



THE BECKET WAY: PROMOTING POSITIVE BEHAVIOUR A GUIDE FOR PARENTS

September 2023

Contents

Page 1. Introduction

Page 2. Overview of Rewards

Page 3. Rewards

Page 4. Overview of Behaviour

Page 5. Classroom Behaviour

Page 6. Homework and Equipment

Page 7. Conduct Around School and Uniform

Page 12. Punctuality to School

Page 13. Persistent Breaking of School Rules

Page 14. Serious Incidents

Page 17: Red Lines for Fixed Term Suspension

Page 17: Banned items

Page 18. Student Support

Page 19. Bullying

Page 21. Communication with home

Page 22: The Becket Way Vocab

**The Becket Way:
Promoting Positive Behaviour
A guide for staff**



Introduction

The Becket is first and foremost a Catholic School. Our mission is to work in partnership with parents and carers to provide an outstanding Catholic education for all our young people. This means:

- inspiring and motivating young people to achieve their full potential academically, spiritually, socially and in a full range of extra-curricular activities
- helping young people to grow in the love and knowledge of Jesus Christ
- developing in young people a deep knowledge and understanding of the Catholic faith
- practising Gospel values (Work Hard. Be Loving. Do The Right Thing), such as forgiveness and helping those in need, within our school community and in society as whole.

In order to achieve this mission, The Becket takes very seriously its role to develop a sense of discipline in our young people. Self-discipline, adherence to rules, work ethic, respect and good standards of behaviour are all attributes that will help our young people succeed in life; as such, our aim is to support and challenge our young people to have very high expectations of themselves. We believe that all students are capable of meeting these expectations.

Our aim is to establish a warm, caring, respectful and happy place where students can learn and reach their full potential. Students and staff alike should feel confident in their working environment and their classrooms should be places where learning can flourish. This is why school rules exist; they are there to ensure that students are safe, happy and able to learn without distraction. Everyone must follow these rules so that everyone is supporting the learning of each other.

The Becket School behaviour system has been developed in consultation with staff, students and parents and by researching the best practice in different schools. It is based on the principle that, once students know the rules and consequences, they can make the right choices for themselves and others. Our role as adults is to teach not just subject content, but also the nature of discipline. When young people thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them.

Ultimately our behaviour system is based on the principles of discipleship.

Solomon said that we should *love* discipline (Proverbs 12:1). First we should *teach* discipline (Proverbs 16:20), second we must *train* in discipline (Proverbs 29:19), third we must *test* for the discipline (Proverbs 8:10) and fourth, that we must *correct* imperfections (Proverbs 13:8). Jesus modelled this with His disciples and we aspire to do the same with our young people.

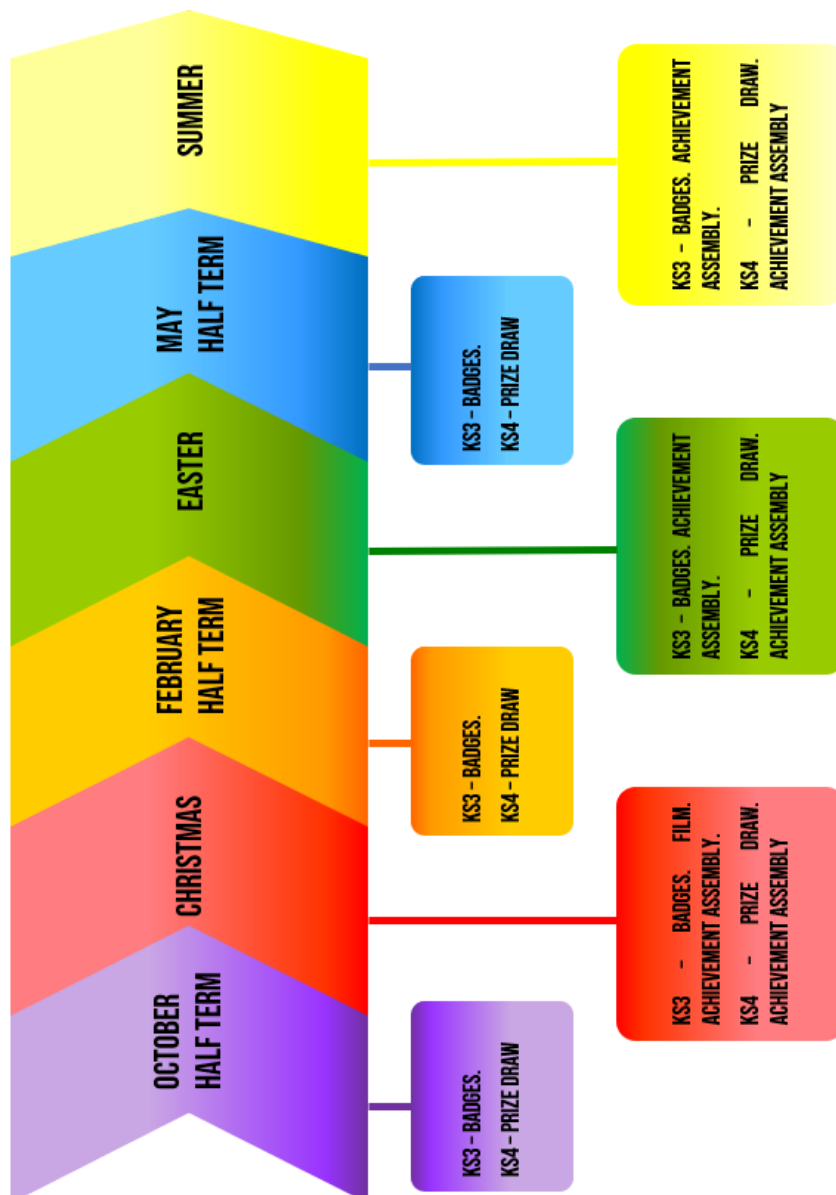
Paul Greig, Headteacher

Sarah Shenton, Deputy Headteacher

THE BECKET WAY: WORK HARD. BE LOVING. DO THE RIGHT THING.



