

Blessed George Napier Catholic School & Sixth Form

A Specialist Sports College

Compassion

Respect

Truth

Service

Forgiveness



BEHAVIOUR FOR LEARNING POLICY

2020 – 2022

(REVIEWED JUNE 2020)

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1. Philosophy

Our behaviour policy at BGN Catholic School is based on the Gospel Values of **Compassion, Respect, Truth, Service and Forgiveness**. It promotes our school aims and ethos in which every member of the school community:

- Demonstrates **compassion** for those around them by acting in a way that allows them to be and to become the people they were created to be, both academically and socially
- **Respects** those around them in what they do and in what they say
- **Respects** the environment around them by ensuring that it is always left as they would like to find it
- Speaks **truthfully** and honestly about what has happened and takes responsibility for their actions.
- Acts lovingly in a way that **serves** others in our school community
- **Forgives** those who have wronged them

At BGN we work to promote a culture of learning and positive behaviour in lessons and around school. We aim to create a harmonious learning environment where teachers are permitted to establish a classroom environment which facilitates personalised, outstanding learning experiences for each child and in which each child feels safe. We aim to create reflective students who, acknowledging the part they play in our school community, are able to self-regulate their behaviours and contribute to our school ethos by encouraging others to behave positively in ways conducive to learning and progression. We aim to focus on the positive of any situation rather than the negative and to be compassionate to the needs of our young people, developing a positive relationship with them and seeing Jesus in every child.

The overwhelming majority of pupils in our school are self-disciplined and ready to learn. Where it does occur, poor behaviour cannot be tolerated because it erodes the positive staff student relationships that prevail and it curtails learning opportunities for others. All students have a right to attend school in safety and to learn without disruption from others. Parents are entitled to expect that their children have the best possible learning experience and one that will allow them to fulfil their potential. Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. As such, pupil behaviour is monitored closely enabling patterns of poor behaviour to be highlighted and challenged. It is accepted that at times it is necessary to exclude pupils from the curriculum to provide a conducive learning environment for all. At the same time it is hoped that the excluded pupils have an opportunity to reflect and improve their behaviour and when necessary, receive support and training to improve.

This document comprises the standard operating procedures for the setting of expectations and subsequent Behaviour for Learning (BfL) which we operate on a daily basis across school.

In order to be successful we all need to support one another and adopt a rigorous and consistent approach to managing behaviour by using the systems described. Having said that, it is important to remember that a successful Behaviour for Learning approach is about getting the balance right between systems and standards and a highly individualised approach to each student from staff who are guided by the teachings of Jesus.

This policy will be reviewed every 2 years.

2. School Ethos

As a school:

- We actively promote a school ethos where it is expected that students' interactions with one another, and with all members of staff, at all times, are grounded in respect
- We are consistent in our expectations of behaviour and in our response to behaviour issues
- We encourage students to be accountable for their own behaviour
- We ensure that students are recognised for excellent behaviour, achievement and attainment
- We strive to further develop an ethos where our consistent language and approach with regards to behaviour ensure the best outcome for all who are part of our school community.

To achieve this:

- We operate clear and simple systems of behaviour management for all to follow, in which roles of relevant staff are clearly defined
- All new staff are provided with training, support and guidance regarding these systems and the school's expected standards of behaviour
- All students and parents are informed of the school's rules, our systems for recognising success and our sanctions for addressing poor behaviour, to ensure that our standards are clearly communicated to all stakeholders

Code of Conduct

Our Code of Conduct is displayed in all classrooms and is carried by all students. It outlines our shared and fundamental expectations of behaviour in class and around the school site. These are as follows:

As a student at BGN I promise to:

- Demonstrate **compassion** for those around me by acting in a way that allows them to be and to become the people they were created to be
- **Respect** those around me in what I do and in what I say
- **Respect** the environment around me by ensuring that it is always left as I would like to find it
- Speak **truthfully** and honestly about what has happened and take responsibility for my actions
- Act lovingly in a way that **serves** others in our school community
- **Forgive** those who have wronged me

I also promise to:

- Be prepared for learning with the correct attitude, equipment and uniform
- Work to my full potential
- Take pride in the work that I do
- Arrive at school and to lessons on time
- Respect the right of others to work and to be safe
- Help to create a calm atmosphere so as to foster a positive learning environment
- Follow instructions without argument

3. Our Responsibilities

Responsibility for appropriate behaviours for learning lies with us all. The table below outlines the roles and responsibilities of all staff who choose to work at BGN.

