORE PE YEARS 7-11

- T-shirt with college badge and surname on the back
- ¾ Zip midlayer with college badge and printed initials
- Boy Shorts with printed initials
- Tracksuit bottoms with college badge and printed initials
- Girls skorts with printed initials
- Plain black sports socks
- Sports trainers, **not** fashion pumps or high-tops, MUGA appropriate trainers

Students who opt to take P.E in years 10 and 11 a further kit choice is available, this can only be ordered when students have successfully been accepted onto the Key Stage 4 course.

### APPROPRIATE KIT

- Before each unit students will be advised as to the **appropriate** kit needed for that particular activity.
- Activity, facilities and environmental conditions will determine the choice **of appropriate kit.**
- All items of kit must be named.**
- Failure to bring full correct kit, including any missing items of kit, will be recorded on ClassCharts. The student will receive 1 warning then further offences will result in whole college detentions of 30 minutes being issued.
- Hockey is covered from Year 7 and national guidelines recommend the wearing of personalised mouth guards and shin pads. Woollen gloves can be worn in cold weather, no hats.
- Football is covered as a curricular activity in **both key stages** and throughout the college in extra-curricular time. When participating students must wear shin pads; football boots are only required when using the football pitches adjacent to the college. **Astro Trainers or Moulded Studs are always worn for football sessions on our All-Weather Surface.**
- At the end of the college day students must leave the campus in full college uniform.** Where a student participates in an extra-curricular PE activity the student may be dismissed in PE uniform.
- For GCSE PE students, failure to bring theory folders to lesson or hand in homework will be treated in the same way as 'no kit' offences.

### DRAMA

Drama will be performed in college uniform with blazers and shoes removed

### TOILETS AND CHANGING FACILITIES

There are adequate facilities in college, both in communal areas and the PE department for all students. Should you have any concerns relating to which facilities your child should use, please contact the college and we will accommodate accordingly.

## Appendix 4

### THE DAMASCUS ROOM

The Damascus room serves four purposes:

- 1) **Those students who have reached a Red in a lesson, have received 2 Ambers within a College day or are guilty of serious unacceptable behaviour on or outside of the college campus.** The Damascus Room offers SLT/PC only the opportunity to isolate students during the day. Students will be placed in the Damascus room and work for the remaining lessons in the day will be sent for. The sanctions listed below in point 3 will also be imposed on any student depending on when they are isolated during the college day.

If a student is placed in Damascus on the authority of SLT for more than one day, a letter will be sent to parents and filed on the student record. **Nb this may be used as an alternative to a suspension.**

- 2) **A strategic withdrawal of students who find it difficult to cope in mainstream lessons.** These students will be identified at the start of each half term by SLT/PC depending on individual circumstances, liaison with parents/carers and where appropriate outside agencies. For these students, withdrawal to the Damascus Room is intended as a supportive measure, to pre-empt and prevent episodes of poor behaviour and allow students to work in a calm and quiet environment supported by a Inclusion Manager/Teaching Assistant or other teachers. If it is deemed necessary, our SEN coordinator will work with students allowing them to participate in work activities to improve social interaction. They may also be invited to follow structured courses in behaviour improvement that will include social interaction and anger management. Heads of Department will supply schemes of work/activities in advance to the Damascus room, these could be hard copies or available on the Sharepoint platform. A supply of reading material will also be available. Class teachers may also be asked to provide specific work on a daily basis where necessary.
- 3) **As an alternative to suspension.** Students referred to the Damascus Room as a sanction will:
  - a) Arrive at college at 9.00am and leave at 4.00pm. Parents contacted to inform them of finish time.
  - b) Hand in mobile 'phones and any other personal devices.
  - c) Where appropriate take part in a programme to reflect on their behaviour and revisit what is meant by 'Behaviour for Learning'.
  - d) Be expected to work in silence, except when taking part in structured programmes of behaviour improvement with the Inclusion Manager.
  - e) Students will be allowed the opportunity of fresh air and a break/lunch under the supervision of staff and food is ordered directly with the kitchen.

It is hoped that the peaceful atmosphere of the Damascus room and the secluded area outside will encourage reflection on behaviour and inspire in students a desire to amend their ways, to 'turn around' and be filled with a genuine desire to rejoin the college community.

