

Saint Ambrose College Behaviour Policy

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1. Mission Statement and Prayer

Mission Statement

At St Ambrose College, we will follow the example of Blessed Edmund Rice and his vision for education as laid out in The Eight Essentials.

We will provide a rounded, holistic and transformative Catholic education enabling all boys to grow in faith and reach their full potential as well educated, disciplined, compassionate and empowered young men who strive for excellence and justice in all that they do.

With the Gospels and the spirit of Blessed Edmund at the heart of what we do, staff, pupils, and families will partner together to celebrate the talents and individuality of all in our community and produce resourceful and resilient Ambrosians, equipped to make a positive impact in the modern world.

Prayer

God our Father,
Thank you for providing us with the opportunity to live out our faith through our experiences as part of the St Ambrose College community.
We will endeavour to follow St Ambrose's example of forgiveness and academic excellence as well as supporting those in our community to start anew when their actions do not replicate the message and values of the gospel.
We thank you for the life of Blessed Edmund Rice and are grateful for the opportunity to receive a rounded, Catholic education through following his example and The Eight Essentials.
Empower us to grow in faith, compassion and justice so that we can bring about your kingdom here on earth by taking responsibility for all of Your creation, recognising & respecting the differences and needs of everyone as well as nurturing and celebrating our own talents and those of others.
Send us the gifts of your spirit, so that we may have the courage to remain resilient & active in our mission to become equipped to make a positive impact in the modern world.
Amen

2. Eight Essentials of Edmund Rice



3. Policy Aims

3.1 Ensure all students and staff are working towards making the College Mission Statement and Edmund Rice's Eight Essentials a reality.

3.2 Create a calm, safe and supportive environment where all students can learn and thrive, where teachers can teach and students make excellent progress

3.3 To promote a positive culture of excellence at St Ambrose College based on relationships and Christian values, where student effort and achievement is recognised, celebrated and rewarded.

3.4 To ensure that the policy and its procedures are easily understood by students, parents and carers and can be consistently applied by all staff.

3.5 To acknowledge positive behaviour and address misbehaviour in a consistent and predictable way.

3.6 We strongly believe that "predictability" and consistency in all actions creates a safe and thriving school. Adherence to this policy is essential.

4. Learning Expectations

4.1 Learning Expectations

All students must adhere to Saint Ambrose College's Learning Expectations. These are the foundation upon which all behaviour and attitudes will be judged and will allow students to make progress and thrive. All further guidance regarding rights, rules, responsibilities and culture, complement and underpin the Learning Expectations.

The Learning Expectations are:

1. **100% classrooms (100% focus from 100% of the class 100% of the time)**
2. **Everybody has a right to learn without having their learning disrupted.**
3. **Students follow teacher instructions.**
4. **Accountability. Students take full responsibility for the choices they make.**
5. **We are kind, polite and respectful to everyone and everything within the Saint Ambrose College community.**

Students must familiarise themselves with this language. It will be used by staff to reinforce our high expectations for all within the Saint Ambrose College community.

Learning Expectations Breakdown for Students:

1. 100% classrooms (100% focus from 100% class 100% of the time)	• This expectation about focus and your AtL (attitude to learning) • It's about understanding that effort and commitment have a <u>greater impact on achievement than intelligence.</u> • 'Less able' *(students with lower prior attainment on entry)* hardworking students do better and over take their 'more able' peers by the time they take their GCSEs and A Levels. Our historic progress data supports this.
2. Everybody has a right to learn without having their learning disrupted	Quite simply, low level disruption will not be tolerated. Low level disruption can be: • *Talking whilst the teacher is talking* • *Being off task, and communicating inappropriately with friends in lessons* • *Inappropriate comments and questions to deliberately distract from the topic* • *Getting out of your seat without permission* • *Questioning the teacher after an instruction* • Teachers have the right to teach. If teachers stop teaching, you stop learning, if you stop learning you don't make progress and prevent others from doing so. • If you stop teachers' teaching and stop others from making progress, there will be serious consequences for your poor choices. • <u>Students that witness extreme disruption</u> have a duty and moral obligation to tell the truth during any investigations that impinge on this learning expectation. • Your parents and carers have chosen Saint Ambrose College as they feel it is the best place for your education. <u>WE MUST ENSURE THAT IT IS.</u>
3. Students follow teacher instructions	• Teachers are professionals. Their job is to teach and make decisions to ensure all students make progress and are educated in the Eight Essentials. This includes making decisions and judgements based on the choices students make and based on available evidence. • Students must respect and follow the teacher's instructions at all times they must not question or argue back. • Students must work in partnership with all staff. • Reconciliation is at the heart of our school ethos so after every incident staff and students will have an opportunity to restore the relationship.
4. Accountability. Students take full responsibility for the choices they make.	• We do not blame others for our actions and choices. We take full responsibility for our choices and this will develop good Christian Life Skills.
5. We are kind, polite and respectful to everyone and everything within the Saint Ambrose College Community.	**EVERYONE** *"if you haven't got anything nice to say about someone don't say anything at all"* We are aware that some students call it **'banter' We are aware that some students call behaviour "banter", "joking around" or "messing about". Behaviour that causes harm will always be taken seriously. Harmful Sexual Behaviour (HSB), sexual harassment, sexual violence, sexist comments, unwanted sexualised behaviour and online sexual abuse will never be dismissed as banter, harmless fun, part of growing up or "boys being boys".** At the College we call it **'Child- on- child abuse'. All reports will be treated seriously, investigated appropriately and responded to in line with safeguarding procedures.** It's important to know that our words have consequences and can be interpreted differently by each individual. • Everyone includes staff. All staff have the right to come to work, enjoy their profession and flourish as individuals. **EVERYTHING** • Other people's possessions, school equipment, the College grounds and furniture. • People caught dropping litter will be given a community act to complete. It's irrelevant if you are not the only person to drop litter. If you were seen you are accountable and responsible. We must demonstrate pride in our environment and appearance at all times. **BUILDING A CHRISTIAN COMMUNITY** **"… Christ inspired, based on mutual respect, self-sacrifice and fully human dignity".** Students must understand that staff want the very best for them. Staff will look for ways to 'catch students doing the right thing' and will reward.

4.2 Attitude to Learning (AtL) scores explained

Attitude to learning will be celebrated and recognised as the main contributor to academic achievement. Students with average scores of good or above usually make better progress. Our own data shows that hardworking students with consistently positive AtL scores, outperform their peers of similar prior attainment with negative AtL scores.

Students will be given AtL scores as follows:

- Grade 1 = Exceptional
- Grade 2 = Working above AtL Expectations
- Grade 3 = Meeting AtL expectations
- Grade 4 = Working below AtL Expectations
- Grade 5 = Underperforming Cause for Concern

Underperforming Cause for concern 5	Working below AtL Expectations 4	Meeting AtL Expectations 3	Working above AtL Expectations 2	Exceptional 1
• Fails to engage and meet the learning expectations. • Is disruptive and negatively impacts the learning of others. • Lack of pride in work and presentation is below what is expected. • Homework is often late, incomplete and often does not reflect their ability. • Actively fails to follow rules, routines and responsibilities. • Receives regular behaviour records and fails to correct and improve their choices after sanctions. • Often forgets equipment.	• Often engages with the learning expectations but can lose focus. • Sometimes becomes involved in low level disruption. • Work sometimes demonstrates a lack of pride and presentation is inconsistent. • Homework activities are completed, but often fall short of the student's ability. They do not 'strive for excellence.' • Fails to follow rules, routines and student responsibilities consistently. • Sometimes receives behaviour records but takes accountability and tries to improve once sanctioned. • Doesn't prepare / revise properly for tests. • Sometimes forgets equipment.	• Meeting the learning expectations. • Pride in work is evident and presentation meets expectations. • Homework tasks completed fully and submitted on time. • Consistently follows rules, routines and student responsibilities with teacher direction. • Prepares well for tests and assessments. • Consistently follows rules, routines and student responsibilities. • Rarely receives behaviour records. • Revises for tests. • Responds to feedback. • Rarely forgets equipment.	• Meets the learning expectations and goes beyond. • Pride in work is evident and presentation is very good. • Homework tasks completed fully and submitted on time with some evidence of wider research and reading. • Consistently follows rules, routines and student responsibilities without teacher intervention. • Prepares well for tests and assessments. • Consistently follows rules, routines and student responsibilities. • Very rarely, if ever, receives behaviour records. • Very rarely, if ever, forgets equipment.	• Always demonstrates full engagement with the learning expectations and **leads by example aiming to create an outstanding culture of learning in lessons.** • Pride in work is clear with consistently outstanding presentation. • Takes ownership and high accountability of their own learning with wider reading and independent study outside of lessons. • Homework tasks display outstanding effort and evidence of wider reading and research. • Consistently follows rules, routines and student responsibilities. • Preparation for tests & assessments is exemplary. • Never receives behaviour records.