<p>All staff will:</p>	<p>Follow the systems and structures in this policy rigorously and consistently Focus on positives wherever possible Use the least confrontational approach possible Share good practice with colleagues and seek CPD opportunities to refresh knowledge and understanding Seek advice from their line manager where there are on-going concerns</p>
<p>Teachers will:</p>	<p>Be generous and prompt with praise, recognition and reward for good work and for positive behaviours and attitudes to learning. Display student work as much as possible, both in classrooms and in around school. Speak to students in a calm manner and reconcile differences. Encourage students to make positive choices. Use appropriate behaviour management techniques in their lessons. Clearly communicate their expectations to students, establishing clear routines and procedures so that all students are aware of the consequences (both positive and negative) to their actions. Be aware that it is never a child that we are punishing but their behaviours. Be courteous, consistent and fair, preparing and marking work to a high standard. Set regular and appropriate homework to support learning and further challenge students. Be punctual. Create appropriate seating plans. Listen, at appropriate times, to students' explanations of behaviour. Deal with inappropriate behaviour. Use a student's planner to communicate with home whenever appropriate. Follow the appropriate School Behaviour Management procedures as outlined in this document where necessary, taking both preventative and responsive measures to maximise student progress and behaviour. Record relevant incidents on our school system. Manage detention if appropriate. Action advice from SENCO through EHCPs and PSPs Contact a parent, wherever appropriate, informing the Head of Department. Keep a record of conversations with parents. Recommend students for, and give, rewards, including Headteacher certificates.</p>
<p>Heads of Department will:</p>	<p>Promote positivity in discussions relating to students. Promote the use of rewards and praise. Offer advice and guidance to staff. Liaise with classroom teachers on possible future department strategies, e.g. department report, removal from the next lesson, mediation meeting. Liaise with classroom teachers to provide relevant work to be completed during departmental detentions Liaise with the Pastoral Team to ensure that appropriate resources are available for students who are excluded (internally or externally) Monitor incidents generated by members of their department, identifying any trends. Update incidents on school system. Change a student's set if deemed appropriate. Facilitate and encourage staff to take part in restorative meetings with students. Invite parents into the School when appropriate. Refer students causing concern to Heads of Year/SENCO outlining strategies tried. Monitor and evaluate supportive interventions utilised, e.g. class visits and/or observations, analysis of data collected etc.</p>

<p>Tutors will:</p>	<p>Be the first port of call for all teachers and parents with concerns. Promote responsibility and good behaviour amongst tutees. Ensure expected standards of uniform (including nail varnish and jewellery) and equipment every day. Actively use SIMS behaviour data to monitor tutees' behaviour and take appropriate actions to intervene or praise where necessary. Advocate for tutees where necessary. Nominate students for lunch with the headteacher as a reward for doing all that is asked of them in school. Monitor students on report when appropriate in line with School Behaviour procedure. Monitor planners for homework and for equipment and uniform misdemeanours and follow up where necessary. Carry out uniform and equipment checks as requested. Seek support from their Head of Year when appropriate. Monitor punctuality to form time and punish/praise where appropriate. Use a student's planner to communicate with home where appropriate.</p>
<p>Pastoral Managers will:</p>	<p>Collate and provide evidence to Head of Year after any incident (including interviewing students directly involved and those around them) Contact the home of each student involved following such an incident in consultation with Head of Year. Update incidents on school system. Be proactive in supporting appropriate behaviours of those students highlighted as needing support either through their behaviours in school or through external circumstances. Support all students by investigating reasons for their poor behaviours. Keep a log of interactions with students and parents to support effective communication with Head of Year. Lead Restorative Meetings when directed by Head of Year Prepare appropriate cases for TAFs (with Head of Year).</p>
<p>Head of Year will:</p>	<p>Follow up on investigations of Pastoral Managers, including delegating this to Pastoral Managers when appropriate. Interview students. Promote Reconciliation and Restorative meetings. Update incidents on school system. Remove students giving most concern from lessons for a specified period utilising a system of internal isolation and informing parents. Interview students causing concern with their parents, keeping them fully informed of progress/concerns. Liaise with Head of Department to identify students as early as possible for referral for support. Liaise with Head of Department to facilitate strategies for reparation. Maintain an overview of students who have behaved poorly across two or more departments and co-ordinate appropriate interventions. Analyse trends in behavioural incidents in order to act pre-emptively and initiate support strategies for that student which may include the involvement of the Learner Engagement Service. Liaise regularly with tutors, the Pastoral Managers, Learner Engagement Service and parents. Liaise with their line manager regarding action concerning students exhibiting persistently poor behaviour and / or extremely high level poor behaviour. Refer individuals in most need to the SENCO and SLT, working together to develop Pastoral Support Programmes. Be part of the Pastoral Support Plan for the student. Prepare appropriate cases for TAFs. (with the support of Pastoral Managers) Liaise with the SENCO and relevant SLT member concerning TAFs referrals to external agencies through inter-agency meetings, Police liaison etc. Appropriately direct Pastoral Managers to ensure effective support and challenge for</p>

