



THE BECKET WAY: PROMOTING POSITIVE BEHAVIOUR A GUIDE FOR PARENTS

September 2025

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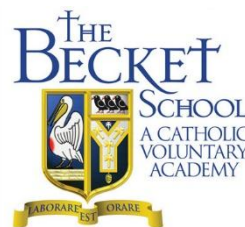
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**The Becket Way:
Promoting Positive Behaviour
*A guide for parents***



Introduction

At The Becket, we are proud to be a Catholic school rooted in the life-giving promise of John 10:10: *"I have come that they may have life, and have it to the full."* Our mission is to work hand in hand with parents and carers to provide an outstanding Catholic education that nurtures the whole young person—spiritually, academically, socially, and personally.

We aim to:

- Inspire and motivate every student to flourish in their learning and in a wide range of extra-curricular opportunities.
- Help young people grow deeply in their love for and knowledge of Jesus Christ.
- Develop a strong understanding of the Catholic faith, lived out through Gospel values.
- Encourage living out the Becket Way: *Work Hard, Be Loving, Do The Right Thing*—demonstrating kindness, integrity, forgiveness, and service to others both within our school community and beyond.

Discipline is central to fulfilling this vision. We believe that self-discipline, respect, a strong work ethic, and high standards of behaviour are essential gifts that empower our young people to thrive—not only in school but in life. We hold every student to high expectations because we believe in their ability to meet them and grow into the fullness of life God intends.

Our school is committed to creating a warm, respectful, and joyful environment where students feel safe, supported, and free to learn. Clear rules and routines exist not as restrictions but as a framework that allows everyone—students and staff—to focus on what matters most: learning, growing, and living well together.

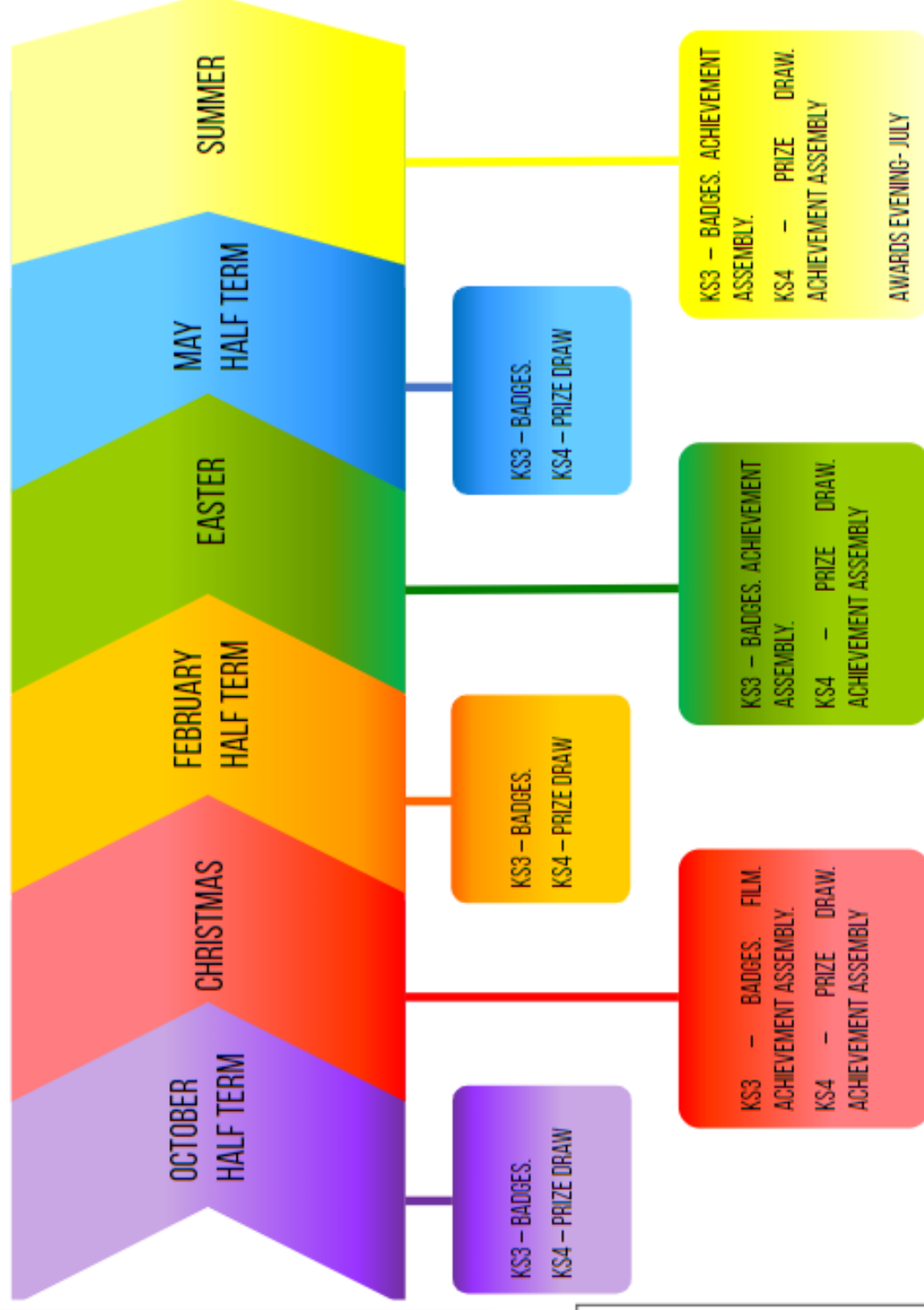
The Becket's behaviour system has been carefully shaped through collaboration with staff, students, and parents, alongside research into best practices. It is grounded in the belief that when students understand the rules and consequences, they are empowered to make positive choices that honour themselves and others. Our role as educators goes beyond academics; we guide young people in understanding the value of discipline as a path to freedom and fullness of life.