Language association 'best fit descriptors' for holistic attitude to learning grade:				
• Never pushes themselves. • Avoids work. • Disruptive and has a negative. impact on others. • Lacks consideration for others. • Rude and argues back. • Poorly organised. • Rarely completes work. • Lack of pride in work completed. • Disengaged. • Fixed mind-set. • Comes to lesson without equipment. • Student does not prepare or revise outside of school. • Is often laten late to lessons.	• Passive compliant. • Sometimes doesn't complete tasks. • Happy to 'coast'. • Keeps just under the radar. • Happy with doing 'just enough'. • No urgency with their work. • Does the minimum required. • Fixed mind-set. • Lack of pride in work completed. • Lack of preparation and revision is evident.	• Works consistently well day to day. • Meets teacher expectations. • Follows instructions. • Deadline are met. • Does not have a negative impact on others.	• Try their best. • Want to do well. • Fully engages in lesson. • Responds well to feedback and acts on it to improve. • Polite, respectful & well mannered. • Displays Christian values and the Eight Essentials. • Prepares and revises for tests and assessments. • Positive impact on others.	• Proactive in their learning. • Strives for excellence. • Growth mind-set. • Always aims for continuous improvement. • Learns from failure and sees failure an opportunity to learn and improve. • Polite, respectful & well mannered. • Displays Christian values and the Eight Essentials. • Articulate. • Scholarly. • Exceptional. • Aspirational. • Well organised. • Prepares well and revises diligently. • Leader, puts themselves forward. • Goes the 'extra-mile.

The Senior Leadership Team & Heads of Year will use AtL data to reward and acknowledge students for good and outstanding 'average AtL' scores. Those students falling short of the high expectations will be supported to improve their AtL, so that their academic achievements can improve and they can make better progress.

Students must achieve an average grade of less than 3 across their subjects to ensure they are able to take part in rewards trips and other activities. They must also not have had a suspension that term, a Saturday morning detention, no more than two SLT leadership detentions and they cannot have a 5 in any subject. The participation on trips will also be at the discretion of the head of year.

5. Rules, Rights, Responsibilities and Relationships

The foundation of all healthy relationships is mutual respect, whether that is between students and students, staff and students, staff and parents/carers, and between staff and staff. At Saint Ambrose College we believe that all members of the community are treated with respect, dignity and kindness in line with our College Mission Statement and the Eight Essentials of Edmund Rice.

All are encouraged to be positive, and teach and learn with enthusiasm and a smile. Positive relationships are built on high expectations that ensure all students feel safe and secure.

5.1 Rules and Code of Conduct

- All students are expected to adhere to all of the College Policies and School Rules.
- All students are expected to adhere fully to the Learning Principles.
- Students are expected to behave responsibly at all times, even when not in the presence of staff.
- Students and staff are expected to support each other and learn and grow in the charism of Edmund Rice.

5.2 Rights and responsibilities of students

- All students have a right to feel safe, comfortable and protected at all times.
- All students have a right to be able to learn and fulfil their potential in every lesson, every day.
- All students have a right to have an opinion as long as it is expressed in a respectful and mature way and within the learning expectations.
- All students have a right to nurture their talents and have their successes celebrated and recognised. It is important that students inform us of any achievements outside of school.
- All students have a responsibility to uphold the Catholic ethos of the College and take part in liturgical life of the College.
- All students have a responsibility to be kind, polite and well-mannered at all times in line with Learning Expectations.
- All students have a responsibility to come to school each day fully prepared to learn and make progress.
- All students have a responsibility to complete all homework on time and to the best of their ability.
- All students have a responsibility to strive for excellence, work hard and demonstrate an outstanding AtL.

- All students have a responsibility to know the AtL descriptions and have consistently good and outstanding average scores. Those that fall short will be supported and challenged to improve.
- Students have a responsibility to ensure they adhere to the high standards of appearance and overall standards expected of all students at Saint Ambrose College.
- Students must **"Vitam Impendere Vero"** which means '**devote one's life to the truth'**. Students must always tell the truth and support investigations made by staff and to ensure justice is served in line with the College Mission Statement and the Eight Essentials. *Those purposefully withholding information could face the most serious of sanctions due to wasting staff time and energy, which could have been used to serve others.*
- All students have a responsibility to learn and understand their rights, responsibilities, and the Learning Expectations.

5.3 Rights and responsibilities of staff

- Staff have a right to be able to teach their well-planned lessons without disruption.
- Staff have a right to enjoy their profession and to be treated with respect.
- Staff have a right not to tolerate poor behaviour and let it impact their own personal health and wellbeing.
- Staff have a right to have their professional voice heard and trusted.
- Staff have a responsibility to ensure they treat students with respect and use language that is positive, encourages, praises and champions students' efforts and commitment to their learning.
- Staff have a responsibility to recognise and reward students by – issuing achievement Points in Bromcom, the use of praise in class, phone calls home, postcards, informing Form Tutors and Heads of Year of positive behaviour.
- Staff have a responsibility to use clear language to communicate to students the outcomes and consequences of their choices.
- Staff have a responsibility to be role models to students and therefore should support students to deescalate situations and support them emotionally to make choices in line with our expectations and this behaviour policy.
- Staff have a responsibility to plan and deliver excellent lessons that are sequenced and differentiated to provide challenge so all learners make excellent progress.
- Staff have a responsibility to uphold and apply the behaviour policy fairly and consistently to all.
- Staff have a responsibility to always challenge any negative behaviour or violation of our high expectations consistently and predictably as per the policy. This ultimately **supports all staff** at Saint Ambrose College to do the same.
- Staff have a responsibility to establish routines and classroom 'norms' using very high expectations and standards to create the 'culture and ethos' expected around the College inside and outside of lessons.
- **Staff have a responsibility to act in accordance with the Staff Code of Conduct, Child Protection Policy, Keeping Children Safe in Education 2026 and all safeguarding procedures at all times.**

5.4 The Role of Form Tutors

- Take an accurate register.
- Effective pastoral form tutors are vital in ensuring outstanding behaviour from students. Form tutors have a right to be respected, trusted and valued.
- Effective form tutors build positive relationships with the students in their care and convey to students that they represent them personally around the College.
- Effective form tutors challenge students each day if basic standards are not being met.
- Effective form tutors are key to building outstanding relationships between home and the College.
- Effective form tutors set the tone for the day and support the rest of their colleagues to have positive interactions with the students in their form.
- Effective form tutors use every moment in form time to support and nurture their students, through prayer, reflection and challenging 'Attitude to Learning' standards.
- We believe effective pastoral form tutors ensure the College is successful, fulfilled and a calm place of leaning where students feel safe and can thrive.
- Effective form tutors should take responsibility to challenge their form groups to excel both academically and spiritually.

5.5 Rights and responsibilities of parents and carers

- Parents & carers have a right to know their children will be safe, cared for and will be supported to be developed emotionally and academically.
- Parents & carers have a responsibility to support and work with the College to uphold the Behaviour Policy and its Learning Expectations. It is when we work collaboratively (school staff, parents/carers and students) that success will be achieved.
- Parents & carers have a responsibility to use the Bromcom App (MCAS) regularly to reaffirm the praise given to students by staff through positive Achievement Points and also to discuss any negative Behaviour Points.
- Parents & carers have a responsibility to ensure their child has excellent attendance and inform the College as soon as possible if their child is going to be absent.
- Parents & carers must support the college even if it inconveniences them for example a detention or school meeting.