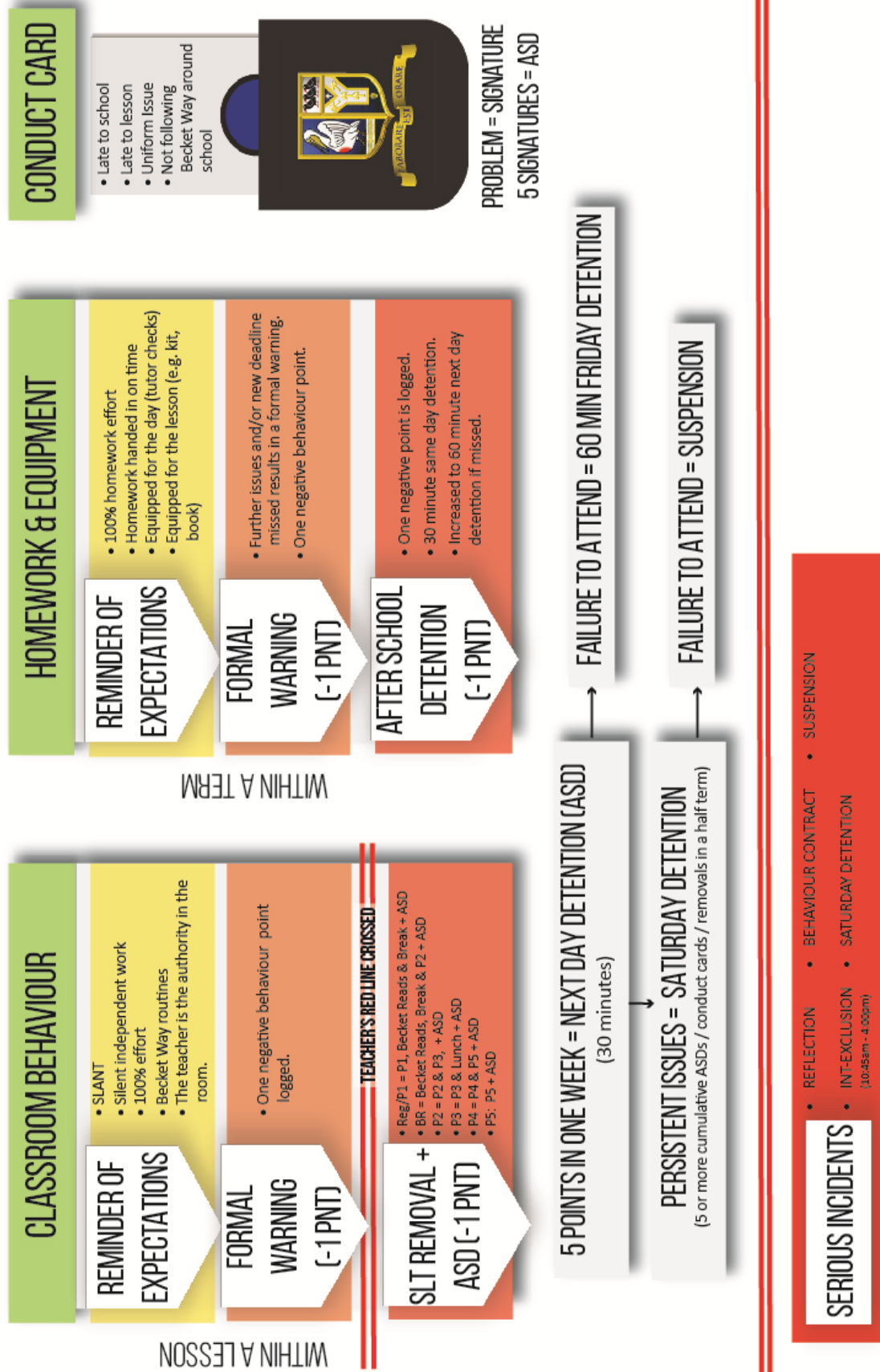
DO NOT LET ANYONE LOOK DOWN ON YOU BECAUSE YOU ARE YOUNG, BUT BE AN EXAMPLE FOR THE BELIEVERS IN YOUR SPEECH, YOUR CONDUCT, YOUR LOVE, FAITH, AND PURITY – 1 TIM 4:12



Rewards

- The 'Outstanding Behaviour' poster on the previous page is displayed in every classroom in the school. It summarises The Becket School's reward system.
- School staff can award students reward points for the following reasons:
 - Attainment and/or Progress (1 point)
 - Effort (1 point)
 - Ethos e.g. Acts of Kindness (1 point)
 - Excellent work (1 point)
 - Extra-curricular e.g. clubs, teams, performances (1 point)
- For a sustained period of excellence and/or effort, staff may also send a postcard home (5 points).
- Most importantly, students who meet the school's high expectations each week will also be awarded 5 points. Students are judged to have met the school's high expectations if they do not receive a negative behaviour point in that week.
- There are a variety of rewards which are given to students for reaching certain milestones which are summarised in the poster on the previous page (these may be subject to some within-year change).

THE BECKETT WAY: WORK HARD. BE LOVING. DO THE RIGHT THING.