	students.
The SENCO will:	<p>Construct individual Pastoral Support Programmes for students highlighted through School procedures.</p> <p>Prepare cases for referral to outside agencies.</p> <p>Lead on TAF meetings.</p> <p>Investigate and establish links with alternative pathways for individuals in need.</p> <p>Monitor the behaviour of students both with and without SEND through the SIMS behaviour report, highlighting any student that might benefit from further support.</p> <p>Establish and maintain an effective communication system through which feedback is given, advice applied and reviewed on all additional support given to students. (With SLT link)</p> <p>Ensure that behaviour related training and support arrangements are co - ordinated with all other elements of the School's organisation, so that good behaviour management underpins all teaching and learning. (With SLT link)</p>
SLT Link will:	<p>Audit existing provision for the promotion of positive behaviour, highlighting areas of concern and areas of strength.</p> <p>Analyse and discuss weekly behaviour data with Head of Key Stage, informing SLT of overall trends and responding to any emerging issues.</p> <p>Ensure that behaviour related training and support arrangements are co - ordinated with all other elements of the School's organisation, so that good behaviour management underpins all teaching and learning. (With SENCO)</p> <p>Respond to referrals from Heads of Year and SENCO.</p> <p>Organise and attend Governors' Disciplinary Panels for all exclusions of more than five days.</p>
All of SLT will:	<p>Offer advice, support and guidance.</p> <p>Support staff by being an active presence around the school buildings and classrooms.</p> <p>Be available for staff in Reception to support with any incidents involving students, staff or members of the public.</p> <p>Support all members of staff as required when dealing with behavioural issues.</p> <p>Use appropriate sanctions to deal with poor behaviour.</p>
The Headteacher will:	<p>Respond to referrals from SENCO, Head of Year and SLT Link.</p> <p>Use appropriate sanctions to deal with poor behaviour including exclusions. In exceptional circumstances the Headteacher may judge that permanent exclusion may be appropriate. (See circumstances below)</p> <p>The Headteacher will also consider whether or not to inform the Police where such a criminal offence has taken place. Other agencies may be contacted including the Youth Offending Team, Social Services or Learner Engagement Service.</p> <p>Ensure that guidelines are followed on decisions to use exclusion.</p> <p>Keep Governors informed on all relevant matters relating to behaviour.</p>
Governors will:	<p>Ensure that School policy and its related procedures and strategies are implemented.</p> <p>Ensure that the School complies with guidelines and legislation.</p> <p>Monitor the application of this policy promoting positive behaviour.</p> <p>Have regard to guidance on exclusion and administering exclusion procedures.</p> <p>Oversee student disciplinary matters holding a panel to review exclusion decisions and to make recommendations on exclusions of over five days.</p>

4. Recognising Success

The aims of rewards are to encourage pupils to achieve to their potential and be valued and interested members of the school community. While a high standard of effort, work, uniform and behaviour should be expected at all times, our reward system is an attempt to recognise the efforts of our students and to establish the habit of achievement. We want our students to feel proud of themselves and the school through their achievement. At BGN we acknowledge that positive recognition of students who obey the rules encourages appropriate behaviour, increases self-esteem, creates a positive learning environment, and establishes positive relationships within the classroom.

WHAT REWARDS HAVE WE IN PLACE AT BGN?

Headteacher Certificates: Staff are encouraged to recommend students for Headteacher certificates for exceptional work, effort or actions.

Lunch with the Headteacher: Students are nominated by their Tutor to attend a lunch with the headteacher as a reward for doing everything that is asked of them in school.

Celebration Assemblies: Each term we will dedicate an assembly to celebrating the achievements of our students. The criteria for each of these assemblies will be announced in advance and will vary throughout the year allowing for the recognition of a wide variety of students.

Epraise: We award Epraise points to our students to recognise outstanding academic achievement, effort or contribution to our school ethos. The criteria for achieving Epraise points will change throughout the year depending on our school priorities. The purpose of the use of Epraise points at BGN is to engage, inspire and motivate students to enhance academic achievement, personal development and social responsibility. Each student is part of a House and the points they achieve are calculated in the overall tally of House Points across the school. These points are displayed around the school on tv screens and are shared in the weekly whole school assemblies.

Attendance: 100% attendance is rewarded both per term (3x per year) and for the whole academic year. All students with 100% attendance receive a certificate and are entered into a raffle which takes place as part of the celebration assembly.