5.6 Responsibilities of students outside of College

- Students have a responsibility to uphold the values of the College and the Eight Essentials at all times.
- Students have a responsibility to be polite, courteous and well-mannered to members of the public and behave in a way that promotes the values, ethos and culture expected by students that attend Saint Ambrose College.
- Students must remember that when they are in uniform they represent the college at all times.

6. Culture, Ethos and Routines

At Saint Ambrose will have a 'Culture Of Excellence'. Culture and ethos relate to the beliefs, values, ideas and 'atmosphere' of the classroom, lessons and wider school environment. Creating a culture of excellence is a challenge and requires all members of the College community to work together. Repetition and maintenance may be required frequently, until routines and expectations become habits and the 'norm' in lessons and around the building. Investing time to practise routines and embed the culture will help students and staff to thrive

and allow us to focus on our core purpose of teaching and learning and make exceptional academic and spiritual progress.

6.1 Classroom culture, ethos and routines

Classrooms and lessons are places where high quality teaching and learning take place. Staff expectations, routines and accepted 'classroom norms', create the culture within a lesson, and this will become accepted by the wider group (the students). Staff create a consistent and positive culture where learning and progress can thrive. Inconsistency of classroom culture undermines the wider whole school Behaviour Policy. It is in our consistency that students have the predictability to feel safe, secure and thrive.

Below is a non-exhaustive list of expected classroom 'norms' to create an excellent culture for learning:

- Uniform and general standards are inspected upon entry and challenged when they fall short.
- Students are greeted and welcomed into the lesson if possible by name.
- Students late to be recorded on Bromcom.
- There is a planned seating plan which is recorded on 'Class Charts' and saved centrally.
- Students follow the specific routines led by their classroom teacher. *We accept that the end of lesson routines in Art and Design Technology will differ from those in Mathematics and English for example.*
- A prayer is said at the start of the lesson.
- Students and staff are polite and courteous.
- Students actively listen to and follow the teacher's instructions. The teacher is the expert and authority in the room all students have the right to listen and learn from them.
- Student body language should be that of paying attention and engagement. Not all learning is fun and exciting, as an academic school we expect students to concentrate at all times to learn, understand and consolidate difficult knowledge and academic concepts.
- Active learning means that students engage in all activities and apply themselves.
- Students stand in respect if a member of staff comes into the room to address them.
- Students do not engage in silly behaviour with their peers.
- It is not acceptable to listen to music with headphones as this would undermine the policy of no mobile phone being switched on during the school. Sixth form are permitted in personal study periods.
- Any distractions should not be on desks and teacher instructions should be followed immediately - If a member of staff deems something to be causing distraction (for example, water bottles being fidgeted with). Some students may have an additional need that staff will be aware of that may allow different behaviour e.g. a Tangle Toy.
- Students do not shout out or talk over a teacher or another student.
- Everyone in the room matters and is important.
- Language is kind and caring in nature and we avoid all language that may cause upset.
- Language used by all is positive in nature and reinforces a 'Growth Mindset'.

6.2 Culture and ethos around the college

- Outside of lessons **(including online)** we never use language that may cause offence or upset to anyone within our College community. *(Abuse related to racism, sexism, gender identity, homophobia, religious beliefs, physical disability, mental health will not be tolerated and will be seen as 'child-on-child' abuse as stated in the College Anti-Bullying Policy and a breach of the Equality Act 2010).*
- Swearing, derogatory or defamatory language is not tolerated as part of the culture of Saint Ambrose College and is a sanctionable offence.
- Dangerous or reckless behaviour is not permitted at any time.
- We never run within the building for any reason.
- We actively use polite manners and show gratitude to all staff during breaks and lunch time and we welcome all visitors to Saint Ambrose College.
- Noise levels inside the building should be calm and not overly loud. We expect students to always conduct themselves as respectful at all times.
- **Students should behave as <u>Ambrosians, living out the Eight Essentials,</u> at all** times.

6.2a Online Behaviour, Artificial Intelligence and Digital Conduct

Students are expected to maintain the same high standards of behaviour online as they do within school. Behaviour taking place online, outside school hours, may still be subject to sanctions where it affects the welfare of students or staff, damages relationships, impacts safeguarding, or brings the College into disrepute.

Examples include:

- Cyberbullying.
- Online harassment.
- Sharing inappropriate images or videos.
- Creating or sharing content designed to humiliate, intimidate or threaten others.
- Misuse of social media.
- Anonymous messaging.
- Group chat abuse.
- Recording or distributing images of members of the College community without permission.

The College recognises that technological developments including artificial intelligence can be used to create, alter or distribute harmful images, including AI-generated nude or semi-nude images ('deepfakes' or 'deep nudes'). The creation, possession, sharing or distribution of such material involving students will be treated as a serious safeguarding matter and responded to in line with KCSIE 2026, the Child Protection Policy and relevant criminal law.

Outside of School

We expect students at St Ambrose to act as Ambrosians and behave well in and out of school. The College will sanction students for misbehaviour that takes place outside of school, including suspension, especially if a student is travelling to and from school, is wearing the school uniform, is identifiable as a member of the school, could have repercussions for the orderly running of the school, poses a threat to another student, can adversely affect the reputation of the school outside of school or other reasons that staff feel is appropriate.

6.3 Attending extra-curricular activities

Students can be selected to represent Saint Ambrose College at a wide range of extra-curricular activities. When students are selected to represent the College, they are expected to take part and to conduct themselves in line with this policy and our school ethos.

This is a privilege and may be withdrawn if a student fails to meet the college's expectations.

6.4 Routines

Saint Ambrose College must be a calm, organised and a structured place of learning.
At the heart of our pastoral system is 'predictability'. Students and staff need to know that we are consistently treated and held to account in the same way. If anyone falls short of the expectations they undermine our calm and organised place of learning.

Before school

- Students should not enter the college grounds until 8.15am. There is an opportunity to buy breakfast here and be in the building between 8.15 and 8.45am. After 8.45am students should remain outside until 8.55am.
- Students need to be on time and ready for learning with all equipment, in the correct uniform and smart appearance.
- Staff on duty will check uniform and appearance on arrival.

In school

- Students to line up outside of the classroom and wait quietly and orderly.
- All lessons and form time start with a warm greeting by the member of staff at the door of the classroom and then a prayer.
- All students must be on time and work hard. When late it will be recorded and sanctioned.
- Planners should be on the desk in all lessons and used effectively to record homework and notes.
- All positive behaviour and input to class will be recognised, rewarded and recorded. (House Points)
- All sanctions and negative disruption to be challenged, sanctioned and recorded. (Behaviour Points) Any follow up actions to be followed.

Moving around the building

- Students and staff walk on the left at all times.
- Students to walk quietly and orderly at all times.

Lecture theatre and assemblies

- Students line up for assembly outside in the hallway in alphabetical order (as per fire drill) they should wait in silence.
- When in assembly, the lecture theatre and atrium are deemed Sacred space, students should enter and leave in silence when instructed by staff.
- Staff should ensure the register is taken quickly and must then sit with their form groups and take part in the assembly or liturgical worship. CHECK WITH TEAM????

Presentation of work

- All students should take great care in the presentation of their work at all times. Exercise books should be kept in good order, sheets should be stuck in. The books are the physical legacy of the student's Attitude to Learning and so should reflect these excellent attitudes.
- All work to be written neatly in pen and all graphs and tables to be drawn in pencil and a ruler used. Other subjects may have specific rules of presentation which must adhered to this will be explained in class.
- Work to be completed to the very highest level and any feedback responded to and acted upon.

7. Student Choices, Rewards and Consequences in class

At Saint Ambrose College we believe that all students should be empowered to make good choices in order to live out the mission statement and become young men who strive for excellence. To support students to correct their behaviour, staff will use a choices and consequences system with stages. The language used by staff will clearly communicate to students their stage of choice and consequence. ***Please note:*** *Negative behaviour points will be generated for each log made and interventions made where required. The stage of choice and consequences will reflect the seriousness of a student's poor choices.*

Our policy is based on student choices and this is clearly communicated with students. Good choices will be celebrated and rewarded and poor choices will have consequences.

C	**Choices**	**Students are accountable for the choices they make. You can make good choices or bad choices and must accept responsibility for them.**
R	**Rewards**	Good choices will result in rewards and recognition of your efforts.
C	**Consequences**	Bad choices will have negative consequences.