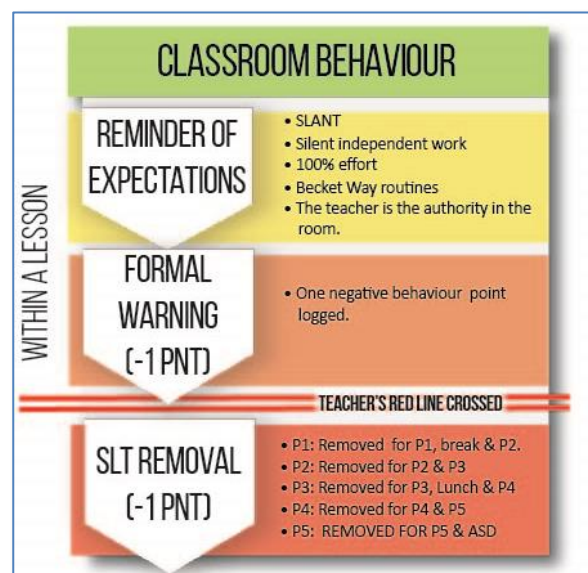


Overview

- The 'Becket Way' poster on the previous page is displayed in every classroom in the school. It summarises The Becket School's behaviour system: expectations, consequences and support mechanisms.
- The Becket Way student booklet outlines the high expectations expected of students and the reasons for these expectations. Students who are not meeting these expectations should be challenged by **ALL** staff using the behaviour system consequence system.
- The behaviour system has three main strands: Classroom Behaviour, Homework & Equipment, and Conduct around the School.
- The next few pages outline each aspect of that behaviour system in detail.

Classroom Behaviour

- The Becket Way student booklet outlines the expectations of students in lessons and what it means by Work Hard. Be Loving. Do The Right Thing. It is NOT an exhaustive list of expectations. Students should be reminded of the teacher's expectations and challenged when they are not meeting them.
- **Reminder of expectations.** If a student is not meeting the behaviour expectations they will be reminded of the expectations. It is best practice that the teacher/member of staff use the phrase or one similar to 'I am giving you a reminder of expectations'; it may take the form of telling an individual student, group of students or the whole class what is expected in that particular lesson. There is no formal logging of this in any way. The consistent use of 'reminder' vocabulary across staff supports the student in knowing they need to change their behaviour, stop a bad habit and practice greater self-control.
- **Formal warning (-1 point).** If a student's behaviour does not meet the behaviour standards despite the fact they have been reminded of expectations, the teacher may issue a formal warning. This is logged on the school system and the student's record; it carries a negative point value of -1. The teacher, if they wish, may also issue a detention. Consideration does not have to be given to clubs, sporting activities etc.
- **SLT removal + ASD (-1 point).** If a student's behaviour 'crosses the red line' of their teacher, the teacher will request for a member of the Senior Leadership Team to remove the student so that learning can continue in the classroom and so that their authority of the teacher is upheld. Typically this will happen when a student has been reminded of expectations and given a formal warning already. However, it is important to note that the teacher is the authority in the classroom and in extreme situations can request the removal of a student immediately if their professional judgement determines that it is necessary to maintain their authority, the learning in the classroom, The Becket Way ethos, or the safety of other students in the classroom. The circumstances that led to the removal will be recorded on the school's behaviour log and the details can be requested by parents. A further negative point (-1) will be logged on the school system. Parents will receive an automated text, which will state that the subject teacher or

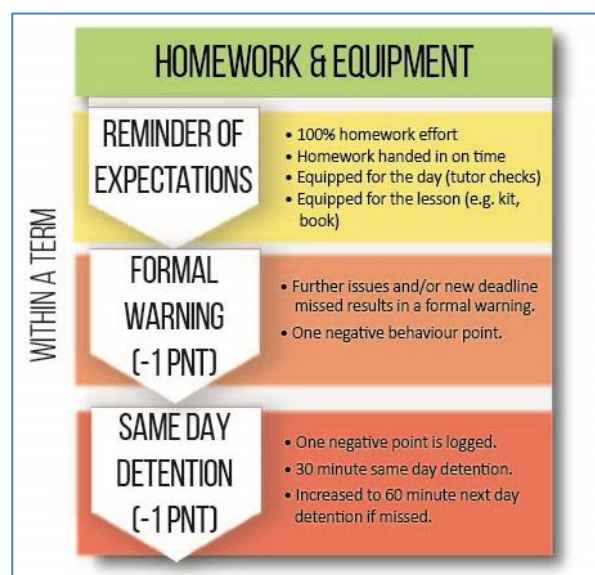


Leader of Learning will be in contact with them regarding the removal. The contact can either be via phone or email and should outline the reasons for the removal and the expectations going forward. You will also be able to look on ARBOR and see a brief outline of the details. The student will be placed in the school's Removal Room and restorative work is completed alongside any other classwork passed onto the child. The students will spend around 1-2 hours in the Removal Room and then is returned to lessons providing they have been able to reflect and take responsibility for their actions. The student will also have a 30-minute after-school detention the following day of the removal in B25, a message will be sent to parents regarding this.

- The classroom behaviour system resets at the start of each lesson. Each lesson is a fresh start but students may need to recognise that it is necessary to rebuilt trust with that teacher and that the teacher may feel the need to monitor them more closely than other students in subsequent lessons. To support the fresh start the teacher or Leader of Learning should have a restorative conversation with the removed student before the next lesson.
- Finding a lesson/subject either hard or 'boring' is not an excuse for disrupting others' learning, for not attempting work or for discourteous behaviour.
- If a student has two removals in one day, they will still do their removal sanction but the following day will be in Reflection including a 30-minute detention.
- If a student receives 8 removals in a half term this will trigger an escalation in sanction and will have a day in our Reflection Centre.

Homework and Equipment

- Students are expected to be prepared for the day and their lessons by having all of their equipment and homework.
- Tutors will check that students have the equipment they need for each day during tutor time. Subject teachers will check that students have completed homework and have subject-specific equipment with them for each lesson.
- The consequence system for homework and equipment runs in parallel to the consequence system for behaviour and effort. Unlike the behaviour consequence system, it does NOT reset each lesson. Instead, it resets with each new term.