All school staff are also encouraged to support excellent behaviours for learning, attitudes to learning, personal development and our school ethos by contacting home through letters, phone calls home, notes in planners etc. as they see fit.

Prize Giving: In September we hold our annual Prize Giving to recognise outstanding achievements.

5. Sanctions: Behaviour Reference Ladder

The ladder below includes some of the types of behaviour that will be dealt with by our behaviour policy. Although the list is not exhaustive, and we should remember that each incident needs to be judged on its own merit, it serves to give an indication of actions and possible strategies and sanctions that might be employed for a given level of behaviour.

Detention is used as a sanction, this includes break time, lunchtime or after school.

Type of behaviour	Action	Type of behaviour	Possible Sanctions
Level 1 <i>For example:</i> <ul style="list-style-type: none"> • Not completing Homework • Lateness • Eating / Chewing Gum • Calling Out • Off task • Distracting others • Not actively listening • Inappropriate uniform • Lack of equipment • Passing notes • Talking when teacher is talking* • Not following instructions* • Use of mobile phone* • Inadequate work* • Winding up other students* 	Classroom teacher deals with incident Preventative Measures <ul style="list-style-type: none"> • Clear seating plan • Clear and rigorous expectations and routines • Consistency of approach • Structured, differentiated lesson plans • Planned use of TA support Responsive Measures <ul style="list-style-type: none"> • Make expectations clear • Explicit warnings • Limited time-out • Confiscation • Move seat Possible Further Sanction <ul style="list-style-type: none"> • Department Detentions • Classroom teacher sanction i.e. break time detention 	Level 2 <ul style="list-style-type: none"> • Swearing • Throwing items • Refusal to work • Interfering with others' work • Not respecting others' property • Answering back • Escalation of any Level 1 behaviours 	<ul style="list-style-type: none"> • Department detentions • Removal from class for agreed period of time
		Level 3 <ul style="list-style-type: none"> • Persistent defiance • Persistent disruption • Bringing smoking materials on site • Continued escalation of any of the above behaviours 	<ul style="list-style-type: none"> • Internal isolation • Removal from class for agreed period of time <ul style="list-style-type: none"> • Head of Year after School Detention • Senior Staff after School Detention
		Level 4: <ul style="list-style-type: none"> • Continued escalation of any of the above behaviours • Verbal or physical abuse towards teacher or another student • Swearing at a member of staff 	<ul style="list-style-type: none"> • Internal isolation • Fixed-term exclusion
		Level 5: <ul style="list-style-type: none"> • Continued escalation of any of the above behaviours • Dangerous behaviour that risks the safety of staff or students 	<ul style="list-style-type: none"> • Managed Move • Permanent Exclusion

***These incidents are deemed serious enough that one warning only is required before a situation escalates.**

For Level one incidents students will generally be given one informal warning, one formal warning, and then a punishment as deemed suitable by their teacher, or in line with department policy. However, as outlined above, some Level one incidents and those from Level 2 -5 are deemed serious enough that one warning only is required before the situation escalates.

6. Internal Isolation and Fixed Term Exclusion

Internal Isolation

Behaviour in class, or around the school site, which is of a serious nature, but not thought to warrant a fixed-term exclusion, may result in a period in isolation.

Students will be asked to hand in their mobile phone at the start of the isolation and will be given it back when the isolation has finished.

Students may also spend time in internal isolation with a Head of Year or a member of SLT while a serious incident is being investigated, or while we are waiting for parents to collect a student for a fixed-term exclusion.

The student will be put on Report following the isolation as the HOY deems appropriate.

Fixed-Term Exclusion

Wherever possible, the school seeks to avoid the issuing of fixed-term exclusions. However, in cases which involve students using physical or verbal abuse or aggression to staff or physical assault on another student, then a fixed-term exclusion is a likely outcome. Moreover, any other high-level incident, such as theft, vandalism, substance misuse or the use or dealing of illegal drugs, is likely to result in a fixed-term exclusion and possibly in permanent exclusion.

Fixed-term exclusions are generally served at home under parental supervision. This decision is made by the Head of Year and SLT when determining details of any exclusion. At times we recognise however that there will be no alternative but to exclude a pupil. This exclusion allows students the time to reflect on their actions and what they have learned from this experience and gives the school time to consider how they will best support the student upon their return. It also allows the school community that was damaged by poor behaviour to heal.

The length of the exclusion given will sometimes vary for very similar incidents depending on the student's history.

Reasons for External Exclusions

Physical assault on pupils (2-5 days)

Swearing at staff (1 day - 3 days depending on nature of offence)

Continual disregard for school rules/disruption of learning of other following an internal exclusion

Any other incident deemed appropriate by SLT.