Our approach to behaviour reflects the path of discipleship—just as Jesus taught and cared for His disciples, we seek to nurture our students through teaching, training, testing, and correction, always rooted in love and hope.

Together, we journey towards a life lived fully, in faith and integrity.

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 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:
 - Working Hard (1 point)
 - Being Loving (1 point)
 - Doing the Right thing (1 point)
 - Extra-curricular e.g. clubs, teams, performances (1 point)
 - Meeting High expectations (5 points)
 - Whole school contributions (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 and have 100% attendance in that week
- There are award badges given to Key stage 3 (Year 7 & 8) students for reaching certain reward point milestones which are:

Bronze- 50 points

Silver- 100 points

Gold- 200 points

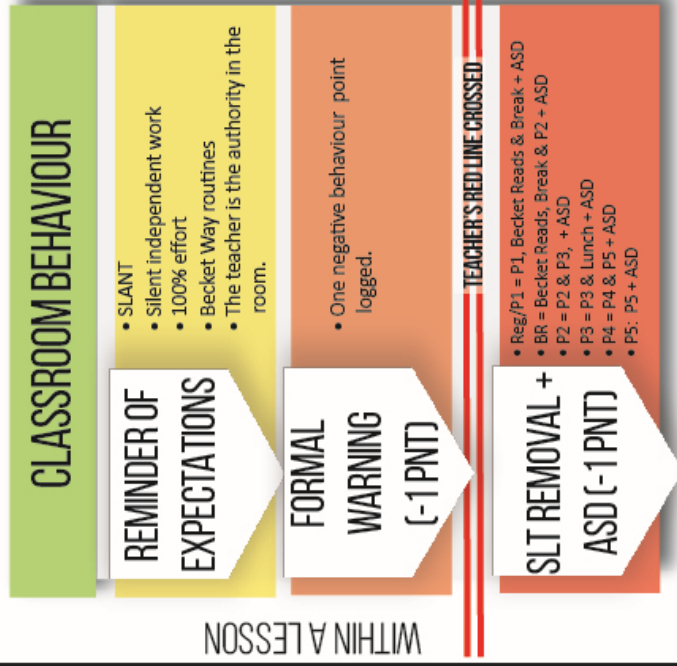
Platinum- 300 points

In addition to this students have a termly achievement assembly whereby effort and progress is awarded by specific subjects. At the end of term students who have achieved the most achievement points for that term are invited to take part in rewards such as a movie and popcorn afternoon and other activities. Students who also are on their first conduct card at the end of each term are entered into an amazon voucher prize draw.