- **Reminder of expectations.** If a student fails to complete their homework or bring their equipment to school the teacher/tutor will remind them of the expectations. In the case of homework, the teacher may also specify a new deadline to the student. There is no formal logging of this reminder of expectations.
- **Formal warning (-1 point).** If a student fails to complete their homework, complete it to a satisfactory standard or fails to bring the correct equipment, despite a previous reminder of expectations, a formal warning will be issued. This formal warning also entails a negative point (-1) being logged on the school system.







- **Next day detention (-1 point).** If a student fails to complete their homework, complete it to a satisfactory standard, or fails to bring the correct equipment despite the previous formal warning, the teacher will issue a 30-minute next day detention. Parents will be informed about the detention before the detention is due to be sat. If the student is unable to sit the detention or chooses not to, they will have to sit a 60 minute SLT detention on the Friday. This is in order to incentive students attending the 30-minute next day detention.
- Students are expected to sit the ASD on the specific date that it is scheduled; sitting the ASD takes priority over all other school activities (e.g. sporting fixtures). The only circumstances that will cause a detention to be rearranged will be student absence from school, pre-arranged medical appointments (the school will ask for evidence) or a very specific and evidenced safeguarding concern. For more details about ASDs and the school's legal powers, please refer to the Behaviour Policy.
- If a student misses an ASD without a valid reason, this will lead to a 60-minute SLT detention on the Friday. Poor behaviour in an ASD will lead to a SLT detention on a Friday or a further 'Serious Sanction' which can include a day in the Reflection Centre, Internal Exclusion or Fixed-Term Exclusion (see 'Serious Sanctions' section).
- Support is offered to students who find organisation particularly difficult (see 'Support' section).








Uniform & Conduct around the school



- Conduct around the school refers to students' uniform, punctuality to school and behaviour outside of lessons (on the corridor for example). Students should walk around the site, not be in the school building at lunchtime between 12:35 and 13:10), should dispose of their litter in a bin, should not be excessively noisy, should not play fight, should not play ball games in non-designated areas, not be in other year group zones etc.
- If a student is late to school, late to lesson, has poor uniform or not following The Becket Way around school, a member of staff is likely to sign the student's conduct card. If a student gets 5 signatures on their conduct card, this will result in a 30-minute next day detention. If a student has five or more conduct cards ASD in a half term the sanction will be escalated to a Saturday detention.
- To prevent students 'gaming' this system and 'losing' their card when they have four signatures, students who lose their card will automatically be given a 30-minute detention. When there is clear evidence that a lost/damaged card is not the fault of the student (e.g. parents contact the school to say that it was accidentally washed), the detention will be cancelled.
- If a member of staff asks a student for the uniform card and the student will not produce the card, this will also lead to an automatic 30-minute detention.
- Refusal to hand over the conduct card will lead to a 'Serious Sanction' which can include a day in the Reflection Centre, Internal Exclusion or Fixed-Term Exclusion (see 'Serious Sanctions' section).
- Students are expected to wear a traditional, conventional school uniform, which we expect to be kept clean at all times. Please remember that this is a uniform and not a fashion statement.



- Please find below our school uniform, all of this information can also be found on our school website.

| Item | Picture | Description | Notes and Exclusions |
|-----------------|---|---|---|
| Tie |  | School tie. | Tied in a single knot with 6 or more stripes showing. |
| Blazer |  | Black Blazer. | To be worn at all times in the school building, only removed with staff permission. Sleeves to be kept long. |
| Badges |  | A school and house badge are to be worn on the blazer. | The only other badges permitted on a blazer are those given out by school e.g. achievement, commendations. |
| Shirt |  | White traditional school shirt with formal collar. Long or short sleeves. | No three-quarter sleeves allowed. No tailored shirts. Top button to be done up at all times. Must be tucked into skirt or trousers at all times including breaks and lunches. |
| Skirt |  | Branded school skirt Y7-10. Years 11 – Mid grey, waist-high, knee-length, tailored-straight. Plain school wear material, same as school trouser material (not stretchy tube style). | Belts should not be worn with the skirt. Skirts should not be rolled up. No more than 4cm gap between knee and hem length. Skirts should not be rolled up. Branded skirt is still the preference for Year 11. |
| Trousers |  | Years 7-10 – Branded school trouser. Years 11 – Mid grey, waist-high. Moderate-style. Plain material. No patterns or decorations. | Trousers should not be turned up. Year 11 - No side “leg” pockets. No patterns or decorations. A belt is useful to ensure trousers stay on the waist. No charcoal/black trousers. Branded trousers is still the preference for Year 11. |

| | | | |
|---------------------------|---|--|---|
| Jumper |  | Plain mid grey. V neck. Long sleeves. | Cardigans are not permitted. Jumpers should not be tucked into skirt or trousers. |
| Socks |  | Plain black and grey socks only. | No white socks. These must cover the ankle, no trainer socks are allowed. No pop socks. No long/knee socks. No socks with frill or extra design. |
| Tights |  | Plain black or grey colour. | No skin coloured tights. No patterns. No leggings/footless tights. No bright or coloured socks. |
| Shoes |  | Black, traditional school shoes. Preferably with a strap, laces or buckle. | No boots. Slip on shoes may only be worn if they cover the top of the foot giving protection to the whole foot. No open toe shoes. No trainers (black or otherwise), no shoes with sports logo or athletic style laces as these will be considered as trainers. Students who come in trainers will be asked to wear school-owned shoes. |
| Coat |  | Plain and black, no patterns. | No hoodies - these will be confiscated. A small discreet logo on the side of the coat will be permitted. No fur coats, leather jackets, denim, fur or faux coats or gilets. |
| Scarf, hat, gloves |  | Black and plain. | No other colour other than black allowed, no patterned scarves. No hats with logo, no baseball caps. |
| Earrings |  | One small discreet silver or gold spherical stud in each earlobe. | Spherical studs only (no other shape), no stone within the stud, no other facial, tongue or body piercings. |