7.1 Choices and consequences system		
Stage of Choice and Consequences and Behaviour	**Actions**	**Consequences and follow up**
Stage 1	• **<u>Verbal warning</u>** that a student is not meeting the **Learning Expectations**	• No follow-up
Stage 2	• Behaviour Point issued. This will be issued if there is no improvement following a verbal warning given during a lesson. • Can be given without warning for no homework or equipment. • The event will be recorded electronically in Bromcom and will be visible to Parents and carers via the Bromcom App.	• Discussion with the classroom teacher and a sanction / consequence given. This **must be** recorded on Bromcom. • The choice of sanction will be at the discretion of the teacher and could include a breaktime detention, an act of community service, a written reflection or other suitable means of showing contrition.
Stage 3	• This will be issued if a student continues to make poor choices during a lesson and doesn't try to improve their behaviour. • This could also be issued for repeated no homework or equipment. • The event will be recorded electronically in Bromcom and will be visible to Parents and carers via the Bromcom App.	• Discussion with the classroom teacher • A faculty detention will be issued and logged on Bromcom and restorative practice will take place before the next lesson • Classroom teacher will contact home by telephone or email.
Stage 4	• Removal from the lesson due to persistent breaches of the behaviour policy and a continuation of poor choices during a lesson. The student will be sent to the designated classroom / teacher in the department. • The event will be recorded electronically in Bromcom	• **After school** detention within the faculty recorded on Bromcom. • Phone call home by classroom teacher or HoD. • Restorative practice with the teacher. • HoD to monitor behaviour with class teacher. • Potential departmental report.
Stage 5	• This will be issued if a student fails to improve their behaviour and is impacting the learning of others in the classroom they have been removed to. • The student will be escorted to reception and a member of SLT / Pastoral team will collect the student. • The event will be recorded electronically in Bromcom	• Removal from lesson and Internal Isolation for the remainder of the day. • After school detention **<u>or</u>** a Saturday detention to be decided by the pastoral team / SLT • Phone call home by HoY and /or a meeting to be arranged. • Restorative practice. • Students behaviour to be monitored.
Stage 6	• This will be issued if students continue to make poor choices whilst in isolation. • The event will be recorded electronically in Bromcom. • **A student's choice or action could move straight to a <u>Stage 6</u> without any previous warnings from staff if the behaviour is serious enough (completely against the Learning Expectations or the culture and ethos expected by students, or is dangerous or extreme in its nature).**	• SLT will review and decision to be made on a case by case basis. • Potential suspension to be decided by the Principal or Vice Principal in his absence.

7.2 Strategies to correct and improve behaviour:

To improve behaviour of students, the College could/may implement any of the following:

- Restorative practice – all staff and students will be trained and use this
- Reflection exercises that allow students to self-reflect on the impact of their behaviour on themselves and others
- Report cards from the form tutor, Head of Year or SLT completed and then uploaded and saved Bromcom
- 6th Form mentoring
- Internal isolation with SLT / Pastoral Leaders
- Dedicated time to learn and practise expectations and routines
- Reflection time in detentions
- Behaviour, Expectations & Progress Improvement meetings with parents and carers
- Behaviour and Expectations contracts
- Counselling (if deemed appropriate)
- Direction off site/ Alternative Provision (AP)
- Meetings to review behaviour with school Governors
- Recognise progress with appropriate rewards

7.3 Support for students who display continuous disruptive behaviour

Support for students who display continuous disruptive behaviour

The school pastoral system provides help and advice both to individuals and to groups to regulate behaviour. We have a highly experienced team of Senior Leaders who lead Heads of Year and the form tutors in the day to day pastoral care of our students. The appropriate Form Tutor followed by the Head of Year is the first point of contact should a parent wish to raise any issue or concern.

The College recognises that behaviour can sometimes be an indicator of unmet need or vulnerability. When considering behaviour support, intervention, suspension or exclusion, staff will consider safeguarding concerns, SEND, social, emotional and mental health needs, disability, family circumstances, looked after status, whether a child has a social worker, and any other vulnerability which may place a child at greater risk of harm.

In addition:

a) Trafford LA can provide specialised advice and support to individual students and families.

b) The Safeguarding Team Led by Mr Groves and Miss Dean can support.

c) The support provided by the Special Educational Needs Department is designed to motivate students in their learning which in turn improves behaviour.

d) Academic and Pastoral Mentors.

e) The College will engage the support and advice of agencies of the LEA to address behaviour problems when needed.

f) The College can also engage with external agencies such as:

- Kooth.com
- Trafford CAMHS
- 42nd Street
- Talkshop
- Early Break
- Trafford Directory

7.4 Rewards

The College has a rewards system which operates to motivate students to make positive choices and work hard to demonstrate an outstanding Attitude to Leaning.

Rewards include:

- Positive praise communication with parents and carers
- Praise phone calls
- Verbal praise
- Praise emails
- Praise postcards home
- Termly / half termly recognition emails home
- All praise and communication home to be recorded
- House points logged in Bromcom as follows:

1 House Point	2 House Points	3 House Points
H1 Meeting the learning expectations H1 Contribution in class H1 demonstrating positive effort	H2 Excellent classwork H2 Excellent homework H2 Saying Class Prayer H2 Outstanding effort	H3 Extra-curricular clubs H3 Representing SAC H3 Going above and beyond H3 Liturgical Contribution H3 Outstanding Achievement H3 Living the Eight Essentials

- Achievement Points Certificates and Badges:
  - *Bronze 75*
  - *Silver 125*
  - *Gold 250*
  - *Platinum 500*
- Certificates of Recognition:
- Outstanding Work
- Best Effort
- Most Improved
- Excellent Attitude to Learning scores across all subjects
- Edmund Rice Award
- Principal's Award - awarded regularly throughout the academic year.
- End of term achievement assemblies.
- Achievement points raffle (Amazon vouchers, ice skating tickets, cinema tickets) 10 points = 1 entry to be each term
- Privileges (For example: Jump the queue, lunch pass and reward breakfasts)
- Aspirational rewards trips and treats for consistently outstanding standards throughout the year linked to few negative behaviour points and consistently good & outstanding average AtL scores
- Name and recognition in the newsletter
- Invited to End of Year awards ceremony

7.5 Sanctions

Sanctions are expected to act as a deterrent and will be used as an opportunity to learn and grow. Students that fail to make good choices and fail to up hold the culture of excellence, ethos and standards of the College could be issued with the following sanctions *(examples of behaviours that could result in such sanctions have been given but the list is not exhaustive. All sanctions will/could be considered by staff and SLT pending any incident of undesirable behaviour that violates the College behaviour policy and/or its positive climate for learning.)* Sanctions will be given consistently and fairly and always for the behaviour. During / after all sanctions e.g. detentions, discussions to correct behaviour and/or rebuild trust in relationships **WILL** take place to ensure successful reintegration. Sanctions are not in place to demean or seek revenge. The aim is to highlight where behaviour has fallen below the expected standards so that the individual's behaviour improves and that the college's standards are maintained. Sanctions have most impact when applied in a timely manner in response to a breach of the behaviour policy and/or Learning Expectations. **Decisions regarding sanctions and consequences can and will be made on the balance of probabilities and will always consider the Equality Act 2010.**

Detentions at St Ambrose College

Detentions are used as a sanction at Saint Ambrose, to give students a chance to reflect and learn from their mistakes and to ensure that all flourish and to keep up high Standards of behaviour and attainment work. All members of staff have the authority to give a detention to a student. They can issue either a lunchtime detention or an after-school detention parents/ carers must be informed and both should be put on Bromcom.

Detentions at lunchtime should last no longer than 35 minutes to allow students to get fresh air, eat, drink and use the toilet.

After school detentions should last for one hour -in some cases this can be longer but will be communicated with home. Where possible teachers will give parents at least 24 hours' notice for an after-school detention. If a parent/ carer is contacted and agrees, it can take place that night. All staff giving a detention must inform parents by issuing a letter, or by telephone or email. All detentions MUST be recorded on Bromcom.

Subjects may choose to have a central detention where all staff the supervision of a detention it will still be required for the teacher to contact home. A HOD detention must be issued before a Leadership detention is issued / authorised by the subject Line manager. It is the same for Pastoral System. Form Tutors should give detentions where appropriate and Heads of Year should have a weekly detention. An automatic Leadership Detention is given for accumulating behaviour points.