In July, students who are nominated by Departments and/or Progress leaders and SLT are invited to our annual rewards evening which is a lovely time celebrating student achievements together with families.

THE BECKET WAY:

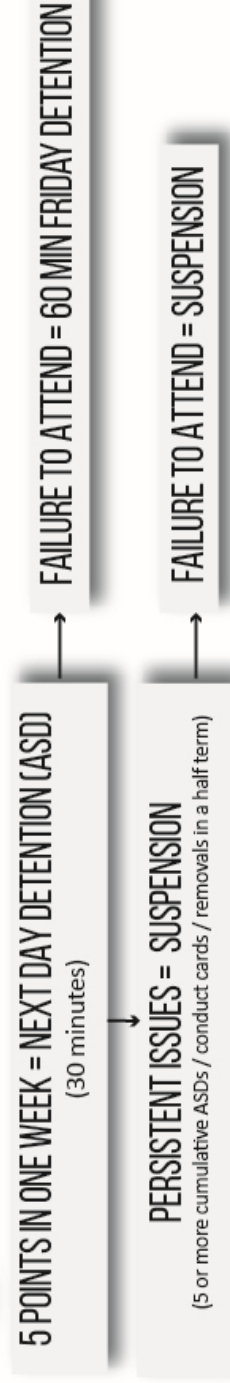
WORK HARD. BE LOVING. DO THE RIGHT THING.



WITHIN A LESSON



WITHIN A TERM

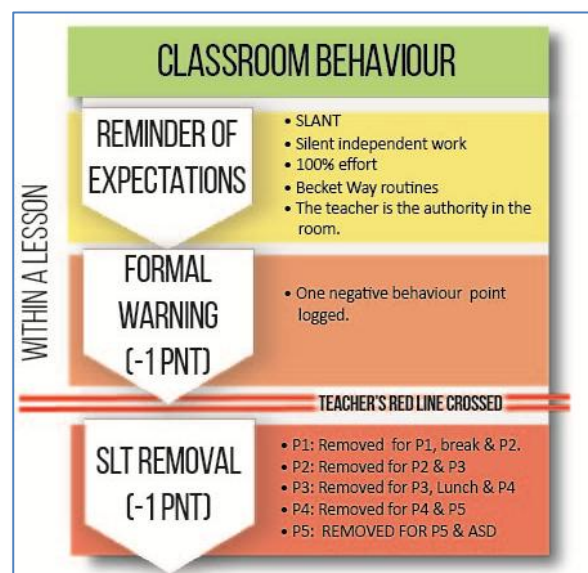


Overview

- 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.
- **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