| | | | |
|----------------------------------|---|---|---|
| Hair bobbles/ Alice bands |  | To be black and discreet. | |
| School bags |  | A black rucksack or other school bag of appropriate size for school. | No small rucksacks, no paper-type shopping bags or plastic bags. No handbag-style bags. A small discreet logo will be permitted. |
| Hair styles | | Must be smart and practical. Level 1 shaving is allowed on the sides of the head but must be graduated to longer length hair on the top. Braids are welcomed including Box, Goddess, Dutch, French and Fulani braids. One bead that matches the student's hair colour may be worn at the end of each individual braid. Wigs and weave that are conventional in style are permitted. | The following are not permitted: Tram lines/patterns shaved into the hair, zero and 1 level shaving all over the head (buzz cuts), undercuts, hair dye which is greater than two shades lighter/darker of natural colour. No woven strands of any colour are allowed in braids. Any hair extensions should match hair colour or not exceed two shades lighter/darker. All long hair must be tied back for lessons where it would pose a health and safety risk. |
| NOT ALLOWED | Make-up, nail varnish, false nails, tattoos, jewellery including rings, necklaces, bracelets and hair jewellery, electrical devices including mobile phones, smart watches and other smart devices, cameras, ipods. Aerosols and laser pens should not be brought into school. | | |

The wearing of baseball caps and hoodies is not acceptable. These will be confiscated and will be dealt with in accordance with the School Behavioural Policy. Hairstyles/colours which draw undue attention to an individual are not acceptable. Black "trainer type shoes" manufactured by sports companies e.g.: Nike, Adidas, Puma, Lonsdale, Converse, Vans etc. will not be accepted as school shoes. Students may be sent home for any of the above.

The school will be the final arbiter on what is deemed to be acceptable as school uniform.

PE Kit requirements

| Compulsory items | | | |
|---|--|---|---|
| POLO SHIRT Becket blue polo shirt with school logo | SHORTS FOR BOYS/SKORT FOR GIRLS Becket blue shorts with school logo | SOCKS Plain Blue socks | TRAINER Sports Trainers |
|  |  |  |  |
| Highly Recommended | | | |
| FOOTBALL BOOTS WITH MOULDED STUDS OR BLADES Used for Rugby, Football and Cross country. If there is difficulty with the provision of these, please bring in a note from home. | BECKET HOODIE Becket Blue Hoodie with logo | | |
|  |  | | |
| Optional items | | | |
| NAVY BECKET TRACK PANTS (Can be replaced by plain Navy joggers) | NAVY MID LAYER | NAVY BECKET LEGINS (Can be replaced by plain Navy leggings) | |
|  |  |  | |

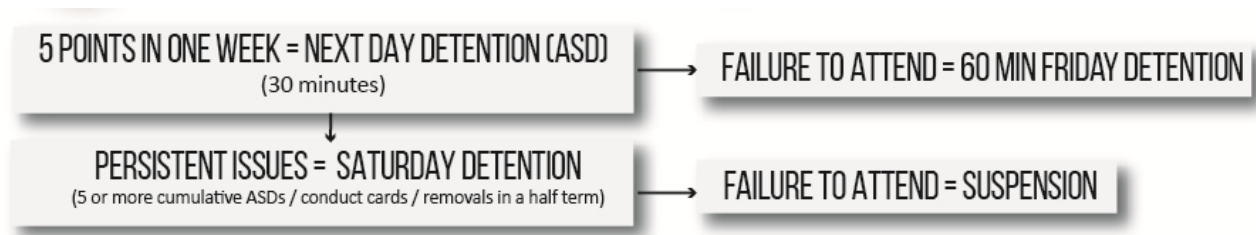
- Students are expected to arrive at lessons with the appropriate kit, so that the learning environment is positive and safe
- All students must bring their PE kit, including those who are injured or cannot participate.
- Students must also bring a note and will be expected to participate as fully as their injury/ailment allows. This may include ; coaching, refereeing or officiating.
- All students are made aware of these expectations when they begin school and are further reminded every September.
- Students are not permitted to wear earrings for PE. They must be removed. Any piercings should be done in the summer holidays to allow the ears time to heal. Failure to remove earrings will result in the student being removed from the lesson and isolated in our Reflection Centre.

The school reserves the right to take disciplinary action against any child whose uniform does not comply with these requirements set out in this policy

Punctuality to school

- Students should arrive at school for 8.30am. (please note that students are not allowed in the building before 8.15am)
- Students who travel by tram or bus should ensure they get a service which will get them to school for not later than 8.30. Saying the tram or bus was late or one did not turn up will not be accepted as a valid reason for lateness.
- If students are late to school, they need to sign in with a member of staff at late gate duty. They will be placed at the doors of the Atrium. The student's conduct card will be signed.
- Between 9.00am and 9.05am, students will have their conduct card signed and also receive a late ASD for the next day.
- If the student is later than 9.05am they are to sign in at Reception an immediate 30-minute next day detention will be issued alongside their conduct card being signed.
- If a student receives 5 ASD for being late in a half term this will be escalated to a Saturday detention.
- If the Saturday detention does not have an impact these persistent offenders will spend time in the Reflection Centre even if all detentions are attended. A meeting will be held with parents to reinforce the schools expectations.

Persistent Breaking of School Rules



- Students who gain 5 or more formal warning in one week must attend a 30-minute detention (known as a 'cumulative points detention'). This detention is designed to ensure that students cannot simply accept formal warnings as a normal part of their school day. Students must not think that behaviour that results in several formal warnings in different lessons across the week is part of The Becket Way; this continuous low-level disruption/poor organisation is challenged through the cumulative points detention system and helps to protect the learning environment for everyone.
- The use of the 30-minute detention is intended to help students break bad habits, make better choices and protect learning in the classroom. However, there are a small number of students who continually have to attend detentions, but this does not deter them from making changes in their behaviour. As such, students who attend 5 or more cumulative points detentions in a half term will have an escalation to a Saturday detention.