A Leadership Detention on Thursday night will be given by the Behaviour and Welfare Coordinator after direction from a member of SLT, Head of Department and / or Head of Year.

A Saturday Detention will only be given after a discussion with the Vice Principal or Member of SLT.

In Line with the DFE guidance, detentions are given as a necessary means to correct behaviour. Unfortunately, we cannot change the date, time or postpone a detention because the detention may inconvenience parents / carers.

All staff and students will know this process and apply it fairly, consistently and predictably.

Sanction	**Examples of undesirable behaviour** (non-exhaustive list)
SAC Community Acts (litter picking, cleaning)	• Dropping litter • Behaviour and conduct not in line with the culture expected around the college
Lunchtime Detention to be carried out in Academic subjects and by form tutor or Head of Year (During / after all detentions, discussions to correct behaviour and/or rebuild trust in relationships must take place).	• Not taking ownership and accountability for getting behaviour report completed • No homework • Any behaviour that teacher feels appropriate • Uniform violations • Minor violations
After School Detention	• Serious disruption of learning or repeated disruption • Any serious violation of the learning expectations • Behaviour and conduct not in line with the culture expected around the college (e.g. severe bad language) • Repeated failure to bring homework
Leadership Detention	• Two late marks in a week. Any lateness after this will be monitored and action taken by pastoral staff, including meeting with parents and further sanctions. • Serious and obvious breaches of the school uniform and appearance policy • Failure to attend a Behaviour Slip Lunchtime detention for appearance or attitude around school • Failure to meet general expectations around the College • Any serious violation of the learning expectations • Bringing the College into disrepute • Any behaviour not in keeping with the culture expected around the College
Internal Isolation with a member of SLT **Suspension from school**	• Any serious violation of the learning principles or behaviour policy • Inappropriate behaviour/continued poor choices in lessons or inappropriate behaviour toward members of the College community
Removal of Privileges (Unable to represent SAC in sport, removal from school trips etc)	• Persistent poor engagement in lessons • Persistent acts of open defiance • Persistently failing to learn from mistakes and make better choices (for example continuing to sell contraband)
Saturday Detention	• Three Leadership Detentions within a term • Failure to attend SLT detention • Selling of confectionary • Racist, sexist, homophobic language • Bringing the College into disrepute • Inappropriate use of social media • Bullying

Suspension	• Details regarding reasons for suspension can be found in section 9
Other sanctions as decided by SLT (Additional work outside of school)	• Anything deemed harmful to a students or others. For example, students caught smoking or vaping may need to produce a research task outside of school about the health dangers. This type of sanction would complement another sanction such as Suspension.

All staff are given a set of detention slips, sometimes known as 'behaviour slip'. These are used around the College building to ensure excellence in behaviour, appearance and attitude. (See below).

When a slip is given a student will be directed to the designated detention room the next day for a lunch time detention.



St Ambrose College
Detention Slip

Date: _____

Student:

Year:	House:	Teacher:

Infringement:		**Lack of respect:**	
Area (out of bounds)	☐	Environment	☐
Conduct	☐	Ethos	☐
Egregious hair	☐	Defiance	☐
Phone	☐	6th Form	☐
Running	☐	Peers	☐
Shoes	☐	Staff	☐
Uniform	☐	Punctuality to lesson	☐

You are directed to attend a lunchtime detention on:

_____

8. Levels of Intervention to Support Improvements in Behaviour

8.1 Whole School Pastoral Levels of Behaviour and Support Strategies

When deciding on the most appropriate interventions and support strategies, staff will make an informed decision depending on the nature of the offences and will take a holistic approach. Staff will consider the child and their needs first and the data second in line with our College Mission statement, the Eight Essentials and The Equality Act 2010. Behaviour data will show if a student's poor choices of negative behaviour is a wider pastoral issue or a departmental issue. The Principal is the only person responsible for making the most difficult decisions such as suspension or permanent exclusion. The Vice Principal will make the decision in the Principal's absence.

Behaviour Pathway based on student choices	**Strategies of Support, Intervention and Consequences**
Level 1 0 to 3 Negative Bromcom Behaviour Points	• Form tutor to have supportive/coaching discussions daily with students regarding incidents logged.
Level 2 4 to 9 Negative Bromcom Behaviour Points	• Form tutor to contact home to discuss a student's conduct and whether the issues are behavioural or organisational (equipment/homework). • Parents to support students with organisation
Level 3 10 to 20 Negative Bromcom Behaviour Points **Or** Two incidents of internal isolation	• Form tutor to contact home to inform that the student is on report • Student placed on daily **report to Form Tutor (green)** for two weeks (formally recorded in Bromcom) • Automatic generation of a **Leadership Detention** due to the student failing to correct their choices despite previous sanctions, discussions and support
Level 4 21 to 40 Negative Bromcom Behaviour Points **Or** Three incidents of internal isolation	• Head of Year to contact home to inform parents /carers that the student is on report with them and a meeting to be arranged with parents/ carers • Students placed on daily **report to HoY (yellow)** for two weeks (formally recorded in Bromcom) • Automatic generation of a **Leadership Detention** due to students failing to correct their choices despite previous sanctions, discussions and support
Level 5 41 to 60 Negative Bromcom Behaviour Points **Or** Four incidents of internal isolation	• SLT LINK to contact home to inform parents /carers that the student is on *a* report with them and arrange a meeting • SLT link and Head of Year to have a **Behaviour, Expectations & Progress Improvement Meeting.** • **Behaviour & Expectations Contract** communicated and signed by the students and their parents/carers. • Student one-to-one meeting with Behaviour and Welfare Coordinator • Student on **AM/PM report to SLT LINK (orange)** for two weeks (formally recorded in Bromcom)

	• Automatic generation of **SLT Saturday detention** due to students failing to correct their choices despite previous sanctions, discussions and support • Possible **Suspension** for 'serious breach or persistent breaches of the school's behaviour policy' *(DfE Guidance)*
Level 6 61 to 80 Negative Bromcom Behaviour Points **or** Five incidents of internal isolation	• Vice Principal to contact home to inform parents/carers that the student is on report to SLT. • Vice Principal to have a **Behaviour, Expectations & Progress Improvement Meeting** • Student on for two weeks (formally recorded in Bromcom) • Automatic generation of **SLT Saturday detention** due to students failing to correct their choices despite previous sanctions, discussions and support • Possible **Suspension** for 'serious breach or persistent breaches of the school's behaviour policy' *(DfE Guidance)* • Possible Educational Psychologist inclusion • Possible risk assessment surrounding the impact on others • Possible 'Direction off site' / Alternative provision at another school.
Level 7 80+ Negative Bromcom Behaviour Points Previous **Behaviour, Expectations & Progress Improvement Meetings** & **Behaviour & Expectations Contracts** have been unsuccessful in correcting student choices.	• Principal to contact home to inform that home that the student is going to report to Principal and update them about the on decline in progress, standards and wider impact on others • Principal **Behaviour, Expectations & Progress Improvement Meeting** • Formal Behaviour Panel arranged with Governors. • The Principal to consider suspension or another alternative provision with a different focus if necessary • Student on for two weeks (formally recorded in Bromcom) • Possible Permanent Exclusion for 'serious breach or persistent breaches of the school's behaviour policy' *(DfE Guidance)*

Intervention explanations:

Behaviour Reports:
Students will complete a hard / card copy which will be signed daily by teachers, parents and reviewed daily by the Form Tutor, Head of Year and /or Member of SLT. It must be signed by parents. At the end of the two-week period the report will be saved and uploaded to Bromcom, next steps will be decided and parents will be informed.

Behaviour, Expectations & Progress Improvement Meetings:

These will take place with a focus on improving student choices and their accountability of behaviour. Students that fail to improve their choices could escalate and will be given a behaviour contract.

Behaviour & Expectations Contracts:
A student's full behaviour log will be printed and communicated to parents during a meeting. The wider impact of a student's poor choices and behaviour will be discussed and next steps will be agreed by College staff, parents and the student. If the trajectory of a student's poor choices is positive rewards will be issued, however, if the trajectory is negative further sanctions will be issued and their behaviour pathway level would increase which could result in further sanctions and possible suspension.