- 4) **As a follow up measure to suspension or significant period of isolation.** Any student with a fixed-term exclusion will spend some time in the Damascus room on their return to reflect and work on preventing further incidents through the use of the BfL Programme/Pastoral Support Plan.



# BEHAVIOUR FOR LEARNING

**‘Though no one can go back and make a brand-new start, anyone can start from now and make a brand-new ending’**

**Anonymous**

Behaviour for Learning emphasizes the crucial link between the way in which children and young people learn and their social knowledge and behaviour. In doing so the focus is upon establishing positive relationships across three elements of self, others and curriculum.

Behaviour for Learning Mentoring Programme provides students with the opportunity to build on positive behaviour characteristics, recognise and take responsibility for behaviour that could have a negative effect on their emotional health and wellbeing.

The Behaviour Cycle plays a big part in the programme and this involves the Triggers/Feelings and Emotions and ultimately the behaviour/action that takes place.

ABC method of accepting responsibly in order to avoid further conflict (A), becoming aware of warning signs (B) and committing to backing off from situations that could result in inappropriate behaviour (C)

Students who take part in the BfL programme are identified through:

- repeat visits to Isolation (more than twice)
- be accruing behaviour points for disruption to learning
- internal exclusion for more than 1 day

Students who take part in the BfL programme should expect:

- to be supported by the relevant Behaviour and Attitude Intervention Lead or Behaviour Mentor within college
- be identified where appropriate for support using external agencies
- support within the classroom setting

## Appendix 6

### Pastoral Support Plan (PSP)

The PSP is a **12-week** procedure and process designed to support those students for whom the normal Bishop Milner based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or exclusion. The aim of the PSP is to involve the student in the shared challenge of improving behaviour and social skills.

Before initiating a PSP, the following should have been considered and/or carried out:

- changes to learning environment
- adaptations to unstructured times
- deployment of additional adults (1:1 or group work)
- review differentiation of curriculum
- adaptations for learning style
- ensure behaviour policy consistently applied
- review behaviour management strategies
- baseline behaviour assessment
- discuss difficulties with student
- discuss difficulties with parents/carers
- consult colleagues in Bishop Milner, pastoral team and/or SENCO
- additional staff training
- liaison with Outside Agencies where appropriate
- withdrawal from sessions /social time
- flexible curriculum and/or individualised timetable
- use of IT
- risk assessment
- managed move

It is widely recognised that parental involvement is crucial for a student to succeed in Bishop Milner. In the vast majority of cases parental support is assured and there is a willingness to engage.

The PSP may wish to provide strategies to support that engagement. This could involve increased communication between the college and home.

## CLASSROOM COMMANDMENTS

At Bishop Milner Catholic College, we expect the highest standards of behaviour at all times. Your behaviour must allow you and all other students in your class to learn. The following tells you what all teachers at Bishop Milner Catholic College expect from you:

### **At the start of lessons, YOU MUST:**

- ❑ Arrive on time. If you are late without a justifiable reason, you will have to make up the time.
- ❑ Ensure your uniform is perfect – taking PRIDE in being a Bishop Milner student.
- ❑ Enter the work area in an orderly, quiet manner and place your equipment, reading book and planner on your desk.
- ❑ In Silence, stand behind your chair and put your bag away safely.
- ❑ Sit when instructed by the teacher and engage silently with the Starter Activity.

### **During lessons, YOU MUST:**

- ❑ Work to the best of your ability.
- ❑ Remain silent and concentrate when the teacher is speaking to the whole class.
- ❑ Not call out but put your hand up to ask or answer a question.
- ❑ Have your pen, pencil, ruler, planner and any other special equipment or books needed.
- ❑ Work sensibly with other students and not distract them or annoy them.
- ❑ Record homework accurately in your planner.
- ❑ Not eat, drink or chew.
- ❑ Not leave a lesson without the teacher's permission.
- ❑ Stand for a visitor if instructed by your teacher.

### **At the end of a lesson, YOU MUST:**

- ❑ Pack away when told to do so by the teacher.
- ❑ Stand up when told to do so and push chairs in under the tables.
- ❑ Pick up any litter from the floor and put in waste bins.
- ❑ Leave the work area in a quiet and orderly manner, when told to do so by the teacher.

First Time, Every Time  
**READY TO LEARN**