Other behaviours that lead to a Saturday detention include completing five conduct card ASD, five late ASD and also persistent poor behaviour.

- The Saturday detentions run from 9am to 10.30 am and are supervised by Senior Leaders. Students are expected to arrive just before 9am and come to the main reception in **FULL UNIFORM**. They should also bring with them equipment such as pens and pencils and any schoolwork they can complete. A reading book also is useful. During the Saturday detention, students will spend some time focusing on key aspects of The Becket Way and will be interviewed by a senior member of staff about the circumstances that led to each detention.
- The failure to attend a Saturday detention will result in a 2 day fixed-term suspension; this is because the detention is designed to prevent the need for suspending students for persistently breaking school rules.

Serious Incidents

SERIOUS INCIDENTS

- REFLECTION
- BEHAVIOUR CONTRACT
- SUSPENSION
- INT-EXCLUSION
(10:45am - 4:00pm)
- SATURDAY DETENTION

- There are some behaviours which are non-negotiable and so serious in nature that no warnings need to be given before a sanction is issued. Examples include theft, defiance, truancy etc.
- Following that investigation, a sanction may be issued by a Progress Leader and/or a member of SLT which could be an ASD, one day in the Reflection Centre, Internal Suspension, Fixed-Term Suspension or Permanent Exclusion (more guidance on these can be found in the school's behaviour policy).
- There are a very small number of occasions when serious incidents of poor behaviour are dealt with by removing students from lessons for a fixed period to the Reflection Centre.
- The purpose of doing this is for the students to reflect on their behaviour and receive intervention from the Learning Support Unit. It also ensures other students' learning is not disturbed.
- When students fail to correct their behaviour, an incremental sanction system is most likely to be used. So, if it is clear that a student is not modifying their behaviour as a result of time in the Reflection Centre, future sanctions will escalate from that point onwards as can be seen on the next page.
- The general principle is that the student's previous behavioural record will be used to determine the sanction, rather than the details of the incident itself.
- If a student reaches the point where their next sanction is either a fixed-term suspension or internal suspensions, they will be placed on a personalised behaviour contract. This will detail the types of behaviours that are likely to result in pre-suspension or fixed-term suspension and these will be related to their previous behaviour.
- 'Exit routes' will also be defined on the behaviour contracts so that it is clear to the school, student and their parents what is required for them to climb down the sanction ladder. The targets will be easily measurable.
- If the student fails the contract the length will be extended and the contract potentially amended.

- However, it is important to note that this is a general guideline and the school reserves the right to issue more serious sanctions when necessary.
 - For example, when an incident is so serious that one day in the Reflection Centre would not be appropriate, even if it is the student's first serious incident. The sanction could include permanent exclusion, for example, if the incident is related to the possession of drugs.
 - For example, when a student is repeatedly issued time in the Reflection Centre for the same reason (e.g. defiance of a member of staff).
 - For example, when the regularity with which Reflection sanctions are issued makes it clear that the escalating sanctions are not having the desired effect.

REMOVAL FROM CLASS BY SLT

Text home to notify parents followed by contact from subject teacher or Leader of Learning.

REMOVAL ROOM

**MORE
SERIOUS
INCIDENT**

REFLECTION

- ONE DAY SANCTION
- UP TO 7 INCIDENTS (adjustments can be made)
- FINAL WARNING

EXIT ROUTE (review at the end of the academic year)

INTERNAL SUSPENSION (10.45 till 4.00)

- 7th INCIDENT = 2 days
- 8th INCIDENT = 2 days
- 9th INCIDENT = 2 days
- MEETING WITH PARENTS AND BEHAVIOUR CONTRACT ON THE 9TH INCIDENT.

EXIT ROUTE (review at the end of the academic year)

FIXED-TERM SUSPENSION & BEHAVIOUR CONTRACT

- Behaviour contract to determine
 - length of contract (e.g. two terms)
 - redlines for that student in terms of FTSs.
 - escalation of further sanctions.
 - programme of support.
 - agreed exit route.
- 2 DAY FTS, then 3 DAY FTS, then 5 DAY FTS, 7 DAY FTS (including Alternative Provision), 10 DAY FTS (including Alternative Provision)

THEN ALTERNATIVE PROVISION OR PERMANENT
EXCLUSION

EXIT ROUTE (explicit and measurable SMART targets in behaviour contract)

Red Lines for Fixed-Term Suspension

As mentioned in the previous section, there are certain behaviours that will usually result in an outright fixed-term suspension regardless of the student's previous behaviour record. This is in order to maintain and protect the culture at The Becket School. Students who demonstrate any of the behaviours listed below are crossing the school's red line and may receive a fixed term suspension. The fixed suspension issued can vary in length from 2 days up to 10 days, this will depend on the seriousness of the incident and/or the previous behaviour history of the student. In the most severe of situations, any of these behaviours may lead to a permanent exclusion. To ensure consistency the red lines below will merit a serious sanction however the decision to exclude will always be made by the Headteacher.