The Governing body will monitor behaviour, suspension, exclusion, attendance and safeguarding data, including analysis by protected characteristics, SEND and vulnerable groups.

8.2 Departmental Levels of Behaviour and Support Strategies

Negative Behaviour Pathway based on student choices	**Strategies of Support and Intervention**
Level 1 3 to 5 Negative Bromcom incidents within an academic year	• To be sanctioned by the classroom teacher following the behaviour policy. • Contact home should be made by the classroom teacher. • A sanction / detention should be given
Level 2 6 to 9 Negative Bromcom incidents	• To be dealt with by the classroom teacher following the behaviour policy with the support of the Head of Department (HOD). • Contact home should be made by the classroom teacher or HoD and a parent/carer meeting should take at the College. Meeting notes should be recorded and uploaded to Bromcom. • Student to be placed on subject report and given departmental report to HoD. This to be uploaded to Bromcom • Student may be isolated in another teacher's lesson within the department or with the HoD. • A sanction / detention from the HoD / Subject faculty should be given
Level 3 10 to 15 Negative Bromcom incidents	• Parent/carers meeting with Head of Department and Head of Year • Students placed on subject report in Bromcom to HoY. • Wider whole school sanctions may be applied such as internal isolation.
Level 4 15+ Negative Bromcom Incidents	• Parent/carers meeting with department SLT line manager involvement and the classroom teacher and Head of Department. • Students placed on subject report to Department SLT Line Manager uploaded to Bromcom on completion. • Wider whole school sanctions may be applied such as fixed term suspension for repeated breaches of the College behaviour policy.

9. Suspensions

9.1 DfE guidance – Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2026

Suspension and permanent exclusion guidance

Only the Principal can suspend a student from the College. If the Principal is absent from school the Vice Principal has the authority to suspend a student. They will then make it clear that they are acting in the Principal's absence.
The Principal may delegate parent/carer contact to another member of the college Senior Leadership Team or the appropriate Head of Year.

9.2 SAC Internal Isolation

Internal Isolation may be deemed appropriate when a student's choices are negatively impacting the learning of others or impinging on any of the Learning Expectations. It may also be used when a behaviour does not warrant a fixed term exclusion but is serious enough in nature to be used instead of, or, as well as a Leadership Detention. Students will be isolated in the head's of Year office or given direction from SLT and / or Heads of Year. Parents/ Carers will be informed. Sometimes, it may be necessary to use Internal Isolation whilst an investigation into a serious behaviour incident is completed. Parents will be updated as soon as possible.

Where safeguarding concerns exist between students, the College may implement temporary measures to keep students apart whilst investigations, risk assessments and safeguarding enquiries are undertaken. These arrangements may include timetable adjustments, supervision arrangements, alternative locations, internal isolation or other proportionate measures necessary to safeguard students.

9.3 Suspensions

Before making a decision regarding suspension,
the Principal will consider whether the behaviour may be linked to safeguarding concerns, a disability, unmet SEND needs, social, emotional and mental health needs, bereavement, trauma or other vulnerabilities. Consideration will also be given to whether reasonable adjustments and appropriate support have been implemented and reviewed.

Suspensions (up to 45 days in one academic year)
For what the Governing Body deems to be serious situations, when it is thought appropriate to remove the student from School. Parents will be informed immediately and a meeting arranged as soon as possible. Such suspensions will follow statutory guidance as laid out by the DFE
Suspension and permanent exclusion guidancehttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

All suspensions will be coded according to DfE guidance and will fall into one of the following categories:

DfE Code	Pupil Suspension Reason
PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/ threatening behaviour against a pupil

VA	Verbal abuse/ threatening behaviour against an adult
OW	Use or threat of use of an offensive weapon or prohibited item
BU	Bullying
RA	Racist abuse
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent or general disruptive behaviour
MT	Inappropriate use of social media or online technology

Fixed term Suspensions may be issued for the following offences (although this list in non-exhaustive and the Principal has the authority to suspend for offences not stated below but deemed of a serious nature):

- A one-off serious incident of violence or wanton damage
- Smoking or possession of cigarettes, e-cigarettes/vaping paraphernalia, or nicotine pouches in or around the school premises
- Possession, promotion or use of any non-prescribed drugs, (including before and after school)
- Persistent refusal to comply with the school's uniform code
- Abuse or serious disrespect shown to teaching and support staff
- Continued and persistent breaking of school rules
- Continued and persistent disruption to learning;
- Any S6 behaviour
- Making attempts to lie and cover up poor choices
- Failure to attend a Saturday Morning Detention
- Having Two Saturday Morning Detentions in a Term
- Non-compliance
- Possession of any banned items
- Fighting, hitting, kicking, man handling.
- Theft
- Sharing images or videos that would bring the College into disrepute or used without the
- Bullying
- Racist, sexist, gender, disability, religious and/or physical appearance abuse (protected characteristics)
- Theft
- Repeatedly disobeying teachers' academic instructions
- Misuse of the college's ICT systems and/or equipment
- Possession of any banned items
- Inappropriate use of social media or online technology
- Refusal to comply with internal investigations or withholding the truth during an internal investigation that contributes to wasting staff time
- Deliberate and/or persistent failure to comply with health and safety measures and policy
- Any action that brings the school in to disrepute in or out of school
- Failure to comply with expectations of staff when in isolation or failure to evidence contrition and/or willingness to improve behaviour/standards when in working in isolation (including non-compliance with expectations when in isolation)
- Failure to attend a Saturday detention if issued for missing a Leadership Detention
- Student can be suspended for poor behaviour that takes place out of school
- Any form of harassment towards another student, member of staff or anyone associated with the college, including whilst online. We define harassment as actions that cause mental or emotional

permission of person being filmed or in the picture. • Filming in lessons or around College grounds.	suffering which could include single or 'repeated' unwanted contacts without reasonable purpose, insults, threats, touching or offensive language

9.4 Off -site direction

The school will use Off- Site Direction when we feel that our own interventions and targeted support has not been successful or we feel that a period of time at another school or setting would improve behaviour. This will always be done with a bespoke plan for the student and to support their needs. A full support, keeping in touch meetings will take place and a full reintegration plan and support when returning to St Ambrose.

9.5 Alternative Provision

Students continuing to fail to meet College expectations could be directed off site for Alternative Provision (AP) with the purpose of correcting their behaviour. This could be to a different school or a Pupil Referral Unit (PRU). Alternative provision would be time limited and agreed objectives and outcomes will be set. Parents and carers will be given regular updates based on agreed review points with the alternative provision provider. Once a placement has concluded a reintegration meeting will take place to evaluate the placement and agree future objectives and outcomes

9.6 Managed Moves

As per the guidance Suspension and permanent exclusion guidance the school will consider and support a managed move when it is the student best interest as part of a planned intervention. It will only be considered when we can evidence that internal interventions have been carried out. Managed moves will always be voluntary and agreed with all parties, including parents/ carers and admission authority of the other school. All information will be shared, and it will only be used for the student's best interest.

9.7 Permanent Exclusions

The College recognises that permanent exclusion is one of the most serious sanctions available and should only be used as a last resort, after all appropriate interventions, support and reasonable adjustments have been considered, except where a serious one-off incident makes permanent exclusion necessary.

Saint Ambrose College will make decisions on permanent exclusion based on the Department for Education (DfE) guidance. The DfE guidance states that the decision to exclude a student permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the student to remain in the College would seriously harm the education or welfare of the student or others in the College.

See full DfE guidance using the link below:

Suspension and permanent exclusion guidance

The Principal will consider all the relevant facts and evidence to support the allegations made. Circumstances in which it might be appropriate to permanently exclude a student for a first, one-off offence may include:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Verbal / threatening behaviour against a student or adult
- Serious actual or threatened violence against another student and/or adult
- Serious abuse against sexual orientation, gender identity and/or disability
- Sexual misconduct or assault
- Supplying, possession, promoting or misuse of an illegal drug, medicines or solvents. This includes arranging or facilitating illegal drugs to be brought on to the school premises
- A student who repeatedly disobeys their teachers' academic instructions could be subject to exclusion
- Carrying an offensive weapon, or the use of any implement as an offensive weapon;
- Making malicious and false allegations against another student or a member of staff
- Setting off or the possession of fireworks
- Serious Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Any action that brings the school into serious disrepute
- Any form of harassment including whilst online (see definition in section 9.3)

Please note: This list is not exhaustive

9.8 Governance, Monitoring and Oversight

The Governing Body receive regular reports which include:

- Behaviour incidents.
- Internal isolations.
- Suspensions.
- Permanent exclusions.
- Attendance.
- Child-on-child abuse incidents.
- Bullying incidents.
- Safeguarding concerns linked to behaviour.