These circumstances may include:

- Serious or threatened violence against another student or a member of staff
- Supplying an illegal drug
- Carrying an offensive weapon
- Failure of PSP

Reintegration Meetings

After an exclusion, a reintegration meeting will take place. The purpose of a reintegration meeting is not to further punish a child but to ensure that the child, and the parent, is committed to acting in accordance with the ethos of the school. Should this be failing during the reintegration meeting the person running the meeting has

the option to send the child home again and reintegrate another day or to ask for another member of staff to assist in the meeting to support the child and parent to make the right decision.

The student will be on Report for 2 weeks following the reintegration meeting. This will be signed by their subject teachers, the person they are reporting to each day and their parent / carer at home.

Searching students

In accordance with DfE guidance on 'Searching, screening and confiscation' January 2018 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf), the Principal and any authorised member of the school staff may search students for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and any article that has been / or is likely to be used to commit an offence, cause personal injury or damage to property. Also, any item banned by our school rules. Unless there is an immediate risk, a search will be carried out by a member of staff who is the same sex as the pupil being searched and in the presence of another member of staff.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Appendix A

General School Rules

<p>1. Entering and Leaving the Site/Outside School</p> <ul style="list-style-type: none">• School rules and standards apply whilst you are in school uniform (including smoking)
<p>2. Moving around the School</p> <ul style="list-style-type: none">• Be careful when moving through the car parking areas• Walk on the left side of corridors and respect those around you• When waiting outside rooms please be aware of others in the corridors and leave room for them to pass you• Allow people to leave a room before you enter• Be polite and respectful at all times• Go through doors in single file• Show respect to others and hold doors open for others when you can• Do not run in the corridors• Keep to the left on all stairways• Wear school uniform in school and remove outdoor clothing once inside school buildings.• Respect those taking exams by being quiet in school during exam periods and by following exam signs
<p>3. No Smoking</p> <ul style="list-style-type: none">• No smoking is permitted anywhere on the school site or just outside the site near the gates (including just before and after school and during lunchtime)• Smoking materials must not be brought onto the site• Smoking is also not permitted in school uniform even outside of school grounds• Students with smokers (but not smoking) are also subject to sanctions
<p>4. Break and Lunchtime Areas</p> <ul style="list-style-type: none">• Only light and soft ball games are allowed on the hard areas (e.g. tennis balls)• Respect the field and playground as part of our school site by leaving no litter behind you• Follow the rules on the Astro turf• Keep away from any areas that have been announced as closed for use• Football on field not by cars
<p>5. LRC</p> <ul style="list-style-type: none">• At all times the LRC is a quiet area• There can be no eating or drinking in the LRC
<p>6. Eating and Drinking</p> <ul style="list-style-type: none">• Eating food, snacks, sweets or chewing gum is not allowed during lesson time• Water, not other drinks, can be drunk in some classrooms with permission of the teacher• Eating or drinking is not allowed in the ICT rooms, in Science labs or in the LRC• Food and drink purchased in the canteen must be consumed in the dining hall• All waste food and litter must be put into the appropriate litter bins
<p>7. Lunchtime Use of Dining Areas</p> <ul style="list-style-type: none">• All students must queue sensibly both inside the dining hall and whilst waiting to come in to the dining hall• Students should sit down to eat and drink• Students should tidy their place and use the appropriate bins when they finish their food
<p>8. Mobile Phones and Audio Equipment (special exemption for Sixth Form)</p> <ul style="list-style-type: none">• Students in Years 7 to 11 with mobile phones must not use them in school, unless requested to do so by a member of staff. These items must be kept switched off and out of sight in school bags• Sixth Form students are permitted to use their mobile phones in the common room.• Headphones should not be worn around school.• Audio equipment and photographic equipment must not be used in school without special permission from a senior member of staff. This includes recording and photographic facilities on mobile phones. Where this rule is ignored, the device will be confiscated until a parent collects it and a detention will

be issued.

- It is unacceptable for students to use phones or other technological equipment to humiliate or bully other members of the school community.

9. Uniform

Wear correct school uniform and remove outside clothing once inside the buildings.

10. Punctuality

Students should arrive in school punctually and be at their classrooms to register at 8:40am.

Students start to move to the lesson at the end of break and lunchtimes as soon as the first bell rings.

Students must be ready to start the lesson by the time the second bell rings.

11. Toilets

Toilets should be used at break and lunchtimes.

Students are not to use the toilet in P1, P3 or P5 unless they have special permission to do so.

Students wishing to use the toilet in P2 or P4 must have their planner signed by their subject teacher.