- Assault of a student
- Assault of a member of staff
- Threatening a member of staff
- Making malicious false accusations against staff
- Prolonged defiance of a member of SLT e.g. walking away, refusal to follow instructions
- Sexual assault
- Prolonged defiance of The Becket Way
- Poor behaviour in internal suspension
- Persistent/malicious bullying at Stage 4 of the bullying register
- Prejudicial behaviour at Stage 4 of the relevant register (Racist, homophobic, disability)
- Truancy from school
- Criminal acts of stealing in/outside of school
- Possession of illegal/dangerous items/Vapes/Vaping equipment/Cigarettes
- Smoking cigarettes/vaping on school premises
- Possession of alcohol
- Distributing illegal images amongst the school community
- Recording and/or distributing anti-social behaviour on a digital device
- Hacking into the school system/students accounts
- Acts of damage/vandalism with significant cost to the school
- Purposefully setting off the fire alarm
- Swearing at a member of staff
- Non-attendance at a Saturday detention
- Conduct outside of school that seriously jeopardises the reputation of the Becket School

Banned items

- The following items are not allowed in school:
- Banned items will usually be confiscated. Depending on the seriousness, they will either be handed back to the students at the end of the day, kept in school for a parent to pick up or handed to the police.
- Mobile phones will be confiscated and handed back to students at the end of the day in the first instance (along with the student being issued one day in RFC). On the second instance, mobile phones will be confiscated and returned to students on the following Monday (therefore kept over the weekend) and the student placed in Reflection. In order to ensure students are safeguarded, the school will provide those students with a non-internet enabled phone with credit so that parents can be contacted in the case of an emergency.
 - Offensive weapons, or items that could be used as offensive weapons (e.g. tools with a blade, craft knife, chemicals etc).

- Replica weapons.
- Any article that has no function in school and has the potential to cause injury or harm.
- Inappropriate sexual material.
- Chewing/bubble gum.
- Lasers of any description.
- Laser pens.
- Illegal drugs or any substance known as a 'legal high'.
- Alcohol.
- Cigarettes, Vapes and other smoking-related items.
- Hoodies, hats or other items of non-uniform clothing.
- Jewellery (other than those set out in the uniform guide).
- Mobile phones which have been heard or seen on the school premises.
- Music devices (unless explicit permission given by a member of staff).
- Other electronic devices such as smart watches, IPADS
- Any device/object that is deemed to be disruptive in school and has no function in school (e.g. fidget spinners, rubber balls, water balloons, water pistols etc).
- Aerosols including hair spray
- Fizzy drinks and energy drinks
- Further items may be added to this list during the year and students will be informed of these through their tutors or Progress Leaders.

Student behaviour support

- When a student's behaviour is a cause for concern, the school will make all reasonable efforts to support the student in modifying their behaviour.
- This support may include, but is not limited to, one of the following:
 - Phone calls with parent/guardians.
 - Meetings with parents/guardian.
 - Tutor, Progress Leader, Department or SLT target card.
 - Referral to the Damascus Centre for a mentor (to work on social, emotional or behavioural challenges).
 - Referral to attend a Damascus Centre short course (e.g. organisation, self-esteem etc).
 - Student mentor
 - Referral to Faith in Families counselling service.
 - Referral to supportive outside agencies e.g. Educational psychologist, community liaison officer.

Bullying

- The school has a robust anti-bullying policy. The entirety of this policy is on our website and is available for students, parents and guardians to read.
- We take all allegations of bullying extremely seriously and always investigate.
- When the evidence substantiates an act or acts of bullying, the following sanction scale is used:

| Stage | Definition | Actions |
|-----------------------|---|---|
| n/a Stage 0 | Suspected act of bullying, but evidence/intention may be unclear. | <ul style="list-style-type: none"> • Noted on the student's file for future reference. • Warned about future conduct if appropriate. • A sanction or restorative action may be given depending on the circumstances. e.g. informal warning, letter of apology, restorative meeting, detention (Reflection can be a sanction for an action if serious, even if the intention to hurt is unclear). • Parents may be made aware of this sanction/action and informed about the stages of the bullying register. |
| Stage 1 | Clear and evidenced act of bullying with the intention to hurt. | <ul style="list-style-type: none"> • Student placed on bullying register at Stage 1 • Parents will be informed via a formal letter. • A sanction will be issued which is at least a 30 minute detention but may be more depending on the circumstances/seriousness e.g. RC/IE/FTS. • The student's placement on the register at Stage 1 will be reviewed after 3 months. |
| Stage 2 | Repetitive act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 1. | <ul style="list-style-type: none"> • Student will be moved to Stage 2 of the register • Formal notification will be sent home via a written letter. • The student will receive an appropriate sanction which is at least one day in Reflection, but may be more depending on the circumstances. • The student's placement on the register at Stage 2 will be reviewed after 3 months. |

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| Stage 3 | Persistent act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 2 OR Bullying incident of a very serious nature. | <ul style="list-style-type: none"> • Student will be moved to Stage 3 of the register • Formal notification will be sent home via a written letter. Parent meeting to be arranged. • The student will receive an appropriate sanction which is at least one day in Internal Suspension, but may be more depending on the circumstances. • The student's placement on the register at Stage 3 will be reviewed after 3 months. |
| Stage 4 | Persistent act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 3 OR Bullying incident of an extremely serious nature. | <ul style="list-style-type: none"> • Student will be moved to Stage 3 of the register • Formal notification will be sent home via a written letter. Parent meeting to be arranged. • The student will receive an appropriate sanction which is at least two days FTS, but may be more depending on the circumstances. • The student's placement on the register at Stage 4 will be reviewed after 3 months. |
| Stage 5 | Persistent act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 4 OR Bullying incident of an extremely serious nature. | <ul style="list-style-type: none"> • Student moved to Stage 5 of the register and formal notification will be sent home via a written letter/parent meeting. • Any student on Stage 5 of the register will be required to have a meeting with a school Governor. • The student must also attend a daily meeting with a member of the Senior Leadership Team for one half term to ensure that no further acts of bullying occur; this will be reduced to weekly meetings in the second half term if no further acts have occurred. • Failure to comply with these preventative measures and repeat acts of bullying could lead to longer FTSs and/or permanent exclusion. |

- It may be appropriate, depending on the severity of the incident, for the student to be placed straight onto any stage of the register. In addition, it may be in the appropriate and in the best interests of a student for more than one warning to be given in order to facilitate a restorative outcome.
- Victims and perpetrators of bullying may be offered extra support by the school (see the anti-bullying policy).