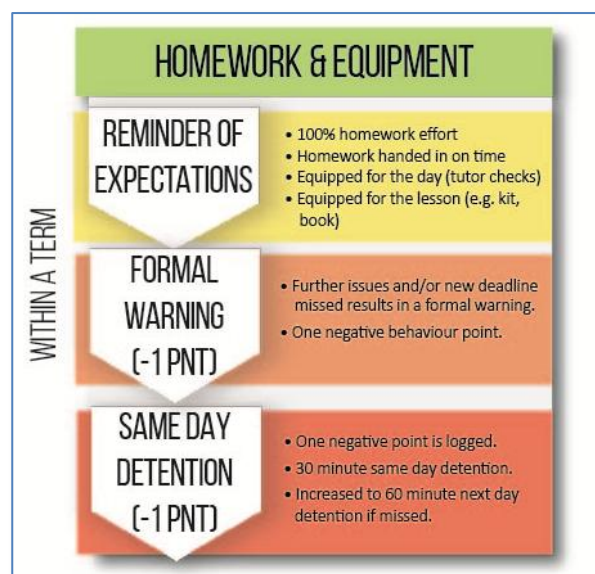


going forward. You will also be able to look on ARBOR and see a brief outline of the details. The student will be placed in the school's Removal Room and restorative work is completed alongside any other classwork passed onto the child. The students will spend around 1-2 hours in the Removal Room (depending on when removed) 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 rebuild 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 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 consequence, 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 consequence 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 students 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 Consequence' which can include a day in the Reflection Centre, Internal Exclusion or Fixed-Term Exclusion (see 'Serious Consequences' section).
- Support is offered to students who find organisation particularly difficult (see 'Support' section).

Conduct around the school & Uniform

- 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.
- 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 conduct 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 Consequence' which can include a day in the Reflection Centre, Internal Exclusion or Fixed-Term Exclusion (see 'Serious Consequences' 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 on the next pages our school uniform, all of this information can also be found on our school website.



<i>Item</i>	<i>Picture</i>	<i>Description</i>	<i>Notes and Exclusions</i>
Compulsory branded items			
Tie		School tie.	Tied in a single knot, large end of the tie showing, with 6 or more stripes on display.
Blazer		Black Blazer.	The school blazer must be worn at all times inside the school building and may only be removed with the permission of a member of staff. Sleeves should remain worn down and not rolled up. The blazer must display both the school badge and the form badge on the breast pocket. Blazers can be purchased directly from Big Fish, with the school badge already embroidered, or alternatively, a plain black blazer may be purchased from another supplier, provided the official school badge is sewn onto the pocket. The only other badges permitted on the blazer are those awarded by the school, such as achievement or commendation badges. 
Skirt/Trouser		Branded school skirt/Branded school trouser	Belts must not be worn with school skirts, and skirts must not be rolled up. Students in Year 9 and above are required to wear the senior-length skirt, unless a student is considered petite, in which case an alternative may be agreed with the school. Trousers must be worn securely at the waist, and undergarments must not be visible above the waistband under any circumstances. A plain black belt, with a plain simple buckle can be worn.

Compulsory non-branded items and uniform expectations

Shirt		White traditional school shirt with formal collar. Long or short sleeves.	Three-quarter length sleeves and tailored shirts are not permitted. Students must wear standard, full-length sleeved shirts (long sleeved or short sleeved). The top button must be fastened at all times, and shirts must be tucked into skirts or trousers at all times, including during break and lunch periods.
Lanyard		Lanyard to be always worn while on the school premises	Students are required to visibly wear their identity cards at all times, using the correct colour lanyard that corresponds to their year group. Each student will be issued one lanyard and ID card at the start of the academic year. If a lanyard or ID card is lost or damaged, it is the responsibility of the student and their family to arrange for its replacement.
Jumper		Plain mid grey. V neck. Long sleeves.	Jumpers are not to be worn in the summer term. Cardigans are not permitted. Only school-approved jumpers may be worn, and they must not be tucked into skirts or trousers or altered in any way, including being tied in a knot at the back. Jumpers must always be worn with the blazer, and the tie must remain clearly visible underneath. Sweater-style or casual jumpers are not allowed under any circumstances.
Socks		Plain black and grey ankle socks only.	White socks are not permitted. Socks must cover the ankle—no trainer socks, pop socks, or knee-high/long socks are allowed. Socks should be plain, without frills, extra designs, or logos. Additionally, socks must not be worn over tights.
Tights		Plain black or grey colour.	Plain black tights with no patterns on them. Tights should not be see through and so should be 60+ denier.
Shoes		Black, traditional school shoes. Preferably with a strap, laces or buckle.	Boots are not permitted. Slip-on shoes may only be worn if they fully cover the top of the foot and offer adequate protection. Open-toe shoes are not allowed under any circumstances. Trainers—whether black or coloured—are not acceptable, including those with sports logos or athletic-style laces, as these will be classified as trainers. Students wearing inappropriate footwear will be asked to wear school-provided shoes