11. Collective Worship

Students are expected to enter the liturgical space in silence and to sit where they are directed to sit by the teacher or the student leader in charge. They are expected to sit in silence, with reverence, and to participate fully in all aspects of the liturgy.

Students are expected to enter the chapel in silence and to genuflect upon entering. They are expected to behave with reverence throughout their time in the chapel, remembering they are in the presence of God.

12. Expectations on school transport

Students who take the bus to and from school are expected to behave in the same way as would be deemed appropriate in school. Bad language, rudeness to adults or to peers or bullying will be subject to the same consequences as in school. Persistent disrespect for rules on school buses will lead to a withdrawal of the right of that student to use the school bus service, meaning that the family of the student concerned will have to find alternative transport to and from school for that student.

Appendix B

Uniform Expectations

As with all forms of behaviour management, it is the responsibility of every member of staff to resolve issues with uniform. There is an expectation that all tutors check uniform (and equipment) daily.

Students may be kept in internal isolation if their uniform does not meet the required expectations.

Uniform Element	Clarification on the Element
Navy blue blazer with BGN badge. All Navy V neck jumper with BGN badge.	Only the school blazer will be acceptable. These can be purchased through Cross Embroidery, Banbury.
Grey trousers for boys, not black Navy pleated skirt or navy tailored trousers for girls. Plain white shirt for boys Blue and white check rever neck blouse for girls Tie for boys	Trousers must be appropriate for normal school wear and NOT : <ul style="list-style-type: none"> • be combat style, jeans or jeans-style, corduroys or pinstriped; • have externally fixed silver buttons/studs or exposed zips; • be legging-style or made of elasticated material. <p>Navy pleated skirt no more than 3 inches above or below the knee, with BGN logo embroidered in.</p> <p>Collar must be large enough to allow the top button to be fastened. Top button must be fastened at all times.</p> <p>Belts on trousers must be plain, black, be to hold up the trousers and go through belt loops. They must not be 'fashion' belts, studded, coloured, wide or just 'hanging' on trousers. They must not have oversized buckles.</p> <p>BGN tie for boys which should be fastened allowing at least 12 stripes to be shown</p>
Plain low heeled black substantial shoes	Only completely plain black footwear is acceptable, i.e. absolutely no flashes, markings or logos in other colours. Heels to be no higher than 1 inch. No trainers, boots, stilettos, flip-flops, canvas, open-toed or open-backed shoes will be accepted.
Simple outside coats with no large logos	Plain navy or black top coat, which must be taken off as soon as student enters the school building. Scarves (navy or black only) that are worn to school must be removed when inside classrooms.
Socks or tights for girls	Plain navy or black tights, or plain navy or black ankle socks only - no patterns, no leg warmers
Jewellery:	A watch, one plain stud per ear worn at the bottom of the ear and a small crucifix on a chain are the only permitted items of jewellery. We will allow no jewellery, other than that mentioned, to be worn: e.g. no rings, bracelets, necklaces, bangles, charity bracelets or piercing jewellery. These items must be removed for PE.
Hairstyle and make-up:	No make-up should be worn at school. No extreme hairstyles are allowed. Hairstyles should not be of an extreme nature (e.g. Mohican, of unusual non-natural colours, or being razor cut into the scalp) and students will be asked to have it amended and/or sent home until grown out. No make-up, nail varnish, acrylic nails, false nails should be worn in school: students will be asked to remove any make-up or nail varnish.

Please note that whilst these rules form the core of the uniform rules, the Headteacher will be the final arbiter of what is acceptable, or not, in terms of the uniform.

Items of inappropriate school uniform may be confiscated and returned to students at the end of the day.

Appendix C

Students with additional educational needs

‘Inclusion is about the quality of children’s experience; how they are helped to learn, achieve and participate fully in the life of the school.’

(DfE: Removing barriers to achievement, 2004)

The SEN department at BGN promotes learning for all students and provides support to staff and pupils to ensure a positive approach to learning exists throughout the school. We also recognise that under Ofsted regulations, Ofsted inspectors in inspecting the Quality of teaching and learning, are required to assess the extent to which “teachers and other adults create a positive climate for learning in which pupils are interested and engaged” which should include an assessment of the extent to which individual needs are addressed and all pupils are included in teaching. Furthermore, under the Quality of leadership in, and management of, the school, inspectors are required to make a judgment on how schools “enable all pupils to overcome specific barriers to learning”. Again, this should include an assessment of the school’s attitude to inclusion and meeting the needs of a diverse pupil population. The school’s SENCO will evaluate adequacy of provision to students with specific barriers to learning through analysis of tracking data and evidence elected through learning walks and lesson observations, and will provide appropriate staff training to support improvements. The impact of this will be reviewed in SENCO-SLT link meetings and in analyses of exclusion data by the SPP Governor Committee.