Communication between school and home

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- In the parents guide to The Becket Way, this is included to support the expectations regarding home and school communication.
- To support our behaviour and expectations it is important that the school works effectively with parents and carers, and open lines of communication are important.
- We will always aim to respond to any queries promptly and in a professional manner.
- You can always email the school by using
- m.mail@becketonline.co.uk
- Emails will then be directed to the correct person.
- We ask of parents that they support all of the school behaviour policy and at no point undermine it. We will always listen to parents and take on board their views and concerns but ultimately the school will decide if a sanction is appropriate.
- Please understand that we cannot discuss other students in terms of sanctions or other details with anyone other than their parents and carers.
- Email is often the best way to set up a communication line to our staff, they are often teaching and so may not be able to take phone calls at that moment.
- If you would like to see a member of staff face to face to discuss a school issue this MUST be pre-arranged. Please do not come to reception demanding to see a member of staff as you will be turned away.
- If you do email outside of normal school hours, at the weekend or in the school holidays please be aware that you are likely to not get an immediate response.
- Our parents are very supportive of the school, and we thank you for this. However, on any occasion we feel that parents are not conducting themselves in a supportive way they will receive a formal letter outlining how future communication must happen and what the school's expectations are. .

THE BECKET WAY

“WORK HARD. BE LOVING. DO THE RIGHT THING”

| Key phrases/vocab | Uses/Rationale |
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| Work Hard. Be Loving. Do The Right Thing. | Summarise The Becket Way. Based on gospel values as described by Jesus in the Sermon on the Mount: <ul style="list-style-type: none"> • Service (Work Hard) • Compassion/Gentleness/Peacemaking (Be Loving) • Integrity/Forgiveness/Justice (Do The Right Thing). |
| Habits become our character | The things that we do most often become part of who we are. Our role as teachers is to help shape good habits and challenge bad ones so that we shape good characters. |
| Trust Bucket: It’s easy to spill but hard to fill. | Trust must be built bit by bit over time. But trust can easily be eroded by lying/unkindness/disrespect. |
| Your trust bucket is low. | Student: “Why do you always pick on me?” “Why didn’t student X get told off.” We can explain that unfortunately due to previous issues that your attention was on them and that means you often spot their misbehaviour more than others..... for this attention to go elsewhere, the students needs to build trust over a good period of time. |
| Top of the pyramid. | We don’t just want students to Work Hard. Be Loving. Do The Right Thing in order avoid detentions or get rewards points. We want them to do it because it is who they are.... It is their habit and character. This makes them ‘top of the pyramid’. |
| Imperfect decisions. | Teachers will not always get everything right – but they MUST be in charge of the room so that it is calm and productive. They will sometimes make imperfect decisions.... Students must be able to deal with these calmly and politely. |
| Red Lines | Absolute no-nos for teachers in the classroom (SLT removal) or the school (exclusions). |
| Routines | Habitual ways of doing things so that students don’t even have to think about it e.g. SLANT, entry to the classroom, roll call. |
| SLANT | An acronym taught to all students that can be used to remind/expect them to show good habits of attention. S – Sit up L – Listen A – Answer questions N – Never interrupt the speaker |

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| | T – Track the speaker. |
| Silent Working Time/Sterile Cockpit | Silent working is NOT a punishment. It is a haven for thinking and reduces pressure of working memory and cognitive load. Silence is NEEDED when solving difficult problems and enhances learning. Pilots are not allowed to talk (a=other than flight instruction) below 10,000 feet for this reason..... studies showed the chat distracted them and caused numerous accidents. |
| Manners/Respect | Cornerstones of a nice and respectful community. Please/thank you/excuse me/apologies. |
| Classroom Rules | We follow directions straight away. We are silent when the teacher is talking; w are polite to each other. We let others get on with their work. |
| Authority/rules are Important | They protect everyone..... they protect learning, protect us from unkindness, bullying, racism etc. We don't want the bullies to take over. |
| Kindness and Gratitude | Two of the biggest correlates of happiness. We are happier people when these are our habits. |
| Calm, Safe and Respectful | The ultimate aims for our atmosphere around school. Its why, for example, we don't allow play fighting. |
| Monster Moment | When we lose our self-control and let emotions govern our behaviour e.g. shout/fight another student, argue with a teacher over a decision (even if it is imperfect) |
| Self-Control / Temperance | The ability to do the right thing even when it is difficult e.g. forgive, not argue, not respond to unkindness. |
| "Do not complain, think your way through difficulties" | A phrase that can be used to encourage self-control. |
| Positive Freedom | Having freedom from our own unhelpful desires and urges (e.g. anger, revenge etc). Not being slave to our emotions. |
| Life in the Spirit vs Life in the flesh | The former means about living a life of virtue as God/Jesus ask us to rather than being a slave to our bodily desires and emotions. |
| Humility is a superpower | Knowing our strengths and weaknesses and being honest with ourselves about these means we can 'fight the war' with the areas we need to develop and become better characters. |
| "Banter is never and excuse" | We don't ever use 'banter' as a term to excuse unkindness or bullying. We usually have no idea how our words/actions are affecting the <i>inside</i> of somebody else.... Even if they laugh it off on the outside. |
| "No such thing as snitching at Becket" | In order to maintain a great community, students MUST feel able to report unkindness, theft, bullying, racism, sexism etc. Calling someone |

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| | a 'snitch' or similar absolutely undermines people's confidence in disclosing problems. They are heroes, not snitches. |
| "Our similarities are far greater than our differences." | Focusing on celebrating diversity BUT ALSO what unites us. |
| Collective Responsibility | We're all in it together as a community. We all have a role to play in making Becket the place we want it to be. |
| Deindividuation/Conformity | That sense that we sometimes lose our sense of self and our morals in group situations. Knowing that helps us to remember who we are in those situations and not to follow the crowd. |
| Knowledge is Power | Knowledge is what we think about and what we think with..... learning is about creating new knowledge and storing it in long-term memory. |