Coat		Plain and black, no patterns.	Hoodies are not part of the school uniform and must not be worn on school premises. Any hoodie seen on site will be confiscated. Students may wear a black coat with a small, discreet logo. However, the following items are not permitted: • Fur or faux fur coats and gilets • Leather jackets • Denim jackets All outerwear should be appropriate for a school environment and in keeping with our uniform standards.
Scarf, hat, gloves		Black and plain.	Only black scarves are permitted—no patterns. Hats with logos or baseball caps are not allowed.
Earrings		One small discreet silver or gold spherical stud in each earlobe.	Only small, spherical stud earrings are permitted—no other shapes or designs are allowed. Studs must be plain, with no stones or embellishments. Facial, tongue, and body piercings are strictly prohibited. This includes clear or retainer studs, which are not allowed under any circumstances.
Hair bobbles/ Alice bands		To be black and discreet.	
School bags		A black rucksack or other school bag of appropriate size for school.	Students must bring a practical bag that is large enough to carry all necessary equipment, including books, folders, and PE kit where required. While handbag-style bags are permitted, they must be suitably sized and practical for daily school use. The preferred and most suitable option is a rucksack, as it best supports organisation and comfort. The following are not allowed: • Small fashion rucksacks/handbags • Paper shopping bags • Plastic carrier bags Bags may have a small, discreet logo.

Hair styles	Hairstyles must be smart and practical. Level 1 shaving is allowed on the sides of the head, but the hair on top must be longer and graduated. Braids are welcome, including Box, Goddess, Dutch, French, and Fulani braids. One bead, matching the student's hair colour, may be worn at the end of each braid. Conventional wigs and weaves are permitted	The following are not permitted: • Tram lines or patterns shaved into the hair • Shaving the entire head to a zero or level 1 (buzz cuts) • Undercuts • Hair that is dyed to look unnatural, including unnatural colours, highlights, or braids with varying colours • Woven strands of any colour in braids • Hair extensions that are not a natural hair colour • Hair jewellery Long hair must be tied back during any lessons where it could pose a health and safety risk (e.g. PE, Science, DT). All hairstyles must be appropriate for a school setting and reflect our high standards of presentation.
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- 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.
- If the student is later than 9.00am they are to sign in at Reception and an immediate 30-minute next day detention will be issued.

Persistent Breaking of School Rules

5 POINTS IN ONE WEEK = NEXT DAY DETENTION (ASD)
(30 minutes)

→ FAILURE TO ATTEND = 60 MIN FRIDAY DETENTION

- 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.

Serious Incidents

- There are some behaviours which are non-negotiable and so serious in nature that no warnings need to be given before a consequence is issued. Examples include theft, defiance, truancy etc.
- Following that investigation, a consequence may be issued by a Progress Leader and/or a member of SLT which could be an After school detention, 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 consequence 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 consequences 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 consequence, rather than the details of the incident itself.

- If a student reaches the point where their next consequence is day 8 of Reflection or a fixed-term suspension, they will be placed on a personalised behaviour contract. This will detail the types of behaviours that are likely to result in 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 consequence 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 consequences 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 consequence 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 consequences are issued makes it clear that the escalating consequences are not having the desired effect.

REMOVAL FROM CLASS BY SLT

Text home to notify parents followed by contact from subject teacher via email/phone.

8 removals in 1 half term = 1 day in RFC.

REMOVAL (PLACED IN RFC ROOM)

**MORE
SERIOUS
INCIDENT**

REFLECTION

- One day consequence
- UP TO 8 INCIDENTS UNTIL ESCALATION
- Parent meeting after Day 6

EXIT ROUTE (review at the end of the nearest term)

FIXED TERM SUSPENSION & BEHAVIOUR CONTRACT

- Issue 1 day FTS
- Further 1 day FTS after this
 - 2 day FTS
 - 3 day FTS
 - 4 day FTS
- Reintegration with parents after each fixed term suspension

EXIT ROUTE (review at the end of the nearest term)

PARTNER SCHOOL SUSPENSION (2-4 days at another school)

Issued as a circuit breaker to repeated fixed term suspensions. Length determined by incident and discretion of SLT.