“Reasonable adjustments” will be made relative to each individual case.

We acknowledge the legal duties and Equality Act 2010 in respect of Safeguarding and in respect of pupils with Special Educational Need.



Blessed George Napier Catholic School

Correct Uniform and Equipment List

Commencing September 2020

BGN uniform is compulsory for all pupils in Years 7-11. All items of clothing must be named. The uniform is:-

All

- Plain navy or black top coat – no logos
- Navy blue blazer with BGN badge – no other top should be worn with school uniform
- Navy 'V' neck jumper with BGN badge
- Black substantial shoes with heel no higher than 25mm/one inch. No material shoes, trainers, canvas or ballet shoes. No logos on any shoes
- A plain navy or black scarf may be worn

Boys

- Plain white shirt with collar large enough to allow the top button to be fastened. The top button must be fastened at all times
- BGN tie which should be fastened allowing at least 12 stripes to be shown
- Grey trousers, not black
- Black or grey ankle socks

Girls

- Blue and white check reverse neck blouse
- Navy pleated skirt with the BGN logo on, no more than three inches above or below the knee
- Navy tailored trousers
- Plain navy or black tights, or plain navy or black ankle socks only

A high standard of personal appearance is expected of all students and anyone arriving at school in non-uniform clothing may expect to be sent home to get changed.

General

- No body or facial piercings are permitted whatsoever, covering of such with plasters is not sufficient. Studs, rings etc may not be worn in school time. One small stud, worn at the bottom of each ear, a small crucifix on a chain and a watch are the only permitted items of jewellery. These items will have to be removed for PE
- Hair colour and style must be appropriate for school with no tram lines cut into the style. Hair must not be dyed in any unnatural colours
- Make-up, including nail varnish and acrylic nails, is not permitted in school [Years 7-11]
- Coats and outdoor clothing may not be worn in school
- Boots may not be worn in school [Years 7-11]

PE Kit

Boys

Navy and gold rugby shirt
crest

Navy blue shorts

Navy blue football socks with gold hoops

Football boots

Training shoes

Optional

Navy blue hooded sweatshirt with BGN

BGN navy blue tracksuit bottoms

Navy, gold and white polo shirt

Running spikes

Girls

Navy blue short-sleeved polo shirt with school crest
crest

Navy blue shorts, skirt or skorts with BGN badge

Navy blue socks with gold hoops

Training shoes

Optional

Navy blue hooded sweatshirt with BGN

BGN navy blue tracksuit bottoms

Football boots

Running spikes

Please note that anyone arriving in non-uniform clothing may expect to be sent home to get changed. Similarly, anybody not having the right equipment may expect to be sent home to get it.

Equipment

Every student is expected to provide the following basic items of equipment for every lesson:-

- Black ballpoint pen [and a spare]
- Coloured pencils/fine fibre tips
- Pair of compasses
- Calculator
- Rough notebook/jotter
- Pencil
- Pencil eraser
- Pencil sharpener
- Ruler 12"/30 cm
- Protractor
- Set square

Tippex/liquid paper is not allowed in school and must not be used in any school work. **Laser pens/pointers are also not allowed in school at any time.**

Textbooks and specialised equipment will be issued on loan and students will be required to pay for any loss or damage to school property.

If items are clearly labelled, they will be returned to pupils

Our school uniform is available from:-

Cross Embroidery Limited, Units 5-6 Lower Cherwell Street, Banbury, OX16 5AY.

Tel: 01295 270555. Email: sales@crosembroidery.com

Opening hours: 9 am – 5 pm Monday-Friday & 9.30 am – 1.30 pm Saturday

Appendix E

Expectations and Sanctions – Further information for students

Uniform

Blazers to be worn in hall/canteen.

If there is a good reason why you cannot wear correct uniform that day you should bring in a letter of explanation from your parent/guardian. You should show this letter to your form tutor who will then sign it for that day only.

Ties, blazers and, where possible, shoes may be borrowed from the front office if there are any available.

Offence	Confiscation Period	Head of Year Lunchtime Detention	Letter Home
1 st	0 Days and a Warning	x	x
2 nd	1 days	✓	x

PE Uniform

All students are expected to wear the school kit for their PE lessons. Where this does not happen the following consequences will occur.

Offence	Consequence
1 st	A Warning and Kit Mark
2 nd	Phone Call Home
3 rd	Lunch Time Detention
4 th	After School Detention

Mobile Phones:

All incidents are recorded on SIMS

Offence	Confiscation Period	Return of Phone
1 st	1 day	Pupil to collect from front office at the end of the school day
2 nd	1 day and letter home	Pupil to collect from front office at the end of the school day
3 rd	At least 1 day	Will only be returned when a parent collects from the front office or phones the relevant Head of Year.