The Governing Board will review patterns and trends, including analysis by:

- SEND status.
- Vulnerable groups.
- Children with social workers.

- Looked after children.
- Protected characteristics.
- Year groups.

This monitoring will help ensure that sanctions are applied fairly, proportionately and consistently and that exclusion remains a last resort.

Police Involvement
St Ambrose College has a strong and established link with the local Constabulary with whom we will cooperate if a student's misbehaviour is deemed to constitute a violation of criminal law.
IT MUST BE NOTED THAT SCHOOL AND POLICE ACTION ARE INDEPENDENT OF EACH OTHER.

Links to other relevant documentation to be used in conjunction with this policy:

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-

10.1 SEN Code of Practice

SEND Code of Practice
https://www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice

Please access the link below to locate the St Ambrose College SEND Policy
https://www.st-ambrosecollege.org.uk/page/?title=Policies+and+Procedures&pid=31

10.1 2010 Equality Act

The College is aware of its duties under the Equality Act 2010 and will be mindful of these when addressing issues of indiscipline. All rewards and sanctions will be applied fairly and consistently and will ensure that no student is treated less favourably for reason of gender, race, religious belief, sexual orientation or a disability as defined by the Disability Discrimination Act.
https://www.gov.uk/guidance/equality-act-2010-guidance

10.2 Anti-Bullying Policy

At St Ambrose College we are committed to providing a warm, caring and safe environment for all of our staff and students so that they can learn, work, develop and grow as human beings made in God's image and likeness in a relaxed, secure and motivating environment. The cornerstone of our mission as an Edmund Rice school is the promotion of The Eight Essentials. In March 2021 we were awarded the Anti-bullying Alliance's, All-Together Programme Silver Award for demonstrating our commitment for stopping bullying and improving student's overall wellbeing.

BULLYING IS UNACCEPTABLE AT SAINT AMBROSE COLLEGE

Bullying is any deliberate, hurtful, upsetting, frightening, humiliating or threatening behaviour by an individual or a group towards other people where the relationship involves an imbalance of power. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times On Purpose). Bullying is an act of injustice, it is mean and results in worry, fear, pain and distress to the victim/s. It is contrary to the ethos and values of St Ambrose College which include compassion for

those in need and concern for all the whole person.

For full details of Anti-bullying Policy please use the link below:
https://www.st-ambrosecollege.org.uk/page/?title=Policies+and+Procedures&pid=31

10.3 Use of Reasonable Force and restriction interventions

See separate policy.

In the unlikely event that staff have no other option other than to use reasonable force, they will comply with the guidelines set out by the Department for Education. A link for which can be found Use of reasonable force and other restrictive interventions guidance

Any use of reasonable force must be recorded and shared with the DSL. A report will include:

• time, date, location and approximate length of time the force was used

• brief account of what type of reasonable force was applied, and the degree of force

• details of any physical injuries sustained, if applicable

• brief account of why the use of force was assessed as necessary in that instance

Some key points from the document include:

- School staff have a power to use force and lawful use of power to provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means "using no more force than is needed".
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

10.4 Banned Items, Searching, Screening and Confiscation

Items prohibited to be brought into the College or it grounds by any student include:

- Alcohol
- Cigarettes or tobacco of any kind
- Nicotine pouches
- Stolen items
- Vaping paraphernalia
- Any form of weapon that could be used to cause serious harm or be used to intimidate others
- Any article that the member of staff reasonably suspects has been, or likely to be used to commit an offence or to cause personal injury to, or damage of property of; any person (including the student themselves)
- Drugs of any kind *(including prescription drugs without prior agreement)*

- Any form of imitation weapon
- Any form of pornography
- Energy drinks containing stimulants
- Explosive devices or fireworks of any kind
- Anything that could be deemed a fire hazard including matches and lighters
- Anything that could be used to cause disruption to the calm environment expected around the college via so called 'pranks'.
- Literature that promotes hate and division and goes against the Catholic values of the College
- Any items which would be illegal to purchase by under 18s

This list is non-exhaustive and would include any other item that could be deemed inappropriate for use within an educational setting or has potential to offend, cause harm or distress to others.

The Governing Body is aware that schools have been given the power to search students in line with Department for Education guidance 'Searching, screening and confiscation. Advice for headteachers, school staff and governing bodies'
The Principal has given authority for all members of the college SLT as well as Heads of Year to carry out searches.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

It is important that the member of staff ensures the student understands the reason for the search and how It will be conducted.
If a student refuses to consent to being searched a member of staff may sanction in line with this policy and apply it consistently and fairly. If a student continues to refuse to cooperate the member of staff will decide if it is necessary to use reasonable force to conduct the search. See above 10.4. reasonable force.
Use of reasonable force and other restrictive interventions guidance

10.5 Hair Policy

Students are expected to come to school with clean and neat hair each day.

- Hair must be natural in style and in colour and no use of hair dye or bleach
- Lines shaven into the hair/eyebrows are not permitted
- Patterns shaven or created into the hair/eyebrows are not permitted
- Hairstyles which are egregious are not permitted
- Hair must be shorter than collar length and be styled so that eyes, eyebrows and face are not obscured by hair
- Hair must be shorter than collar length and be styled so that eyes, eyebrows and face are not obscured by hair
- Students are permitted to wear hair accessories to ensure that hair is kept off the collar e.g. pony tail or hair band (top knots are not permitted).
- When wearing such accessories, the accessory itself must be simple in style and the colour must match the hair
- Hair on the top of the head should not be cut lower than a 2 and other egregious combinations of lengths of hair are not permitted (e.g. a combination of shaven and long hair)
- The face must be clean-shaven with the exception of students who wear beards for reasons prescribed by their religion.

- Any styles/cuts which distract either the student themselves or other students during lessons are not permitted
- Any styles/cuts which result in the hair covering the student's eyes are not permitted for the rationale that students should be able to see teachers clearly and have eye contact with staff during lessons

The College recognises that hair type is intrinsic and natural hair can be diverse. To ensure students have confidence and pride in their natural-born hair and cultural differences, consideration for student's heritage will be recognised. Students will not be discriminated against based on their protected characteristics.

The college leadership team will be mindful of styles originating from different ethnic backgrounds when deciding on whether styles/cuts are egregious or not. The college leadership team will also be mindful of any mental health diagnoses or a disability when assessing the suitability of the chosen haircut.

Parents are strongly advised to seek advice on the acceptability of hairstyles that may be considered egregious or against policy before allowing their son to adopt such a style. School reserves the right to insist on re-styling if it considers the style inappropriate and also retains the right to determine what is or isn't egregious.

Appearance and uniform

The school reserves the right to monitor a boy's general appearance. The school uniform (blazer, tie, white shirt, black or dark grey trousers, etc.) must be worn. If a pullover is worn it should be the type supplied by the school. Only black shoes are allowed. Sports cross-over training shoes, boots, patent leather or suede shoes are not permitted. Any outlandish style of footwear or socks is prohibited. Socks must be dark in colour and of a standard length. Trainer socks or white sports socks are not permitted unless being used for sports. All students are expected to be provided with the correct games and PE kit. All items of clothing (and equipment) should be marked clearly and permanently with the owner's name. Outdoor coats must not have large stickers, slogans, words etc. Egregious hair styles are not permitted nor is any kind of earring or jewellery (other than for religious reasons). (Please see the SAC hair policy for more in-depth guidance). Only authorised badges may be worn on the blazer or outdoor coat. The blazer must be worn at all times in the school buildings and enroute to and from school except when a teacher allows its removal in a specific classroom. Boys should be proud of the school uniform and the College and take a pride in their own appearance at all times.