INTERNAL SUSPENSION (2 days in RFC 8.40- 4pm)

Not part of the behaviour consequence ladder however an internal suspension can be issued once for vaping, failing to attend a SLT 60 min detention or vandalism

FIXED-TERM SUSPENSION & BEHAVIOUR CONTRACT

- For repeated behaviours there is an escalation in the number of days fixed term suspension issued.
- 5 DAY FTS
- 7 DAY FTS (inc 6th day provision at partner school)
- 10 DAY FTS (inc 6th day provision at partner school))

THEN ALTERNATIVE PROVISION OR PX

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 1 day 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 consequence 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. 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)
- 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
- 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 the talking therapist counselling service in school.
 - Referral to supportive outside agencies e.g. Educational psychologist, CAMHS, the Family service etc

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 consequence scale is used:

Stage	Definition	Actions
n/a Stage 0	Suspected act of bullying, but evidence/intention may be unclear.	• Noted on the student's file for future reference. • Warned about future conduct if appropriate. • A consequence or restorative action may be given depending on the circumstances. e.g. informal warning, letter of apology, restorative meeting, detention (Reflection can be a consequence for an action if serious, even if the intention to hurt is unclear). • Parents may be made aware of this consequence/action and informed about the stages of the bullying register.
Stage 1	Clear and evidenced act of bullying with the intention to hurt.	• Student placed on bullying register at Stage 1 • Parents will be informed via a formal letter. • A consequence 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.	• 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 consequence 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.
Stage 3	Persistent act(s) of bullying with the intention to hurt despite	• Student will be moved to Stage 3 of the register

	previous warnings/intervention at Stage 2 OR Bullying incident of a very serious nature.	- Formal notification will be sent home via a written letter. Parent meeting to be arranged. - The student will receive an appropriate consequence 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.	- 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 consequence 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.	- 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

- 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 consequence is appropriate.
- Please understand that we cannot discuss other students in terms of consequences 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. Our Home school agreement outlines expectations around communication alongside our "Respect for school staff document" (see below)
- 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.

RESPECT FOR SCHOOL STAFF



CREATING A POSITIVE SCHOOL COMMUNITY

At The Becket School we value the partnership between parents, carers, and our school staff. For our community to thrive, we ask all visitors to treat every member of staff with respect and kindness, even during challenging situations.

KEY POINTS TO REMEMBER:



COMMUNICATION WITH RECEPTION STAFF

- Our reception team juggle many tasks and work tirelessly hard to assist you. Please speak respectfully, even if you are feeling frustrated.
- Abusive or aggressive language towards staff is unacceptable and will not be tolerated. Please expect the phone call to be ended if abusive language is used. You will also be asked to leave school premises if abusive language occurs.



VISITING THE SCHOOL

- Book meetings in advance by contacting the school office or direct with the member of staff. This ensures the right person is available to assist you.
- Please **do not turn up without an appointment** and expect an immediate meeting.
- Please note, that unless there is an immediate safety or safeguarding concern, you should not expect to be able to speak with the member of staff without a booked meeting.



CONDUCT DURING PHONE CALLS, MEETINGS AND VIA EMAIL

- Show patience, listen actively, and allow staff to respond without interruption.
 - Keep discussions focused on **your own child's** education and well-being.
 - Treat all staff members with the same respect you would expect for yourself.
 - Please avoid any shouting or abusive and aggressive language. Should this happen, the phone call or meeting will be terminated immediately.
 - Any emails sent to staff should be respectful and clear. Any abusive or offensive phrases used are not acceptable and will be ignored.
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WHY RESPECT MATTERS

- A respectful and positive approach allows us to work together effectively to support your child's success.
- We are here to help and support you and your child. Let's continue to work as partners in creating a welcoming and supportive environment for everyone.

Thank you for your cooperation and understanding.

THE BECKET WAY

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

Key phrases/vocab	Uses/Rationale
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: • 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

	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

	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.