Lateness Sanctions System

Lateness to Registration

Whenever you are late you must sign in with the Attendance Officer. It is important that we are always on time to school so the Attendance Officer will produce a list of all the students that have been late each week. The tally of 'lates' is on-going throughout the term, but every student is given a 'fresh slate' at the beginning of a new term.

Issue	Consequences
2 lates to registration/school	Letter home and one-hour After School Detention
2 more lates	After School Detention and your parents will be invited in for a meeting with your Head of Year

Lateness to Lessons

If you are late to lessons your teacher may issue a sanction and may inform your tutor and your Head of Year. If you are repeatedly late, you may be issued with an After School Detention.

Smoking/Vaping

Smoking/vaping/e-cigarettes are not permitted anywhere on the school site. BGN is a smoke free zone. Smoking is not permitted in any area of the school or school grounds.

Smoking anywhere on the school site or near the gates (including just before and after school and during lunchtime)	One day internal isolation
Student caught in possession of smoking materials	One day internal isolation
Smoking off site but in uniform	After school detention
Student with smokers (but not smoking)	After school detention

Homework

You should always record your homework in your planner. If you do not hand your homework in on time your teacher may, according to circumstances, issue you with a punishment, which may require you to stay after school to complete your homework. We expect that the students will complete their homework to the highest possible standards that they can be proud of and that show that they have taken their homework task seriously. If this is not the case, you will be asked to redo your homework until it is of a satisfactory standard.

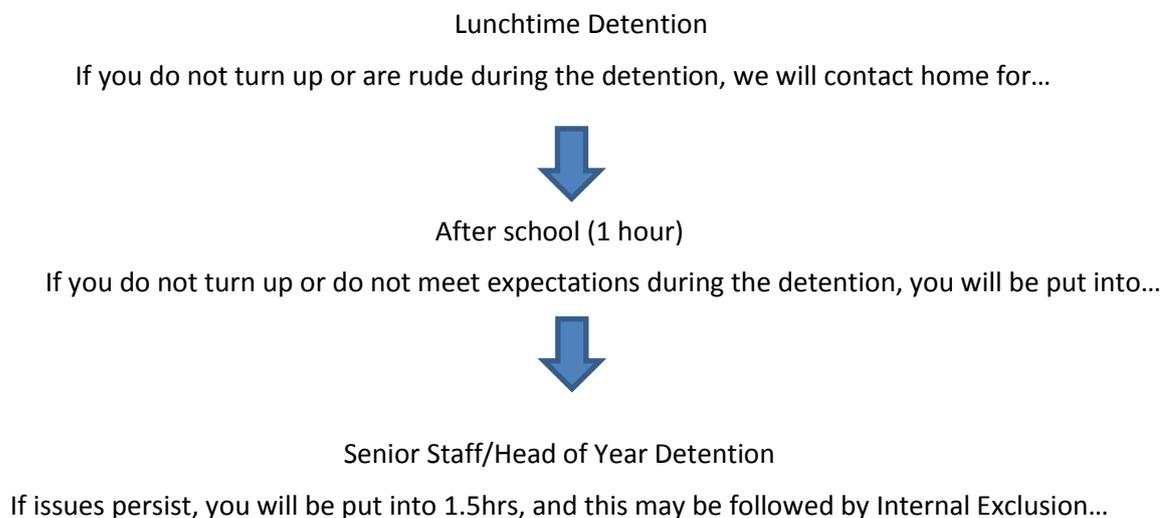
Restorative Meetings

Restorative meetings are held to repair relationships which have broken down. The meetings are led by an independent facilitator. The parties involved are encouraged to talk about their thoughts and feelings in relation to an incident and then listen to the thoughts and feelings of others involved. The success of these meetings relies upon the willingness of those involved to engage in the process. When successful, they have positive results.

Detentions

The following procedure is what will happen if you do not attend your detentions or if you do not have the appropriate attitude during your detention.

Detention Flow Chart



Reports

THE SCHOOL REPORTING SYSTEM

Students are put on to report for a number of reasons:

- If there is concern about the progress they are making, including if their grades are lower than expected
- If their behaviour is less than expected, indicated either by the number of incidents they are involved in or by concern raised by more than one teacher
- If they are returning from an internal isolation or a fixed period of exclusion
- If requested by their parents

A report gives a student time to prove how well they can do and gives them an opportunity to build relationships with their teachers.

There are three levels of report:

- Level 1: Tutor Report – Not meeting expectations
- Level 2: Head of Year/Head of Key Stage Report
- Level 3: SLT Report