10.6 Sixth Form Attitude, Behaviour and Compliance Policy

Please refer to the Sixth Form handbook available on the college website for further information:
https://www.st-ambrosecollege.org.uk/page/?title=Sixth+Form&pid=11

Gentlemen of the Sixth Form are expected to adhere to all College rules and policies. This appendix is intended to outline the attitude, behaviour and compliance issues related specifically to gentlemen of the Sixth Form so that their attitude to their Sixth Form studies gives them the best possible chance of achieving the progress and attainment levels expected.

Adherence to the principles within this policy and its appendix is expected, as a minimum, and should any young man be in breach of the expectations as outlined, sanctions may be applied accordingly.

We are committed to creating a positive working environment in which each young man in the Sixth Form can achieve to their potential and prepare themselves for the next stage of their lives whether they continue their education at third level, undertake an apprenticeship or enter the workforce.

As a Catholic Sixth Form, our young men are expected to deepen and enhance their knowledge and understanding of the Catholic faith, to enable them to become true followers of Jesus Christ.

Attitude

Proactive AtL evident in all lessons – 'good' or 'outstanding' on the school behavioural report. A pattern of 'reluctant' or 'passive' grades will result with one of the Sixth Form team meeting with parents.

Positive, pleasant and polite in dealings with members of the whole school community (peers, teachers and ancillary staff). Any young man who is rude, uncooperative or belligerent in his dealings with others will be sanctioned.

Respectful approach to the building including all equipment and the common room. The common areas are to be used for quiet study where noise should be kept to a minimum.

Attendance and Punctuality

Punctuality to school and lessons is vital. It is unacceptable for gentlemen of the Sixth Form to be late without a valid reason. As per Key Stages 3 and 4, the College Day for students begins at 08:55hrs.

Attendance at all scheduled lessons and activities (including general RE and PE / Activities, Form / Assembly and supervised study / Thursday Thought and any other duty or lesson either timetabled or agreed). Medical appointments, driving tests and university visits (for example) will need to be supported by written evidence. NB It is not permitted to allow students out of school for driving lessons.

Compliance

It is expected that gentlemen of the Sixth Form comply with all College rules and policies, as outlined in the overall Behavioural and Discipline policy and the Sixth Form Behaviour Contract. We would hope that our Ambrosians will take advantage of their leadership opportunities and behave as role-models for younger students; it is expected that gentlemen of the Sixth Form will work individually and collectively to this end.

Non-compliance might include, as an example (this is not an exhaustive list, but indicates the sorts of transgressions that might occur):

- Not meeting deadlines set by subject teachers
- Not completing homework tasks to a sufficiently high standard
- Misusing self-directed study time
- Not attending supervised study, or other support systems in place
- Not adhering to school rules regarding use of mobile phones
- Not following general school rules, systems and procedures (see whole school policy)
- Neglecting Thursday Thought duties
- Persistent tardiness
- Defiance to any member of staff
- Repeatedly failing to follow instructions of teaching staff

- Impoliteness to others within the school community
- Not taking an active part in the spiritual life of the school

Persistent failure to meet the standards of attitude, behaviour and compliance expected of our students will result in sanctions leading to formal disciplinary action. It is imperative that all students undertaking an NEA or EPQ keep up to date with internal deadlines or this will be seen as non-compliance. Students who do not comply with our expectations may jeopardise their position at St Ambrose College and it could result in suspension and indeed permanent exclusion.

At St Ambrose College, our policies are in place to ensure a safe and consistent environment to allow the gentlemen of the Sixth Form to flourish. Tackling standards which fall short of our expectations is part of our commitment to providing the students with the best opportunity to thrive in their academic aspirations and targets as well as preparing them for life and work beyond their studies.

10.7 Acceptable and responsible use

Staff and students should use all equipment responsibly and appropriately. Please refer to the Acceptable Use Policy by following the link below to our website;

https://www.st-ambrosecollege.org.uk/attachments/download.asp?file=2300&type=pdf

See APPENDIX 1 for the acceptable Use Policy agreement.

10.9 Mobile Phone Policy

Mobile Phones in School - Years 7-11

Mobile phones should not be seen or heard at any time during the school day.

The College strictly prohibits photo or videos being taken of others without their permission.

Students needing to contact home for any reason can do so via the school office, or, on rare occasions on their mobile phones with staff permission/supervision. Parents needing to contact their children should also do so via the school office and not directly call or message students as this facilitates use of mobile phones and will result in confiscation.

Mobile phones must be turned off before entering the College grounds and any associated ear/headphones must also be removed and put away. Phones should not be turned on again until you have left the College grounds. The use of a smart watch is also prohibited.

Any mobile phone seen or heard will be confiscated until the end of the day in the first instance and the student will be issued with a Leadership Detention. At the end of the day the phone can be handed back to the student by SAC staff.

Students offending for a second time will have their phone confiscated for 2 school days following the confiscation and the student will be issued with a Leadership Detention.

Third offences will result in a Saturday detention, phone confiscated for one week and the students will be banned from bringing a phone into school for the remainder of the academic year.

Once a decision has been made to confiscate a mobile phone, no negotiation will be entered into. Parents concerned about safety will be advised to buy a low-cost mobile phone and a pay as you go SIM card for the duration of any confiscation.

Mobile Phones in School - Sixth Form

If you choose to bring a mobile phone or other e-devices and valuables then we cannot be held responsible in any way if they are lost or stolen. If a member of the Sixth Form is found using a mobile phone on the premises, **other than in the sixth form areas on the top floor** (not the breakout areas) then it is likely to be held by staff until the end of the day for the first confiscation, or until retrieved by a parent for subsequent confiscations. Sanctions will be issued in line with the school policy. Head phones will be confiscated if worn anywhere other than the Sixth Form areas on the top floor.

10.10 Suspension and Permanent Exclusion for maintained schools, academies and pupil referral units in England including pupil movement

Suspension and permanent exclusion guidance

10.11 Focus Days/Weeks

The College may choose to randomly target specific behaviours that are periodically starting to cause concern such as a drop in uniform standards, running on the corridors. Students will be warned of the focus and those found to be in violation of such expectations will be issued an instant Leadership Detention. The College will use behaviour slips, (mentioned above), which are aimed to target specific poor behaviour, and a student will be given a lunchtime detention for infringements for example running.

10.12 Child Protection – Safeguarding Policy

Please use the link below to access the Child protection - Safeguarding Policy available on the college website:

https://www.st-ambrosecollege.org.uk/page/?title=Policies+and+Procedures&pid=3

Appendices

Appendix 1 SAC Student Online Safety and Acceptable Use Policy

Please see link below

ICT acceptable use policy

Appendix 2 – Possible links for support updated 2026

Where to go for further information

1. DfE: Statutory guidance: Working together to safeguard children, 2026 Working together to safeguard children 2026
2. DFE Behaviour in schools February 2024 Behaviour in Schools - Advice for headteachers and school staff Feb 2024
3. Keeping children safe in education 2026 (comes into force from 1 September 2026)
4. DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018 https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment- between-children-in-schools-and-colleges
5. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf
6. Use of reasonable force and other restrictive interventions guidance
7. DfE: Preventing and Tackling Bullying, July 2017 https://www.gov.uk/government/publications/preventing-and-tackling-bullying
8. Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
9. DfE: Teaching Online Safety in Schools, Updated 2023 https://www.gov.uk/government/publications/teaching-online-safety-in-schools
10. DfE: Relationship Education and Relationship and Sex Education,

July 2025

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex- education-rse-and-health-education

11 DfE: Behaviour in schools, February 2024 https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

12 DfE: Mental health and behaviour in schools, November 2018 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

13 DfE: Children Missing Education, September 2016 https://www.gov.uk/government/publications/children-missing-education

14 DfE: Cyberbullying: Advice for headteachers and school staff, November 2014 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

15 Sharing nudes and semi-nudes: how to respond to an incident updated March 2024 - https://www.gov.uk/government/publications/sexting-in-schools-and-colleges

16 UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017 https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face- to-face-and-online-a-guide-for-schools

17 UKCIS: Education for a connected world, June 2020 https://www.gov.uk/government/publications/education-for-a-connected-world

18 London Child Protection Procedures, http://www.londoncp.co.uk/

19 Brook Traffic Light Tool https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light- tool/

20 Gov.uk: Equality Act 2010: advice for schools https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

21 NPCC- When to call the police

when-to-call-the-police--guidance-for-schools-and-colleges.pdf